

*LINDA E. MARTIN*

## COMPREHENSIVE PROFESSIONAL VITA

**I. EDUCATION**

<u>School</u>	<u>Fields of Study</u>	<u>Degree</u>	<u>Year</u>
Brigham Young University	Reading Education	Ed.D.	1994
Utah State University	Secondary Education	M.Ed.	1987
Utah State University	Elementary Education	B.S.	1980

**II. PROFESSIONAL EXPERIENCE**

<u>Institution</u>	<u>Position</u>	<u>Year</u>
Ball State University	Professor	2011
Ball State University	Associate Professor	2000
Ball State University	Assistant Professor	1994
Southeastern Oklahoma State University	Adjunct Professor	1994
Brigham Young University	Visiting Assistant Professor	1994
Brigham Young University	Instructor	1992-93
Public Classroom Experience Uintah School District, Utah	Classroom Teacher	1980-90

**III. TEACHING****A. PREVIOUS TO BALL STATE UNIVERSITY**Brigham Young University Student Evaluation

Elementary Education courses including reading and language arts.

Southeastern Oklahoma State University

Content Area reading for elementary and secondary majors

**B. BALL STATE UNIVERSITY**

Traditional Teaching Assignments and Supervision/Maximum score for each category = 5.00

Faculty Evaluation categories for courses offered Summer Semester 2010 and on follow:

Online and face-to-face courses

Category One (C1): Instructor Evaluation (Six items)

Category Two (C2): Course Evaluation (Five items)

<u>Spring 2022</u> EDRD 630 (800) (3) Chair of Elementary Education (6)	<u>CI</u>	<u>C2</u>
<u>Fall 2021</u> EDRD 627 (3) Chair of the Department of Elementary Education. (6)	<u>CI</u> 4.86	<u>C2</u> 4.89
<u>Summer 2021</u> EDRD 630 (800) (3) Chair of Elementary Education (6)	<u>CI</u> 4.67	<u>C2</u> 5.00
<u>Spring 2021</u> EDRD 630 (800) (3) Chair of Elementary Education (6)	<u>CI</u> 4.26	<u>C2</u> 4.43
<u>Fall 2020</u> EDRD 627 (3) Chair of the Department of Elementary Education. (6)	<u>CI</u> 4.43	<u>C2</u> 4.53
<u>Summer 2020</u> EDRD 630 (800) (3) Assistant to the Chair in Elementary Education	<u>CI</u> 4.14	<u>C2</u> 4.20
<u>Spring 2020</u> EDRD 630 (800) (3) Director of Graduate Programs-masters and doctoral (advising and program development) (3) Assistant to the Chair in Elementary Education (3)	<u>CI</u> 4.35	<u>C2</u> 4.72
<u>Fall 2019</u> EDRD 627 (3) Director of Graduate Programs-masters and doctoral advising and program development) (3) Assistant to the Chair in Elementary Education (3)	<u>CI</u> 3.9	<u>C2</u> 4.0
<u>Summer 2019</u> EDRD 630 (800) (3) Director of Graduate Programs-masters and doctoral (advising and program development) (3)	<u>CI</u> 4.7	<u>C2</u> 4.4
<u>Spring 2019</u> EDRD 630 (800) (3) Director of Graduate Programs-masters and doctoral (advising and program development) (6)	<u>CI</u> 4.5	<u>C2</u> 4.5
<u>Fall 2018</u> EDRD 627 (3) EDRD 698 (3) EDRD 770 (3)	<u>CI</u> 4.70	<u>C2</u> 4.58

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Summer 2018</u>	<u>CI</u>	<u>C2</u>
EDRD 630 (3)	5.00	5.00
DISS 799 (5)		
EDRD 698 (3)		

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Spring 2018</u>	<u>CI</u>	<u>C2</u>
EDRD 630 (800) (3)	4.56	4.58
EDEL 698 (3) (independent study)		
DISS 799 (5)		

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Fall 2017</u>	<u>CI</u>	<u>C2</u>
EDRD 627 (3)	4.70	4.58
EDRD 698 (3)		
EDRD 770 (3)		

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Summer 2017</u>	<u>CI</u>	<u>C2</u>
EDRD 630 (3)	4.41	4.22

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Spring 2017</u>	<u>CI</u>	<u>C2</u>
EDRD 630 (800) (3)	4.41	4.44
EDEL 698 (3) (independent study)		
DISS 799 (5)		

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Fall 2016</u>	<u>CI</u>	<u>C2</u>
EDRD 627 (3)	4.58	4.67
EDRD 701 (3) (independent study)		
EDEL 698 (3)		
DISS 799 (5)		

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Summer 2016</u>	<u>CI</u>	<u>C2</u>
EDRD 640 (3)	4.27	4.37
EDRD 630 (3)	4.72	4.76

Director of Graduate Programs-masters and  
doctoral (advising and program development) (6)

<u>Spring 2016</u>	<u>CI</u>	<u>C2</u>	
EDRD 645 (3)	4.84	4.87	
EDEL 698 (3) (independent study)			
DOC 700			
Director of Graduate Programs-masters and doctoral (advising and program development) (6)			
<u>Fall 2015</u>	<u>CI</u>	<u>C2</u>	
EDRD 627 -800 (3)	4.89	4.78	
Graduate Advising and program development(6)			
<u>Summer 2015</u>	<u>CI</u>	<u>C2</u>	
EDRD 640 – 800 (3)	4.38	4.50	
EDRD 645 – 800 (3)	3.90	4.20	
Graduate Advising and program development(6)			
<u>Spring 2015</u>	<u>CI</u>	<u>C2</u>	
EDEL 676 – 800 (3)	4.64	4.80	
Graduate Advising and program development(6)			
<u>Fall 2014</u>	<u>CI</u>	<u>C2</u>	
EDRD 430 -003 (3)	4.04	4.26	
Graduate Advising and program development(6)			
<u>Summer2014</u>	<u>CI</u>	<u>C2</u>	
EDEL 676-800 (3)	4.50	4.57	
EDRD 630 (Independent study)			
EDRD 645 (Independent study)			
Graduate Advising and program development(6)			
<u>Spring 2014</u>	<u>CI</u>	<u>C2</u>	
EDRD 450 -001 (6)	4.39	4.53	
EDRD 427 – 001 (3)	4.42	4.54	
<u>Fall 2013</u>	<u>CI</u>	<u>C2</u>	
EDRDG 450-001	4.80	4.80	
EDRDG 427-001	4.82	4.83	
DISS 799-640			
<u>Summer 2013</u>	<u>CI</u>	<u>C2</u>	
EDEL 676-802	4.83	5.00	
EDEL 676-803	4.57	4.56	
EDEL 676-804	4.41	4.40	
EDRD 630-800 (3 independent studies)			
DISS 799-640			

<u>Spring 2013</u>	<u>C1</u>	<u>C2</u>
EDRDG 450-001	4.28	4.40
EDRDG 427-001	4.33	4.33
EDRDG 645-1P		
DOC 700-635		
DISS 799-639		
Departmental Honors (Caitlyn Sporleder): Title: From Culture to Behavior: How Teachers' Beliefs Affect Their Interactions in the Classroom		
<u>Fall 2012</u>	<u>C1</u>	<u>C2</u>
EDRDG 450-001 (6)	4.72	4.69
EDRDG 427-001 (3)	4.69	4.59
EDRDG 701 -001P (3) Independent study		
EDEL 698 (6) Independent study		
<u>Summer 2012</u>	<u>C1</u>	<u>C2</u>
EDRDG 400-001 (3)	4.24	4.26
EDRDG 630-800C (3)	4.76	4.80
EDEL 676-870C (3)	3.94	4.13
EDRDG 770-001 (4)	5.00	4.93
EDRDG 701-001P (3) Independent study		
<u>Spring 2012</u>	<u>C1</u>	<u>C2</u>
EDRDG 450-001 (6)	4.55	4.49
EDRDG 427-001 (3)	4.69	4.66
<u>Fall 2011</u>	<u>C1</u>	<u>C2</u>
EDRDG 450-001 (6)	4.29	4.29
EDRDG 427-001 (3)	4.00	4.28
EDRDG 645-001P (3) Independent study for three students		
Director of Doctoral Programs for the Department of Elementary Education (beginning 2011)		
<u>Summer 2011</u>	<u>C1</u>	<u>C2</u>
EDRDG 400-001 (3)	3.58	3.72
EDRDG 630-800C (3)	4.29	4.20
EDEL 676-800C (3)	4.16	4.35
EDEL 676-870C (3)	4.00	4.13
<u>Spring 2011 (Special Leave)</u>		
<u>Fall 2010</u>	<u>C1</u>	<u>C2</u>
EDRDG 430-002 (3)	4.75	4.61
EDRDG 430-004 (3)	4.23	4.26
Note: I supervised a doctoral student while she taught section 004.		
EDEL 676 -800C (3)	4.50	4.56
Research (3)		
<u>Summer 2010</u>	<u>C1</u>	<u>C2</u>
EDRDG 400-001 (3)	4.269	4.377

EDRDG 430-005 (3)	4.166	4.422
Note: I supervised a doctoral student while she taught section 005.		
EDRDG 630-800C (3)	4.396	4.545
EDRDG 630-801C (3)	4.700	4.600
EDEL 676-803C (3)	4.187	4.375
EDEL 698-001P (Independent Study)		
EDEL 699-002P (Independent Study)		

Faculty Course Evaluation categories for Spring Semester 2010 follow:

Online and face-to-face courses  
 Content (items 1-3)  
 Communication (items 4-6)  
 Organization (items 7-8)  
 Teaching & Assessment (items 9-13)  
 General (item 14)  
 Overall Competency (item 15)

<u>Spring 2010</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>
EDRDG 430-005 (3)	4.86	4.86	4.91	4.84	5.00	5.00
EDRDG 450-002 (6)	4.70	4.33	4.25	4.57	4.90	4.90
Research (3)						

Honors Project Advisor: Alexandria McCarty completed a study of the intervention model Response to Intervention (RTI). In the process, a paper was required that described RTI and specific strategies that can be used to implement an RTI program.

Faculty Course Evaluation categories for courses taught spring, summer, and fall semesters 2009 follow:

Online Course Evaluations  
 Content (items 1-3)  
 Communication (items 4-6)  
 Organization (items 7-8)  
 Teaching & Assessment (items 9-13)  
 General (item 14)  
 Overall Competency (item 15)

Face-to-face Course Evaluations  
 Content (items 1 & 2)  
 Communication (items 3-5)  
 Organization (items 6, 7, 13, & 14)  
 Teaching (items 8-12)  
 General (items 15-18)  
 Overall Competency (item 19)

<u>Fall 2009</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>
EDRDG 430-001 (3)	4.53	4.54	4.58	4.25	4.55	4.63
EDRDG 630-800C (3)	2.00	2.00	2.00	2.00	1.00	1.00 *
EDEL 676-801C (3)	4.33	4.33	4.50	4.50	4.50	5.00
Research (3)						

Honors Thesis Advisor: Trish Quatroche completed a study of children's literature (with specific themes) and the instructional plans to use the literature.

\*Statement about the scores of EDRDG 630-800C: This is representative a one student out of 10 students. Two students received an 'F' as a final grade. I have added reflections from the students' final online discussion that better represent the students' evaluation of the course.

<u>Summer 2009</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>
EDRDG 400-001 (3)	4.46	4.53	4.73	4.10	4.50	4.58
EDRDG 630-800C (3)	4.67	4.70	4.75	4.68	4.70	4.80
EDRDG 630-801C (3)	4.33	4.44	4.62	4.47	4.78	4.89

<u>Spring 2009</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>
EDRDG 430-005 (3)	4.79	4.95	4.91	4.62	4.92	4.95
EDRDG 450-002 (6)	3.90	4.67	3.80	3.92	4.35	4.40

Research (3)

EDRDG 630 The Psychological Factors in Reading: Independent Study: Jessica Clements

EDRDG 699: Independent Study in Elementary Education: Kwangok Kim (Doctoral Student)

Faculty Course Evaluation categories for courses taught Fall Semester 2008 follow:

Face-to-face Course Evaluation

Content (items 1-3)

Communication (items 4-6)

Organization (items 7 -8)

Teaching & Assessment (items 9-13)

General (item 14)

Overall competency (item 15)

<u>Fall 2008</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>
EDRDG 400-001 (3)	4.60	4.59	4.57	4.56	4.79	4.86
EDRDG 400-003 (3)	4.33	4.34	4.42	4.30	4.47	4.53
EDRDG 400-004 (3)	4.41	4.35	4.50	4.19	4.68	4.57

Research (3)

Faculty Evaluation categories for courses taught Spring and Summer Semesters 2008 follow:

Face-to-face Course Evaluation

Content (items 1 & 2)

Communication (items 3-5)

Organization (items 6, 7, 13, & 14)

Teaching (items 8-12)

General (items 15-18)

Overall Competency (item 19)

Online Course Evaluation

Content (items 1 & 2)

Communication (items 3 & 4)

Organization (items 5-8)

Teaching & Assessment (items 9-13)

General (items 14 & 15)

Overall Competency (item 16)

<u>Summer 2008</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	
EDRDG 400-001 (3)		4.56	4.74	4.74	4.42	4.59	4.86
EDRDG 430-003 (3)		4.68	4.68	4.65	4.59	4.68	4.89
EDRDG 630-800C (3)	4.25	4.42	4.46	4.23	4.33	4.33	
EDRDG 630-801C (3)	4.50	4.50	4.57	4.43	4.43	4.57	

<u>Spring 2008</u>		<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	
EDRDG 400-003	(3)		4.37	4.63	4.52	4.12	4.64	4.46
EDRDG 390-001	(3)		4.47	4.50	4.16	3.85	4.32	4.22
EDRDG 390-002	(3)		4.45	4.32	4.53	3.63	4.55	4.16

Research (3)

EDRDG 698- Seminar in Elementary Education: Independent Study: Rhonda Kraii

Honors Thesis: Jennifer Waeber completed an Honors Thesis. Weekly meetings were held with Jennifer in the fall 2007 to organize children's literature in specific genre and categories to use across the curriculum. Jennifer examined the history of children's literature and the way that children's literature has been used in the classroom. As a result, she was able to write a clear purpose for developing the project. While student teaching this semester, she developed a themed unit of study for the purpose of examining the use of children's literature to teach.

Faculty Course Evaluation categories for courses taught Spring Semester 1996 to Fall Semester 2007 follow:

Content (items 1 & 2)

Student Interaction and Rapport (items 3-5)

Pacing/Timing (items 6 & 7)

Teaching Strategies (items 8-12)

Organization/Preparation (items 13 & 14)

General (items 15-18)

Overall Competence (item 19)

<u>Fall 2007</u>		<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>	
EDRDG 400-002	(3)		4.11	3.99	4.03	3.20	4.40	4.14	4.52
EDRDG 400-005	(3)		3.88	3.85	4.32	3.14	4.25	3.92	4.21
EDRDG 630-800C (3)		No data were reported. Informal evaluations were shared with the Chair.							
DISS 799-640 (Robin Scott) (10)									

Research (3)

EDRDG 701-Independent Study (Doctoral Students: Kwangok Kim and Rhonda Kraii)

<u>Summer 2007</u>		<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>	
EDRDG 430-003	(3)		5.00	4.91	5.00	4.84	5.00	4.97	4.93
EDRDG 430-004	(3)		4.84	4.53	4.71	4.64	4.96	4.81	4.92
EDRDG 630-800C (3)		No data were reported. Informal evaluations were shared with the Chair.							

<u>Spring 2007</u>		<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>	
EDEL 792-001 (3)		5.00	4.93	4.70	4.42	5.00	5.00	5.00	
EDRDG 430-007 (3)			4.86	4.85	4.84	4.72	4.81	4.85	4.94
EDRDG 770-Study of Reading Research: Independent Study (Doctoral students: Kwangok Kim and Rhonda Kraii)									

EDEL 698-Seminary in Elementary Education: Independent Study (Doctoral student: Robin Scott)

Student Teaching (Wes Del Elementary)

ELED 463, 464, 465 (1) No online evaluations were reported to the College.

PDS (Wes Del Elementary) (2)

Research (3)

<u>Fall 2006</u>		<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>	
EDRDG 400-002 (3)			4.61	4.70	4.79	4.22	4.77	4.64	4.79
EDRDG 400-005 (3)			4.63	4.64	4.52	4.22	4.73	4.63	4.75

EDRDG 701 Advanced Study in Reading: Independent Study (Doctoral student: Robin Scott)

Student Teaching (Wes Del Elementary)

ELED 463, 464, 465 (1) No online evaluations were reported to the College.



PDS (Wes Del Elementary) (2)  
Research (3)

Summer 2006

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>	
EDRDG 430-001 (3)		4.44	4.63	4.61	4.20	4.67	4.60	4.67
EDRDG 400-001 (3)		4.40	4.42	4.55	3.85	4.50	4.41	4.67

EDRDG 630-800C (3) Informal summaries of the course were collected to refine course procedures. Those were shared with the Chair of the Department.

Spring 2006

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 400-005 (3)	4.11	4.36	4.15	4.27	4.29	4.04	4.36
EDRDG 430-005 (3)	4.88	4.80	4.80	4.40	4.82	4.85	4.94

EDRDG 770 Study of Reading Research: Independent Study (Doctoral Student: Robin Scott)  
Research (3)

Student Teaching (Wes Del Elementary)

ELED 463, 464, 465 (1) No online evaluations were reported to the College.

PDS (Wes Del Elementary) (2)

Fall 2005

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 430-002 (3)	4.74	4.68	4.78	4.50	4.86	4.64	4.83

Research (3)

Student Teaching

ELED 463, 464, 465 (6) No online valuations were reported to the College.

PDS (Wes Del Elementary)

Summer 2005

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 430-001 (3)	4.12	4.34	4.54	4.12	4.63	4.27	4.63
EDRDG 430-005 (3)	4.98	4.94	4.93	4.72	4.95	4.86	5.00
EDRDG 400-002 (3)	4.66	4.69	4.74	4.31	4.79	4.70	4.84

EDRDG 630-001P Independent Study (Doctoral Student: Robin Scott)

Spring 2005

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>	
EDRDG 430-003 (3)		4.29	4.53	4.61	3.92	4.55	4.41	4.50

Research (3)

Student Teaching

ELED 463, 464, 465 (6) No online evaluations were reported to the College.

Note: At this point, the evaluations were online and students and teachers were not responding.

PDS Liaison (Wes-Del Elementary)

Fall 2004

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 430-001 (3)	4.03	4.15	4.38	3.72	4.53	4.30	4.38
EDRDG 430-002 (3)	4.23	4.55	4.32	4.90	4.53	4.32	4.59

Student Teaching

ELED 463, 464, 465 (6)

Student Ratings

Categories

Professional Qualities

Professional Skills

Managerial Skills

Teacher Ratings

Categories

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
No ratings reported.								
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9

Professional Qualities	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Professional Skills	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
Managerial Skills		5.00	5.00	5.00	5.00	5.00			

Research (3)  
PDS Liaison (Wes-Del Elementary)

<u>Summer 2004</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>		
EDRDG 430-003 (3)	3.97	4.43	4.41	3.65	4.32	4.24	4.06		
EDRDG 620-001 (3)	3.94	4.52	4.57	3.22	3.94	4.28	4.33		

Research: IREAD Federal Grants at IPS 83 Flora Torrance Elementary and IPS 15 Thomas Gregg Elementary  
(6) Time was given to organize the data collected from both schools.

<u>Spring 2004</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>		
EDRDG 430-003 (3)	4.55	4.61	4.52	4.22	4.63	4.52	4.84		

Student Teaching  
ELED 463, 464, 465 (6)

<u>Student Ratings</u>									
Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Professional Skills	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	
Managerial Skills		5.00	5.00	5.00	5.00	5.00			
<u>Teacher Ratings</u>									
Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	5.00	5.00	4.75	5.00	5.00	5.00	4.75	5.00	5.00
Professional Skills	4.75	4.75	5.00	5.00	5.00	5.00	4.50		
Managerial Skills		4.75	4.75	4.25	4.50	4.50			

Research: IREAD Grants at IPS 83 Flora Torrance Elementary and IPS 15 Thomas Gregg Elementary (3)  
PDS Liaison (Gaston Elementary and Harrison Elementary)

<u>Fall 2003</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>		
EDRDG 430-003 (3)	4.44	4.75	4.50	4.31	4.59	4.55	4.88		
EDRDG 320-011 (3)	3.20	4.21	3.97	2.96	3.79	3.63	3.68		

Student Teaching  
ELED 463, 464, 465 (3)

<u>Student Ratings</u>									
Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	4.80	4.60	4.00	4.60	4.80	4.60	4.80	4.80	4.60
Professional Skills	4.60	4.60	4.60	4.20	4.80	4.80	4.60		
Managerial Skills		3.80	4.40	4.20	4.00	4.20			
<u>Teacher Ratings</u>									
Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	4.40	4.60	4.60	4.80	4.60	4.60	4.40	4.40	4.20
Professional Skills	4.00	4.40	4.40	4.60	4.60	4.40	4.40		
Managerial Skills		4.00	4.40	4.00	4.00	4.60			

Research: IREAD Grants at IPS 83 Flora Torrance Elementary and IPS 15 Thomas Gregg Elementary (3)  
PDS Liaison (Gaston Elementary and Harrison Elementary)

<u>Summer Semester 2003</u>	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>		
EDRDG 610-001 (3)	4.09	4.50	4.11	4.61	4.30	4.40	4.64		
EDRDG 620-001 (3)	4.47	4.85	4.69	4.20	4.58	4.56	4.83		

IREAD Grants: IPS 83 Flora Torrance Elementary and IPS 15 Thomas Gregg Elementary (6)



Student Ratings

Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Professional Skills	4.00	5.00	5.00	5.00	5.00	5.00	5.00		
Managerial Skills		4.00	5.00	5.00	4.00	5.00			

Teacher Ratings

Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Professional Skills	5.00	5.00	5.00	5.00	5.00	5.00	5.00		
Managerial Skills		5.00	5.00	5.00	4.00	5.00			

Research (3)

PDS Liaison (Gaston Elementary and Harrison Elementary)

Fall Semester 2001

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 430-004 (3)	4.43	4.59	4.43	4.34	4.73	4.69	4.87

Student Teaching

ELED 463, 464, 465

Student Ratings

Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	4.67	3.67	4.33	3.33	4.33	4.00	5.00	4.00	4.33
Professional Skills	4.00	4.67	4.67	4.33	4.67	5.00	4.67		
Managerial Skills		4.67	5.00	4.67	4.00	3.67			

Teacher Ratings

Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	4.67	4.67	4.33	4.67	4.67	4.67	5.00	4.67	4.67
Professional Skills	4.33	4.67	4.67	4.67	4.33	4.67	4.33		
Managerial Skills		4.33	4.00	4.33	4.33	4.33			

Research (3)

PDS Liaison (Gaston Elementary and Harrison Elementary)

Honors Thesis: Adam Drummond – Adam developed two content area topics for science and social studies to implement reading and writing across the curriculum. He also embedded the 4-Block language arts methods. These units were implemented in his student teaching experience. At the end, he wrote a formal report about how he was able to implement the units, the successes and adjustments that were made.

Summer Semester 2001 (Students in Liverpool, England)

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 400-032S	3.85	4.02	3.95	3.46	4.46	4.16	4.70
EDEL 340	4.60	4.64	4.70	4.42	4.73	4.60	4.73

Spring Semester 2001

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 430-004 (3)	4.91	4.96	4.87	4.56	5.00	4.82	5.00
EDRDG 680-001 (3)	4.61	4.63	4.38	4.08	4.67	4.75	4.89

Student Teaching

ELED 463, 464, 465

Student Ratings

Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	5.00	5.00	5.00	5.00	5.00	4.50	5.00	5.00	5.00
Professional Skills	4.50	4.50	5.00	4.50	5.00	5.00	4.50		
Managerial Skills		4.50	4.50	4.50	3.50	4.50			

Teacher Ratings

Categories	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Professional Qualities	4.50	4.50	4.25	4.50	4.50	4.25	4.50	3.75	4.25
Professional Skills	4.00	4.00	4.75	4.50	4.50	4.25	4.25		



Summer 1998

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 632-001 (3)	3.71	3.80	4.57	3.58	4.71	4.22	4.43
EDRDG 400-001 (3)	4.62	4.69	4.82	4.13	4.62	4.54	4.67
EDRDG 430-430 (3)	4.88	4.82	4.73	4.64	4.85	4.92	4.83

Spring Semester 1998

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 430-009 (3)	4.79	4.82	4.71	4.57	4.85	4.87	4.88
EDRDG 450-001 (6)	5.00	4.98	5.00	4.90	5.00	4.93	5.00
Research (3)							

Fall Semester 1997

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 390-001 (3)	4.78	4.79	4.36	4.66	4.79	4.68	4.86
EDRDG 430-006 (3)	5.00	4.97	5.00	4.92	5.00	4.98	5.00
EDRDG 430-010 (3)	4.88	4.88	4.97	4.78	4.91	4.86	4.94
Research (3)							

Summer 1997

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 390-001 (3)	4.77	4.76	4.77	4.30	4.59	4.59	4.91
EDRDG 632-001 (3)	4.44	4.22	4.66	4.15	4.72	4.30	4.56
EDEL M201-030S	4.78	4.66	4.78	4.56	4.86	4.78	4.86
EDEL M340-031		4.78	4.78	4.33	4.51	4.72	4.86
EDEL M380-032S	5.00	4.66	4.83	4.72	4.91	4.87	4.83

5.00

Spring Semester 1997

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 400-001 (3)	4.80	4.69	4.84	4.72	4.84	4.78	4.89
EDRDG 450-001 (6)	4.84	4.87	4.72	4.76	4.94	4.91	4.94
Research (3)							

Fall Semester 1996

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 400-002 (3)	4.74	4.62	4.75	4.65	4.59	4.55	4.79
EDRDG 400-005 (3)	4.72	4.60	4.65	4.50	4.71	4.67	4.79
Staff Development (3)							
Research (3)							

Departmental Honors Project: Tammy Phillips (not completed)

Developing a method for teaching math concepts to teach children reading strategies.

Summer 1996

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 390-001 (3)	4.55	4.60	4.65	4.36	4.70	4.57	4.70
EDRDG 632-002 (3)	4.80	4.93	4.90	4.60	5.00	4.95	5.00
EDRDG 640-001 (3)	4.91	4.96	4.83	4.59	4.75	5.00	5.00
EDRDG 610-001 (3)	4.57	4.66	4.68	4.65	4.82	4.68	4.86

Spring Semester 1996

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>
EDRDG 400-001 (3)	4.71	4.33	4.64	4.37	4.50	4.39	4.57
EDRDG 450-006 (6)	4.86	4.89	4.52	4.89	4.93	4.90	4.95
Research (3)							

Maximum score for each category = 5.0

Fall Semester 1995

	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
EDRDG 400-001 (3)	4.7	4.7	4.7	4.9
EDRDG 430-002 (3)	4.6	4.9	4.5	4.7

EDRDG 430-003 (3) Research (3)	4.3	4.6	4.6	4.7
-----------------------------------	-----	-----	-----	-----

Honors Project: Michelle Story

Topic: Developed a guide to assist caregivers in making decisions about the programs and activities that their children view from various technologies (television, videos, computers, etc.)

<u>Spring Semester 1995</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
EDRDG 400-001 (3)	4.3	4.7	4.3	4.5
EDRDG 400-002 (3)	4.2	4.6	4.6	4.6
EDRDG 390-001 (3)	4.4	4.6	4.6	4.3

Research (3)

Departmental Honors Project: Jennifer Johns

Topic: Described how a child's language patterns changed with repeated readings of the same texts.

<u>Fall Semester 1994</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
EDRDG 430-003 (3)	4.6	5.0	4.7	4.9
EDRDG 430-004 (3)	4.8	4.9	4.8	4.8
EDRDG 430-009 (3)	4.8	5.0	4.9	4.9

Research (3)

#### Professional Development Schools (PDS)

2000/2003 Liaison for Gaston Elementary and Harrison Elementary (Harrison/Washington Township)

Duties: Initially, I consulted with the faculties in both schools a) to reflect on what they had accomplished in the three years that they had become professional development schools, using the goals and objectives set in 1998 to guide their thinking, b) to set new goals and objectives that will meet their needs as professionals, c) to develop a learning atmosphere for them and the children to facilitate the new goals, d) and to conduct action research that focused on their professional development issues. In the spring of 2002, both of the schools were evaluated (a benchmark after 5 years as PDS sites) by an evaluation team according to their accomplishments as professional development schools. New goals were set based on the site evaluation results.

2004/2007 PDS Liaison for Wes-Del Elementary (Harrison/Washington Township)

Background: Wes-Del Elementary was built (2004/05) and housed both Gaston Elementary and Harrison Elementary. I continued to work as the PDS liaison with the faculty of this school to promote Ball State University's professional development network. In the process, several research projects were implemented during the course of this time, e.g., writing workshop, vocabulary development, reading comprehension strategies. I also participated in the development of projects to promote their school success within the community, e.g., Food, Fun, and Family. Further, pre-service teachers met with me at the school for the BSU reading course (EDRDG 430—a diagnostic and corrective reading course) as well as supervised the student teachers assigned to the school. With the administrator and staff, there was always ongoing action research that focused on the staff's professional growth issues. The outcome of this was in the form of improved student scores and professional publications for the staff.

#### **IV. RESEARCH, PUBLICATION, AND SCHOLARLY PRODUCTIVITY**

##### **A. Published Texts**

L. E. Martin, S. Kragler, D. Quatroche, & K Bauserman, (Eds.). The Handbook of Professional Development in Education: Successful Models and Practices, PreK-12. (2014). New York, NY: Guilford Press.

<http://www.guilford.com/cgi-bin/cartsript.cgi?page=pr/martin.htm&dir=edu/adol>

##### **B. PUBLISHED MANUSCRIPTS**

Refereed

National/International Journals

Martin, N., Stefanski, A., & Martin, L. (accepted for June/July 2021). Addressing disciplinary literacy: An examination of teachers' instruction in first grade. *Mid-Western Educational Researcher*, 33 (2)

Martin, L., Kragler, S., Quatroche, D., & Bauserman, K. (2019). Transforming schools: The power of teachers' input in professional development, *Journal of Educational Research and Practice*, 9 (1), 179-188.

Martin, L., Kragler, S., & Frasier, D. (2017). Professional development and educational policy: A comparison of two fields in education, *Journal of Educational Research and Practice*, 7 (1), 60-73.

Kragler, S., & Martin, L. (2015). Investigating young children's use of reading strategies: A longitudinal study, *Reading Psychology: An International Journal*, 36 (5), 445-472.

Martin, L., & Kragler, S. (2012). Early signs of self-regulating print: Kindergarteners at work reading to understand fiction and nonfiction text, *The Journal of Research in Childhood Education*, 26 (2), 141-153.

Kragler, S., & Martin, L. (2012). Learning to read in first grade: Developing effective programs in urban schools, *The Educational Reform*, 76 (2), 248-258.

Martin, L., & Kragler, S. (2011). Becoming a self-regulated reader: A study of primary-grade students' reading strategies. *Literacy Research and Instruction*, 50 (2), 89-104.

Martin, L., & Kragler, S. (2009). School reform: An inside view of professional development. In F. Falk-Ross, S. Szabo, M. B. Sampson, & M. M. Foote (Eds.), *Literacy Issues during Changing Times: A Call to Action*, 30, (pp. 234-247). Association of Literacy Educators and Researchers (ALER) Yearbook. A Peer Reviewed Publication for ALER.

Kragler, S., & Martin, L. (2009). "I tried to make it not confusing by fixing it": Describing six first graders' use of strategies to understand text. *Reading Psychology: An International Journal*, 30 (6), 512-538.

Martin, L., & Thacker, S. (2009). Teaching the writing process in primary grades: One teacher's approach. *Young Children*, 64 (4), 30-35.

Martin, L., Shafer, T., & Kragler, S. (2009). Blending together, step by step: Principle uses professional learning to combine two school cultures into one. *The Journal of Staff Development*, 31 (1), 20-24.

Kragler, S., Martin, L., & Kroeger, D. (2008). Money down the drain: Mandated professional development. *Journal of School Leadership*, 18, (5), 528-550.

Kragler, S., Walker, C., & Martin, L. (2005). Strategy instruction in primary content textbooks. *The Reading Teacher*, 59 (3), 254-261.

Martin, L., Segraves, R., Thacker, S., & Young, L. (2005). The writing process: Three first grade teachers and their students reflect on what was learned. *Reading Psychology: An International Journal*, 26 (3) 235-249.

Walker, C., Kragler, S., & Martin, L. (2003). Facilitating the use of informational texts and content literacy strategies in a first grade classroom. *Childhood Education*, 79 (3) 152-159.

Schoenfeldt, M. K., & Martin, L. E. (2001). Study abroad: Preparing preservice teachers for a culturally diverse classroom. *The Eighth International Journal of Learning*, 8, The Eighth International Literacy and



Education Research Network Conference on Learning. Anargyrios & Korialenios School of Spetses, Spetses, Greece <http://LearningConferencePublisher-Site.com>

Clark, P., Martin, L., & Hall, V. (2000). Preparing preservice teachers to use computers effectively in elementary schools. *The Teacher Educator*, 36 (2), 102-114.

Martin, L. E. (1999). Mothers' prosodic features: Strategies to guide young children's understanding of book language. *Reading Horizons*, 40 (2) 127-146.

Martin, L. E., & Reutzell, D. R. (1999). Sharing books: Examining two scaffolding behaviors found in mother-child interactions. *Reading Research and Instruction*, 39 (1), 39-69.

Martin, L., & Kragler, S. (1999). Creating a culture for teachers' professional growth. *Journal of School Leadership*, 9 (4), 331-320.

Hall, V., & Martin, L. (1999). Making decisions about software for classroom use. *Reading Research and Instruction*, 38 (3), 187-196.

Popplewell, S., Martin, L., Kragler, S., & Hall, V. (1998). Collegiality in higher education: Taking the risk and making it work. *Literacy and Community*. E. Sturtevant, P. Dugan, & W. Linek (Eds.). The Twentieth Yearbook: A Peer Reviewed Publication of the College Reading Association. pp 282-290.

Kragler, S., & Martin, L. (1998). Early book sharing: What teachers should know. *Reading Horizons*, 38 (3), 163-169.

Martin, L. E. (1998). Early book reading: How mothers deviate from printed text for young children. *Reading Research and Instruction*, 37 (2), 135-160.

Martin, L. E., & Reutzell, D. R. (1996). Scaffolding books for children: Mothers' metacognitive decisions. *Reading Psychology*, 17 (2), 159-180.

#### Book Chapter

Kragler, S., Martin, L., & Sylvester, R. (2014). Lessons learned: What history and research tells us about teachers' professional learning. In L. Martin, Kragler, S., Quartroche, D., & Bauserman, K. (Eds.), *Handbook of Professional Development in Education: Successful Models and Practices, PreK-12*, L. New York, NY: Guilford Press

Schupman, E. J., Cassady, J. C., Shear, S. B., Martin, L. E., & Rincon, K. R. (2022). Overcoming invisibility: The systemic need to recognize indigenous people in educational spaces. In F. English (ed.). *The Palgrave handbook of educational leadership and management discourse* (pp. 1-19). Palgrave Macmillan.

#### State Journal

Sabey, B. & Squier, L. E. (Fall, 1993). Environmental print: Trash or Treasure. *Contemporary Issues*, 9 (1) Utah Council of the International Reading Association State Journal.

Squier, L. E., Sabey, B. (Fall, 1993). Review of nonfiction books. *Contemporary Issues*. Utah Council of the International Reading Association Journal.

#### Non-Refereed

Squier, L. E., Kragler, S. & Meils, J. (Fall 1995). Emergent literacy: Making a difference in kindergarten. Kindergarten Network, 5 (1). Personal contribution: 40%

President's Message in the Utah Council of the International Reading Association Newsletter "Reading Connection" (Fall, 1991; Winter and Spring, 1992).

### C. PROFESSIONAL PRESENTATIONS

#### International/Invited

Taipei, Taiwan - I was invited to Taiwan by the Morrison Christian Schools for two basic reasons: a) to consult with teachers in the schools throughout Taiwan (refer to service), and b) to be the guest speaker at their annual conference. The following are the presentations planned for the conference:

*Vocabulary: Effects on Language and Literacy*. Keynote Address. (L. Martin) Morrison Christian Schools, Taipei, Taiwan., March 7, 1997. School faculty for three elementary schools, one middle school, and one high school. Audience size approximately 200.

*Language Arts in Primary Elementary Grades*. (L. Martin) Morrison Christian Schools, Taipei, Taiwan. March 7, 1997. Audience size approximately 40.

*Addressing the Literacy Needs of Intermediate Elementary Students*. (L. Martin) Morrison Christian Schools, Taipei, Taiwan., March 7, 1997. Audience size approximately 25.

*Secondary Education Teachers' Responsibilities to Students' Literacy*. (L. Martin) Morrison Christian Schools, Taipei, Taiwan. March 7, 1997. Audience size approximately 80.

#### Refereed

##### International

*Study Abroad: Preparing Preservice Teachers for a Culturally Diverse Classroom*. (Schoenfeldt, M. & Martin, L.) Presentation of The Eighth International Learning and Education Research Network Conference on Learning, Anargyrios & Korgialenios School of Spetses, Spetses, Greece, July 5, 2001. Audience size approximately 20.

##### National

School Principals Perspectives on School-Based Professional Development for Teachers. (Quatroche, D., Bauserman, K., & Martin, L.). Research presentation at the Association of Literacy Educators and Researchers at Hilton Head, SC, November 6, 2021.

*Time spent on social studies and science and the instructional options in fourth grade*. (Martin, L.). Research presentation at the Association of Literacy Educators and Researchers in Corpus Christi, TX, November 9, 2019.

*Transformation of the school environment: Meeting the needs of students, teachers, and administrators*. (Martin, L., Kragler, S., Bauserman, K., & Quatroche, D.). Workshop presentation at the Association of Literacy Educators and Researchers in Louisville, KY, November 8, 2018.

*Instructing preschool writers: Interactive writing and the writing workshop*. Zurcher, M., & Martin, L. Research presentation for the Association of Literacy Educators and Researchers in Louisville, KY, November 9, 2018.

*An examination of state policies regarding after-school intervention programs.* (Martin, L., & Kragler, S.). Research presentation at the Association of Literacy Educators and Researchers in St. Petersburg, FL. November 4, 2017.

*An examination of state policies regarding after-school intervention programs.* (Martin, L., & Kragler, S.). Research presentation at the Association of Literacy Educators and Researchers in St. Petersburg, FL. November 4, 2017.

Single strategy instruction versus transactional strategy instruction: An examination of two different instructional methods to enhance ninth-graders' comprehension of text. (Engle, S., & Martin, L.) Research presentation at the Association of Literacy Educators and Researchers in St. Petersburg, FL. November 3, 2017.

*Accessing science through literacy instruction in urban schools: Who has access and to what?* (Stefanski, A., Martin, N., & Martin, L.) Research presentation at the American Educational Research Association (AERA) at San Antonio, TX. April 27, 2017.

*An examination of the interventions for struggling young readers: Alignment of research and practice.* Research presentation at the Association of Literacy Educators and Researchers in Myrtle Beach, SC. November 5, 2016.

*The missing voice in school reform: Finding space for teachers to be heard.* (Bauserman, K., Martin, L., Reutzel, D. R., & Quatroche, D.). Presentation at International Literacy Association (ILA) in Boston, MA, July 11, 2016.

*Facilitating fourth graders' learning science and social studies: Examining the instructional options available in today's schools.* (Martin, L., & Jacobson, J.) Research presentation for the Association of Literacy Educators and Researchers (ALER) in Costa Mesa, CA., November 7, 2015.

*"I did not know what poverty meant for children and schools:" Reflections of preservice teachers on the impact of poverty on children and schools.* Presentation for the Association of Literacy Educators and Researchers (ALER) in West Palm Beach, FL, November 1, 2014.

*Educational Policies and Teachers' Needs: How Do We Best Plan for Meaningful Professional Development?* Presentation for the American Reading Forum. (Quatroche, D., Bauserman, K., Martin, L., & Kragler, S.). Fort Myers, FL, December 12, 2013.

*The factory model doesn't work: Let's move on.* (Kragler, S., & Martin, L.) Presentation at the Association of Literacy Educators and Researchers (ALER) in Dallas, TX, November 2, 2013.

*Professional Development and the Policies that Encompass Reading: Preparing Teachers for the Challenges of the 21<sup>st</sup> Century.* Martin, L., Kragler, S., Bauserman, K., & Quatroche, D. Research presentation at the Literacy Research Conference. November 29, 2012.

*Professional Development that is Transformative.* Bauserman, K., Quatroche, D., Martin, L., & Kragler, S. Presentation at the Association of Literacy Educators and Researchers (ALER). November 2, 2012. Audience size: 20.

*Comprehension Strategy Instruction: A Discussion of What is Known and the Unresolved Issues.* Martin, L., & Kragler, S. Presentation at the Association of Literacy Educators and Researchers (ALER). November 5, 2011. Audience size: 15.

*Investigating Young Children's Use of Metacognitive Reading Strategies: A Longitudinal Study.* (Martin, L., & Kragler, S.) Research presentation at the American Educational Research Association (AERA). April 11, 2011. Audience size approximately 40.

*An Examination of third grader's use of strategies to read narrative and expository texts.* (Martin, L., & Kragler, S.) Research presentation at the Association of Literacy Research (NRC). December 1, 2010. Audience size approximately 30.

*Investigating Young Children's Use of Metacognitive Reading Strategies: A Longitudinal Study.* (Kragler, S., & Martin, L.) Research presentation at the Literacy Research Association (LRA). December 3, 2009. Audience size approximately 20.

*An Examination of the Relationship between Professional Development and Policy Research.* (Martin, L., & Kragler, S.) Presentation at the Association of Literacy Educators and Researchers (ALER). Charlotte, NC, November 6, 2009. Audience size approximately 30.

*A Longitudinal Study to Examine the Development of Young Readers' Strategies.* (Martin, L., & Kragler, S.) Research presentation at the National Reading Conference (NRC). Orlando, FL, December 3, 2008. Audience size approximately 70.

*"First, I think, then I sound it out and look at pictures": First and Second Grade Readers Solving Problems to Understand Text.* (Kragler, S., & Martin, L.) Research presentation at the College Reading Association (CRA). Sarasota, FL, November 8, 2008. Audience size approximately 15.

*"I tried to make it not confusing by fixing it": Describing six first graders' use of strategies to understand text.* (Kragler, S., & Martin, L.) Research presentation at the American Educational Research Association (AERA). New York, NY, March 25, 2008. Audience size approximately 20.

*Money Down the Drain: Mandated Professional Development.* (Kragler, S., & Martin, L.) Research presentation at the National Reading Association (NRC). Austin, TX, November 28, 2007. Audience size approximately 75.

*Issues That Affect the Outcome of Successful School Reform.* (Martin, L., & Kragler, S.) Research presentation at the College Reading Association (CRA). Salt Lake City, UT, November 2, 2007. Audience size approximately 40.

*Becoming Self-Regulated Readers: A Longitudinal Study of the Development of Children's Strategy Use.* (Martin, L., & Kragler, S.) Research presentation (roundtable) at the American Educational Research Association (AERA). Chicago, IL. Presented twice (3:03-3:55 and 4:05-4:45). April 9, 2007. Audience size total approximately: 35.

*An Examination of Young Children's Views and Perceptions About Reading* (Martin, L., & Kragler, S.) Research presentation for the College Reading Association (CRA). Pittsburgh, PA, October 28, 2006. Audience size approximately 15.

*"I am in my head and it gave me an example.": How Kindergarten and First Grade Children Comprehend Text.* (Martin, L. & Kragler, S.) Research presentation for the National Reading Conference (NRC). Miami, FL, December 2005. Audience size approximately 20.

*Investigating Comprehension Strategy Use of Children in Kindergarten and First Grade.* (Kragler, S., & Martin, L.) Research presentation for the College Reading Association. Savannah, GA, November 2005. Audience size approximately 6.

*Teachers' Attitudes and Perceptions: The Effects of the I-Read Grant.* (Martin, L., & Kragler, S.). Research presentation for the National Reading Conference. San Antonio, TX, December 1, 2004. Audience size approximately 70.

*"Are We Reading Again?": Effects of Mandated Programs on Children.* (Kragler, S., & Martin, L.). Research presentation for the College Reading Association. Delray Beach, FL, October 29, 2004. Audience size approximately 50.

*Investigating How Teachers Instruct Science and Social Studies in the Primary Grades.* (Kragler, S., Martin, L., & Walker, C.). Research presentation for the National Reading Conference. Scottsdale, AZ, December 3, 2003. Audience size approximately 50.

*The Writing process in First Grade: On Teacher and Students' Reflections on a Year-Long Process.* Research presentation for the College Reading Association. Corpus Christi, TX, October 31, 2003. Audience size approximately 50.

*Teacher Empowerment: Myth or Reality.* (Martin, L. & Kragler, S.). Presentation for the College Reading Association. Philadelphia, Pennsylvania, November 2, 2002. Audience size approximately 30.

*Content Area Reading: An Analysis of Comprehension Strategies for Primary Grade Textbooks.* (Martin, L., Kragler, S., & Walker, C.) Presentation for the National Reading Conference. San Antonio, TX, December 6, 2001. Audience size approximately 50.

*The Use of Outward Symbols in Writers' Workshop: An Examination of Teacher Change in a Long-Term Writing Staff Development.* (Walker, C., Martin, L., & Kragler, S.) Presentation for the College Reading Association, Orlando, FL, November 3, 2001. Audience size approximately 25.

*From Author's Chair to Organization: An Investigation of Teacher Change in a Long-Term Writing In-Service Project.* (Walker, C., Martin, L., & Kragler, S.) Presentation for the National Reading Conference, Scottsdale, AZ, November 29, 2000. Audience size approximately 20.

*An Analysis of Primary Content Textbooks for Reading Strategies.* (Kragler, S., Martin, L., & Walker, C.) Presentation for the College Reading Association, St. Petersburg, FL, November 3, 2000. Audience size approximately 15.

*Integrating Differing Text Structures in Primary Grade Content Area Units.* (Walker, C., Martin, L., & Kragler, S.) Presentation for the International Reading Association, Indianapolis, IN, May 2, 2000. Micro-workshop. Audience size approximately 20.

*Changing Perceptions: Teachers' Challenges to Plan and Organize Their Instruction to Implement the Writing Workshop.* (Martin, L., Kragler, S., & Walker, C.) Presentation for the National Reading Association, Orlando, FL, December 2, 1999. Audience size approximately 20.

*Mothers' Use of Pitch and Stress to Guide Children's Understanding of Book Language.* (Martin, L.) Presentation for the College Reading Association, Hilton Head, SC, November 5, 1999. Audience size approximately 50.

*International Field Experiences: Who Are the Real Beneficiaries?* (Walker, C., Martin, L. & Kragler, S.) Presentation for the College Reading Association, Hilton Head, SC, November 5, 1999. Audience size approximately 5.

*Examining Software: Considering Issues and Criteria for Selecting Software for Classroom Reading Programs.* (P. Clark, V. Hall, S. Kragler, & L. Martin) Presentation for the International Reading Association, San Diego, CA, May 4, 1999. Audience size approximately 60.

*Establishing Reliability of Criteria for the Selection of Literacy Software.* (S. Kragler, L. Martin, & V. Hall) . Presentation of research for the National Reading Association Conference, Austin, TX., December 2, 1998. Audience size approximately 20.

*Software for Children's Literacy: Guiding Preservice Teachers' Decisions.* (L. Martin, S. Kragler, & V. Hall). Paper session for the College Reading Association Conference, Myrtle Beach, SC., November 6, 1998. Audience size approximately 15.

*Modeling Authentic Reading Instruction for Preservice Teachers.* (L. Martin, V. Hall, S. Kragler, & S. Popplewell) Presentation of research for the National Reading Association Conference, Scottsdale, AZ., December 5, 1997. Audience size approximately 30.

*New Age Consulting: Learning with Teachers as They Plan and Implement the Writing Workshop.* (L. Martin) Presentation of research for the College Reading Association Conference, Boston, MA. Roundtable Session., November 7, 1997. Audience size approximately 10.

*Collegiality in Higher Education: Taking the Risk and Making It Work.* (V. Hall, S. Popplewell, & L. Martin) Presentation of research for the College Reading Association Conference, Boston, MA., November 7, 1997. Audience size approximately 20.

*Guiding Preservice Teachers Corrective Decisions: An Ongoing Process for Instructional Change.* (V. Hall & L. Martin) Presentation of research for the National Reading Conference, Charleston, SC., December 4, 1996. Audience size approximately 10.

*Guiding Preservice Teachers Decision-making Processes.* (L. Martin) Presentation for The College Reading Association, Charleston, SC., November 2, 1996. Audience size approximately 10.

*Three Scaffolding Behaviors Mothers Use While Reading to Children.* (L. Squier) Presentation of research for the National Reading Conference, New Orleans, LA, December, 1995. Audience size approximately 15.

*How Mothers Deviate From Printed Text During Book Sharing with Children.* (L. Squier & D. R. Reutzel) Presentation of research for The College Reading Association, Clearwater, FL, November, 1995. Audience size approximately 20.

*Making Metacognitive Decisions: How and Why Mothers Scaffold Book Language for Children.* (L. Squier & D. R. Reutzel) Presentation of research for The College Reading Association, New Orleans, November, 1994. Audience size approximately 40.

#### Regional

*Preparing Preservice Teachers to use Technology Effectively in Elementary Schools.* (P. Clark, V. Hall & L. Martin) 11th Annual Midwest ATE Conference, Urbana, IL, April 6-8, 1997. Audience size approximately 70.

*Developmental Literacy: The Teacher's Role.* (J. Miels, S. Kragler, & L. Squier) Presentation for the 1st Combined International Reading Association Regional Conference, Nashville, TN, November, 1995.

#### State

*Using Content Area Strategies in the Primary Grades.* (Martin, L., Kragler, S., & Walker, C. Presentation of research for the Indiana State Reading Association. Indianapolis, IN, March 3, 2002.

*Teacher Empowerment?: An Investigation of Teachers' Perceptions of their Professional Growth.* (Martin, L., & Kragler, S.) Presentation of research for the Indiana State Reading Association. Indianapolis, IN, February 5, 2001.

*The Writing Workshop from Blue River Valley Elementary.* (C. Holzinger, B. Hutson, K. Bitner, & L. Martin) Preparing Students for Success in the 21st Century. The Metropolitan School District of Warren Township, IN, February 12, 1999. Audience size approximately 70.

*Multicultural Education: What Teachers Should Know to Organize and Plan for Children's Literacy Development.* (L. Martin) Indiana State Reading Conference. Indianapolis, IN, March 2, 1999. Audience size approximately 5.

*Vocabulary Instruction: Effects on Language and Literacy.* (L. Martin) Indiana State Reading Conference. Indianapolis, IN, March 9, 1998. Audience size approximately 70.

*A Sense Star: Guiding Children's Comprehension of Stories.* (A. Hyatte, M. Ireland, M. Leonard, H. Smith, S. Vogel, & L. Martin) Indiana State Reading Conference. Indianapolis, IN, March 8, 1998. Audience size approximately 50.

*Making the Writing Workshop Work.* (K. Bitner, L. Sharrett, C. Holzinger & L. Martin). Indiana State Reading Conference. Indianapolis, IN, March 16, 1997. Audience size approximately 70.

*Guiding Elementary Students' Development of Strategies to Read Content Area Texts.* (L. Martin) Indiana State Reading Conference. Indianapolis, IN, March 16, 1997. Audience size approximately 60.

*Guided Reading: What It Is and How to Make It Work.* (L. Martin) Indiana State Reading Conference, Indianapolis, IN, March, 1996. Audience size approximately 40.

*Developing Creative Literacy Environments.* (J. Miels, S. Kragler, & L. Squier) Session the Association for Supervision and Curriculum Development Conference, Indianapolis, IN, September 18, 1995. Audience size approximately 15.

*Developmental Literacy: Getting Started.* (S. Kragler, J. Miels, & L. Squier) Session for the Indiana Association for Education of Young Children, Indianapolis, IN, September 16, 1995. Audience size approximately 20.

*The Dreaded "P" Word.* (L. Squier & B. Sabey) Session for the Utah Council of the International Reading Association state conference, Salt Lake City, UT, March, 1993. Audience size approximately 50.

#### Local Non-Refereed

*Content Literacy in the Primary Grades.* Walker, C., Kragler, S., & Martin, L.). 22 Annual Reading Conference, Ball State University. October 5, 2001. Audience size approximately 50.

*Guiding Students' Use of Content Area Reading Strategies.* (L. Martin) 19th Annual Ball State Reading Conference, Ball State University. October 16, 1998. Audience size approximately 40.

*Multicultural Education: What It Means, and What Teachers Should Do.* (L. Martin) Education in Action, Ball State University, Elementary Education Department, March 19, 1998. Audience size approximately 10.

*Reading and Writing for Affective Reasons.* (L. Martin) Two-hour presentation for teachers at Eastwood Elementary, New Castle, IN, September 26, 1997. Audience size approximately 30.

*Differentiated Curriculum for Children with Special Needs.* (L. Martin) One and one-half presentation for the Greater White County Reading Council, International Reading Council. Nov. 18, 1996. Audience size approximately 65.

*Strategic Reading: What is it?* (L. Martin) One hour presentation for the Greater White County Reading Council for IRA. Monticello, IN. September 18, 1996. Audience size approximately 80.

*The Writing Process.* (L. Martin) Blue River Elementary. Mount Peasant, IN, March 1996. Two and one-half hour presentation on the topic. Audience size approximately 40.

*Developmental Literacy: What Preschool Teachers Should Know.* (L. Martin) Day Nursery Spring Conference. Indianapolis, IN, March 9, 1996. Audience size approximately 70.

*The Writing Process in the Primary Grades.* (J. Miels & L. Martin) South Madison Area Reading Council, January 17, 1996. Audience size approximately 40.

*Reading in Today's Schools.* (L. Squier) Jay-Randolph chapter of Delta Kappa Gamma, November 11, 1995. Audience size approximately 60.

*Teaching Children Reading Skills with Literature.* (L. Squier) 16th Annual Ball State Reading Conference, October 9, 1995. Audience size approximately 60.

*Three Scaffolding Behaviors Used by Mothers When Reading with Children.* (L. Squier) 20th Annual Early Childhood Conference, Ball State University, April 22, 1995. Audience size approximately 15.

*How To Plan and Organize For Your First Teaching Experience.* (L. Squier) Education in Action, Ball State University, Elementary Education Department, February 13, 1995. Audience size approximately 15.

*Using Literature in the Classroom.* (L. Squier, L. Oda, & B. Page) Central Utah Reading Council Provo, UT, Fall, 1992. Audience size approximately 30.

*Reading Theory and Instruction.* (L. Squier & J. Mitchell) Cache Valley Reading Council of Utah Logan, UT, Fall, 1991. Audience size approximately 80.

#### D. GRANTS RECEIVED

##### External Grant

##### Funded

Martin, L. (PI) & Kragler, S. (PI). (2002/04) IREAD Federal funded grant. Working with Flora Torrance Elementary (IPS # 83, Indianapolis, IN) on teachers' professional development and student reading improvement. \$518,818.00, requested.

Kragler, S. (PI) & Martin, L. (PI). (2002/04) IREAD Federally funded grant. Working with Thomas Gregg Elementary (IPS #15, Indianapolis, IN) on teachers' professional development and student reading improvement. \$494,040.00, requested.

Note: These two schools received approximately \$700,000.00 in grant funding.

##### Research Grant

Project Director, *Sharing Books: Developmental Analyses of Mothers' Instructional Scaffolding*. Funding Agency: Brigham Young University, 1993. Funding: \$1700

##### Training Grant

Project Director, *Support a Study Abroad program for undergraduate students to teach in Monterrey, Mexico*. Funding Agency: Ball State University, September 1996. Funding: \$16,700.00 for the summer 1997.



Project Co-Directors (Linda E. Martin & Melinda Schoenfeldt), Support for the 2001 Liverpool Hope University Exchange Program, January 2001. Funding: \$2,200 for the summer of 2001.

Project Co-Directors (Linda E. Martin & Melinda Schoenfeldt), Name of the Project: Preliminary Site Visit to Establish a Study Abroad Program for Graduate Students in Education to New Zealand, March 1, 2001. Funding: \$2,200 for the summer of 2002.

#### E. Completed Doctoral Programs

- Robin Scott (Dissertation and Reading Cognate Advisor-2005-08): Title: It is Organic and It Matters: Social Interaction and the Writing Development of African American Children
- Rhonda Kraii (Dissertation and Reading Cognate Advisor -2006-summer 2010): Title: An Examination of Second-grade Students with Learning Disabilities to Reflect on Strategies Used During Written Spelling Tasks
- Kwangok Kim (2006-2011). Committee Chair  
Title: The Role of Oral Language Interactions in English Literacy Learning: A
- Christina Grant (2011-2013). Committee Chair  
Title: "I can read accurately but can't understand the text read:" The Effects of using a Reading Intervention on Fifth-Grade Student "Word-Callers" Reading Comprehension Achievement
- Katie Benson (2011-2013). Reading Cognate Advisor  
Title: An Investigation of the Impact of Direct Vocabulary Instruction on the Vocabulary Development of Kindergarten Children Living in Poverty
- Holly Hullinger (2010-2013). Committee Chair  
Title: "Ready or not": The Implications of Kindergarten Readiness Assessment Data On Classroom Reading Instruction
- Denise Fraiser (2013—2014) Committee Chair  
Title: Changing course: Mid-western primary-grade teachers' perception and use of iPads for classroom instruction
- Mindy Zurcher (Chair 2013-2018) "Instructing preschool writers: Interactive writing and the writing workshop"
- Shelly Engle (Chair 2014-2017) "Single Strategy Instruction and Transactional Strategy Instruction: A comparison of ninth-graders' comprehension of text (fiction and nonfiction) using each method and the effects on the self-efficacy as readers"

#### F. PROFESSIONAL GROWTH ACTIVITIES

##### University

Shirley Brice Heath (Emerita), Margery Bailey Professorship in English at Stanford University- Professional Presentation, Fall 2018.

Bernard Weiner, Distinguished Research Professor at UCLA – Professional Presentation, Fall 2018; Dinner with Dr. Weiner as an invited faculty guests.

David Berliner – Professional Presentation for Ball State University Teachers College, Spring 2015

Robert Marzano—Professional Presentation for Ball State University Teacher College, Spring 2013

Harry Wong-Presentation October 19, 2011

Andreas Schleicher (2010). "Is the Sky the Limit to Educational Improvement, Lesson from the World on Successful Educational Systems", A presentation for those who are focused on reform at all levels in the schools.

The Department of Elementary Education developed an all-online Masters Program. Developing online courses where enriched interactions guide the course has been something I have worked on for several years. This began in the fall 2005. Faculty (Dr. Greg Siering and Yasmin Tunc) from the Office of Teaching and Learning have been a great help over the years. Learning to use a variety of technologies has assisted me as I have continued to develop the courses. Developing courses that have the rigor needed for a Masters program was especially a challenge.

To date the following courses have been developed:

EDRDG 630, *The Psychological Factors of Reading*, Developed Fall 2005-Spring 2006

EDRDG 645, *The History of Reading*, Developed Fall and Spring 2009 (This is a new course to align with the IRA SPA standards).

EDEL 676, *Research in Elementary Education*, Developed Fall and Spring 2009

EDRDG 690, *Reading Practicum*, Developed Fall and Spring 2009

EDEL 680, *Language Arts*, Developed Summer 2011

EDRD 640 *Trends and Issues in Literacy*, Developed Summer 2015

EDRD 627 *Teaching Literacy to Diverse Learners*

Attended the daylong presentation by consultant Robby Champion, *Creating Powerful Professional Development Plans & Evaluating Results*, December 10, 2001.

Attended the 33<sup>rd</sup> Annual Conference for the National Staff Development Council, Denver, CO, December 1-3, 2001. Attended sessions that focused on staff development issues.

Technology workshops sponsored by the Department of Elementary Education, BSU, school year 01-02

Technology workshops conducted by Dr. Susan Tancock, school year 1999/01.

Building a Website. Sponsored by the Center for Teaching and Learning. Summer 1999.

Technology Workshops at Teachers College. Twice/monthly for the school year 1998/99.

Dr. John Goodlad. Open Forum, April 3, 1996. Partnership Schools.

Dr. John Goodlad. Open Forum, March 18, 1996. Studies for Educators and Nineteen Postulates for Colleges of Education.

Multicultural Education

Seminar supported by 21st Century Fund for Faculty Development, Department of Secondary, Higher, and Foundations of Education. March 14, 1996.

Dr. Paul Sindelar and Dorene Ross. Colloquium, February 22, 1996. Issues in Collaboration Between General Education and Special Education. Burriss Auditorium.

VIS Workshop, July 24-28, 1995

#### State Level Conferences

Indiana State Reading Conference, March 17-19, 1996

Session by John Gardiner, the author of *Stone Fox*.

*Nonfiction is cool? No kidding, kids love it.* Speaker: Nancy Livingston.

*The other side of the tale--For lighting eyes and opening minds.* Speaker: Al Granowsky.

Indiana State Reading Conference, March 5-6, 1995

*Adoption presentations.* An afternoon with publishers. Adoption methods and materials.

*Turn your readers into writers.* Speaker: Will Hobbs, author.

*Directions in reading and staff development.* Speaker: Jack Pikulski.

### International Conferences

The Eighth International Literacy and Education Research Network Conference on Learning July 4-8, 2001  
*Reframing Schools: The Case for System, Teacher and Student Learning*, Speakers included Halia Silins, School of Education, Flinders University, South Australia, Bill Mulford, Faculty of Education, University of Tasmania, Australia.

*“Newsstories”*: *Children’s Storytelling Practices in Post-apartheid South Africa*, Speaker: Pinky Makoe, Department of Applied English Language Studies, South Africa.

*Working and Learning Through the Literacy Barrier*, Speaker: Marilyn Kell, Student, University of Newcastle, NSW, Australia.

*Storytelling, Technology and Children’s Literacy Development*, Speaker: Ana Carla Migueis Amaro, PhD Student, Department of Didactics and Educational Technology, University of Aveiro, Aveiro, Portugal.

*Reinventing Classroom Word Study Assessment Tools*. Speaker: Theresa Reagan, Western Michigan University, USA.

*The Role of Judgement in Learning*, Speaker: Paul Hager, University of Technology, Sidney, New South Wales, Australia.

*Early Childhood Education Teaching Material for the Children of Different Groups of Immigrants*, Speaker: Kostas Chrysafidis, Greece.

*The Human Experience: Case Studies in Learning*, Speaker: Cedric Cullingford, School of Education and Professional Development, University of Huddersfield, United Kingdom.

*Promoting Best Practice Through In-service Training for Professionals*, Speakers included Jennifer Olson and Philip Olson, University of Idaho, College of Education, Moscow, USA

National Conferences (Note: When I promoted (2011) I ceased to add the sessions I attend for professional development—but I still do attend.

### Association of Literacy Educators and Researchers (2012)

General Assembly: Taffy Raphael- Transformative Practices for Improving Literacy Teaching and Learning: A Complicated Agenda for Literacy Researchers

Professional Development in Reading for Content Area Teachers: Factors that Facilitate Transformation in Knowledge and Instruction

Professional Development across the Content Areas: Adapting a Literacy Coach Model  
Creating Significant Learning Experiences in a Blended/Hybrid Course Environment

Transforming a Community of Learners through Peer Coaching, Video Reflection and Paired Lesson Planning

Keynote (Nell Duke): Transforming Students’ Literacy Lives through Reading and Writing for Real-World Purposes

### Literacy Researchers Association (2012)

Studying the Effects of Inservice Instruction on Teachers’ Instruction (Paper sessions)

Improving In-Service Instruction on Teachers’ Instruction

In-Service Teacher Development: embracing Academic Literacy in the Content Areas for Linguistically Diverse K-12 Students

To Script or Not to Script: A Professional Development Study of Teachers’ Explicit Comprehension Strategies Instruction

Oscar S. Causey Address (Jerome Harste)

Disciplinary Literacy Coaching: Examining High School Literacy Coaching from Three Perspectives (Symposium)

Researcher Perspectives on High School Literacy Coaching: Coaching Stance and Shifts in Teachers’ Perceptions

Teacher Experience, Learning, and Change: An Investigation of the Effects of Long-Term Professional Development (Paper Session)

Roundtable: Teacher Professional Development: A Model that Works

Writing: Professional Support for Pre- and In-Service Teachers

Long-Term Professional Development in Schools: Sometimes It's Worthwhile

Teachers' Perceptions of their Preparation for Teaching Writing

Association of Literacy Educators and Researchers (2011)

Current State of Literacy Education: An Annual Update on Politics, Policies, and Practices Affecting Teachers and Teaching (Symposium)

*The Solution That Isn't a Solution: The Cycle of Testing and Assessment in Today's Schools*

*Literacy Politics and Policies from Washington, DC: A Discussion of the Past, Present and Possible Future*

*ALER Alert: An Update on Current and Relevant Legislative and Social Issues*

*Working Together Towards Change: How to Engage Politicians during Difficult Times*

*An Exchange of Perspectives: Time for Audience Interaction and Discussion*

*A Content Analysis of Expository Text Comprehension in the State-adopted Fifth-grade Reading and Science Text Teacher's Manuals, Curriculum Standards, and Statewide Assessments*

*IRA/NCATE Session (Reviewing Reading Specialist/Literacy Coach Programs)*

*Literacy Trends and Issues: What's Hot – Past, Present, and Future*

Literacy Researchers Association (2010)

*Beyond the Laboratory and Lens: New Metaphors for Literacy Research*, Speaker: David Reinking (Presidential Address)

Instruction and Intervention: Influences on Reading Development (Three different paper sessions)

*The Influence of Kindergarten and First-Grade Literacy Instruction on the Third-and Fifth-Grade Students' reading Achievement: Findings from the Early Childhood Longitudinal Study*

*A Comparison of Skills vs. Strategies Instruction in First Grade*

*The Role of Teaching Assistants in Supporting At-Risk Readers: A UK Perspective*

Comprehension Instruction (Paper Sessions)

*Accelerating Reading Comprehension in Grades 1 – 2 by Enhancing Reading Instruction with Content-Area Learning in Science: Effects of a Year-Long Study*

*Leveled Reading in the Elementary Grades: Teacher Beliefs, Classroom Practices, and Student Responses*

Association of Literacy Educators and Researchers (2010)

*Salt and Light: Fulfilling Literacy Promises in a Climate of Change*, Speaker: Arlette Ingram Willis (General Assembly)

*Reading with a Difference: Professional Development in Differentiated Reading Instruction*, Speakers: Lisa Cutter, Diana Quatroche, and Kathryn Bauserman

*Developing Writing Teachers Who Promise to Build Writers*, Speaker: Jan Dole (Research Strand)

*Literacy Lessons for a Lifetime*, Speaker: Laurie Elish-Piper (Presidential Address)

*Reviewing Reading Specialist Program Reports for IRA/NCATE*

National Reading Conference/Literacy Researchers Association (2009)

*Textual Difficulty and Inefficient Reading*

*The influence of Text Difficulty on the Reading Prosody of Young Children*, Speakers: R. Benjamin, P. Schwanenflugel, and M. Kuhn.

*Using Miscue Analysis and Related Assessments to Investigate the Relationship Between Comprehension and Comprehending in Slow and Inefficient Reading*, Speaker: A. Flurkey.

*Reading "over Their Heads": Profiles of Second Graders Reading Difficult Texts*, Speakers: J. Halladay and A. Dodge.

*Defying Gravity: Whole School Literacy Reform in Urban Schools*, Speaker: Taffy Raphael (Oscar S. Causey Award Presentation and Address)

*Eye Tracking and Literacy: Past, Present and Future*

*History of Eye Movement Research: Past to Present*, Speaker: Karen Feathers

- Explanation of Eye Movement Tracking: Present Technology*, Speaker: Santosh Kodimiyala  
*Sharing of Current Samples of Eye Tracking Data: Present*, Speaker: Poonam Arya  
*Consideration of the Future Use of Eye Tracking for Research*, Speaker: Koomi Kim  
*“Why Can’t We Read Something Good?” How “Standards,” “Testing,” and Scripted Curricula Impoverish Urban Students*, Speaker: Gloria Ladson-Billings
- College Reading Association/Association of Literacy Educators and Researchers (2009)  
*Creating a Professional Development Scope and Sequence in Reading and Writing*, Speakers: Lisa Cutter, Diana Quatroche, and Kathryn Bauserman.  
*The Sixth Pillar of Effective Practice: Reading Motivation* (Symposium with several speakers including L. Gambrell; R. Reutzel; B. Walker).  
*Keys to Preparing IRA/NCATE institutional Reports for Program Writers*, Speakers: Debra Miller, Deborah Bordelon, Michael Shaw, and Lynn Romeo.  
*Reviewing Reading Specialist Program Reports for IRA/NCATE*, Speakers: Diane Kern, William Smith, and Nancy Witherell.  
*Performance Appraisal of Literacy Coaches: Piloting an Appraisal Instrument*, Speakers: Mary Robbins, and Debra Price.  
*Toward Developing a Model to Describe How Teachers Respond to Staff Development*, Speaker: Barbara McClanahan.
- National Reading Conference (2008)  
*Theoretical and Research Overview of Acquiring Word Meanings from Verbal Context*. Speaker: William Rapaport  
*Constrained Skills-So What?*. Speaker: Scott Paris, Oscar S. Causey Address  
*Using Observations, Feedback and Digital Technologies to Mediate Reading Specialist/Literacy Coaches Learning*  
*Coaching Today’s Teachers: Mentoring Using New Literacies*. Speaker: Vicki Collet  
*A Graduate Literacy Program’s Conceptual Framework: Incorporating Different Levels of Literacy Coaching*. Speakers: Lynn Shanahan & Jennifer Schiller.
- College Reading Association (2008)  
*IRA/NCATE Workshops*  
*Developing Rubrics to Match IRA/NCATE Assessments*. Speaker: William Smith & Debra Miller  
*Preparing Institutional IRA/NCATE Reports for National Accreditation*. Speakers: Debra Miller, Deborah Bordelon & Michael Shaw.
- National Reading Conference (2007)  
*Professional Development: Impacts on Students and Teachers*  
*Transfer: Moving Professional Development Proposals to Classroom Practices*. Speakers: Mary Roe & Ching-Yi Tseng.  
*A Study of the Impact of Professional Development on 2,000 PreK-12 Teachers, Reading Knowledge and Instructional Practice: A Research-in-Progress Report*. Speakers: Vicky Zyhouris-Coe, Bonnie Swan & Catherine Glass.
- Dual Coding Theory and Its Relevance to Reading Research and Practice*  
*Dual Coding Theory: Historical Perspectives and Recent Research*. Speaker: Mark Sadoski  
*Understanding Reading Through the Lens of Dual Coding*. Speaker: Allan Paivio  
*Visual Illustration of Dual Coding Theory*. Speaker: Sheri Parris  
*Dual Coding Theory in the Classroom*. Speaker: Cathy Collins Block
- The Education of African American Students: Voicing the Debates, Controversies, and Solutions*. Speaker: Patricia A. Edwards, Presidential Address
- College Reading Association (2007)  
*Thinking Through the Text*. Speakers: Diana Quatroche, Kathryn Bauserman, & Lisa Cutter  
*From Brain Scans to NCLB Testing: The Promise and Challenge of Technology for Assessment*. Speaker: Ernest Balajthy.
- College Reading Association (2006)  
*Finding Factors Contributing to First Grade Latino and Korean English Language Learners’ (ELL) Learning to Reading in English*. Speaker: Sang-Eun Kim Dyer.

*"It bores me": Elementary Students Discuss Their Feelings About Reading and Writing.* Speakers: Brandi Gibble Mathers, Kristin Jane Snodgrass, & Eric Stein.

*Pedagogies of the Oppressors: Critical Literacies as Counter-Narratives.* Patrick Shannon, General Assembly

*Preparing for NCATE: Challenges and Responses.* Speakers: Bob Rickelman & Maryann Mraz

*Literacy Education: Sifting Out the Politics, Policies, and What's Been Happening.* Speakers: Rona Flippo, Jay Blanchard, Alden Moe, & Ray Reutzel.

National Reading Conference (2005)

*Doing Single-Case Experimental Research in Literacy (Symposium Session)*

*History and Aim of Single-Case Experimental Research:* Speaker Lisa Midcalf

*Measures of the Study and Analyzing the Data:* Speakers Salhi Adnan, Lidong Li, & Linda Houser

*Measures of the Study and the Analyzing the Data:* Speakers Salhi Adnan & Lidong Li

*Cognitive Strategy Instruction vs. Responsive Engagement Instruction, Year 2: Implementation of a Quasi-Experiment (Alternative Format):* Discussant Georgia Earnest Garcia

*Purpose and Theoretical Framework:* Speaker Georgia Earnest Garcia

*Research Design and Student Assessments:* Speaker Katherine Stahl

*Professional Staff Development and Instructional Implementation:* Speaker Eurydice Bauer

College Reading Association (2005)

*Stepping Forward Together: Voicing the Concerns of Teacher Educators Through Practical Applications and Collaborative Actions:* Chair Mary Beth Sampson

This included: Legislative Update (by Barbara Fox); Focus Group-Written Communication (Allen Berger); Focus Group-Partnerships (Jack Cassidy); Focus Group-Research Design (Wayne Linek; Discussants: Donna Alverman and Deborah Dillon

*Thinking About Our Future as Researchers: New literacies, new challenges, and new opportunities (General Session):* Speaker Don Leu

*Discovering Student Literary and Illustration Preferences in Kindergarten Through Grade Six:* Speaker Marti Bruiggeman

*The Development of Literacy Instruction: From Pre-service Teacher to Fourth Year Teacher:* Speaker Dixie Massey

*Children's Oral Language Development (years 3-5):* Speaker Nigel Hall

*Taking the Testy out of Testing: An Approach for Preparing Young Children for Achievement Testing:*

Speakers B. Ruth Sylvester & Rlorie Babcock-Latta

*Developing NCATE Outcome Assessments That Measure Effects on Student Learning:* Speakers Michael Shaw & Lynn Romeo

National Reading Conference (2004)

*Young Children Read and Write: Critical Lessons in Early Literacy Research (Symposium):*

*An Analysis of the Text Characteristics of Four Trade Books*

*An Analysis of the Text Characteristics, Miscue Patterns, and Retellings Related to Four Trade Books*

*The Influence of Text Characteristics on Children's Readings of Authentic Literature*

Poonam Arya, Lijun Jin, Debora Lang, & Prisca Martens (Towson University), Pat Wilson (University of South Florida.

*Research Methodology Series: Experimental and Correlational Methodologies*

*Experimental Methodologies in Literacy Research:* Speaker: Jonna Kulikowich, Penn State University

*Correlational Methodologies in Literacy Research:* Speaker: Anne Cunningham, University of South Carolina.

*Using Structural Equation Modeling in Literacy Research:* Speaker: Richard Lomax

Paper Session—*Teacher Talk to Support Professional Development*

*Dialogue Dance: Teacher Talk in a Book Club used for Professional Development:* Speaker: Judy Stephenson, Georgia State University.

*Disrupting the Commonplace: Critical Literacy in First Grade:* Speakers: Christine Leland (Indiana University) and Kimberly Huber (North Salem Elementary School)

Alternative Format—*Teaching Comprehension Strategies in the Primary Grades: One Teachers Journey:*  
 Participants: Leslie Fisher, Glenn DeVoogd (California State University-Fresno), & Maureen McLaughlin (East Stroudsbury State University of PA)

College Reading Association (2004)

*Making a Difference in the Public and Policy Making Arena: Proactive Partnerships, Research and Writing:*  
 The Teacher Education Division Forum & Business Meeting. Speakers included: Barbara Fox, Jack Cassidy, Jill Lewis, Wayne Linek, & Ray Reutzel.

*An Inquiry Approach to Classroom Assessment and Instruction: Promoting Teacher Decision Making and Empowerment:* Speakers: Julie Kidd & Kristy Dunlap (George Mason University)

*Building Bridges- Reaching Beyond Our Borders:* Speakers: Christine McKeon (Walsh University), & Linda Burkey (Mount Union College).

*Dynamic Indicators of Basic Early Literacy Skills (DIBELS): A Tool for Evaluation Student Learning:*  
 Speakers: Constance Kamii & Maryann Manning, University of Alabama at Birmingham.

*Attrition Among Elementary Teachers: Do Professional Development School Preparation Programs Make a Difference:* Speakers: Charlene Fleener (Old Dominion University), Wayne Linek and Mary Beth Sampson (Texas A & M University-Commerce), & Fred Dahm (Texas A & M)

College Reading Association (2003)

*Good Teacher of Writing: A Model of Professional Development for Primary Teachers:* Speaker: Ruth Ann Oswald, The University of Akron.

*Action Research on Summarizing and Note Taking to Increase Student Achievement:* Speaker: Mary Agnew, The University of Maryland, Eastern Shore.

*Teaching Reading in a Time of Poverty:* Speaker: Arlene M. Hett, The University of Portland.

*Reading Comprehension Development and Instruction for English Language Learners:* Speaker: Juan R. Lira, Texas A & M International University.

*A Case Study of Changing Beliefs About Teaching Literacy in a High Stakes Testing Environment:* Speakers: Stephen White, Elizabeth Sturtevant, and Kristy Dunlap.

*The Vision of Professional Development for a Balanced Literacy Program:* Speaker: Melissa Stinnett, The University of Wisconsin at Oshkosh.

*Ease into Content Area Reading for Struggling Readers:* Speaker: Dianna Baycich, Kent State University

National Reading Association (2003)

*Developing Fluency in Classrooms:* Speakers: Steven Stahl (University of Illinois), Paula Schwanenflugel (University of Georgia), Carolyn Groff (State University of New Jersey), Franklin Turner (State University of New Jersey), & Beth Meisinger (University of Georgia)

*Teacher Efficacy and Literacy instruction:* Speaker: Denise Johnson, University of Texas at Austin.

*Evidence and Epistemology in Adolescent and Adult Literacy Research:* Donna Alverman (University of Georgia), Gay Ivey (James Madison University), Kevin Leander (Vanderbilt University), LeeAnn Sutherland (University of Michigan), Mark Dressman (University of Illinois), Patricia Anders (University of Arizona), & Wayne Linek (Texas A & M at Commerce).

*The Language, Literacy, Achievement, and Social Consequences of English-Only Programs for Immigrant Students:* Lee Gunderson, Presidential Address.

*Metacognition and Comprehension: What do Good Readers Do?:* Speaker: Kelly Cartwright, Christopher Newport University.

*Guided Comprehension in the Primary Grades: A Framework for Curricularizing Strategy Instruction:*

College Reading Association (2002)

*The Process of Reorganizing a Pre-service Literacy Curriculum to Meet Changing State Requirements,*  
 Speakers: Deborah L. Harris, Florida Atlantic University, Jane Brady Matanzo, Florida University.

*Making the Tradebook to Textbook Transfer through the Talking About Books Approach.* Speaker: Karen Wood, University of North Carolina at Charlotte.

*Technology-Anchored Lessons for Reading To Learn Instruction in Content Classrooms,* Speaker: Judy Richardson, Virginia Commonwealth University.

*Using Running Records as a Benchmark Reading Assessment: Reliability in Assessing Reading Progress,*  
 Speaker: Parker Fawson, Brigham Young University.

*Teacher Education Division Forum and Business Meeting*, Speakers: Judy Richardson, Sharon Gill, Mona Matthews, Wayne Linek, Mary Beth Sampson, Joan Elliot.

IRA CO-Sponsored Session: *Many Faces of "Official" Literacy Discourse and Who is Officiating? The Role of Media, Government Agencies, Legislators, and Literacy Professionals*, Speakers: Victoria Risko, Marino Alvarez, William Brozo, Naomi Feldman, Jerry Johns, Ray Reutzel.

National Reading Conference, 2001

*Defining Reading: Science in Search of Art, or Art in Search of Science?* Speaker: Peter Mosenthal, Presidential Address.

*Symposium: Investigating Texts for Beginning Instruction: Predictability, Decodability, and Genre*. Three sessions: *Investigating Decodable Features of Basal Texts and First-Grade Reading Performance* (James Hoffman, Misty Sailors), *Investigating the Supportiveness of Phonetically Decodable Text for Onset-Rime-Based Decoding Instruction* (James Cunningham, David Koppenhaver, Karen Koppenhaver, Karen Erickson, and Stephanie Spadorcia), and *Investigating the Impact of Diversifying Genres of Text Used in First Grade Literacy Instruction*. (Nell Duke, Susan Bennett-Armistead)

*Symposium: Professional Development as the Keystone to Reading Research and Practice*. Four sessions: *Using Professional Development to Increase Performance of at Risk Students* (Dathleen Wasserman, Evelyn Haralson), *Assessing the Long-Term Impact of Professional Development* (Kimberly Norman and Kathleen Wasserman), *Sustaining Professional Development: Case Studies of Changes in Teachers' Beliefs about Literacy Instruction* (Kathleen Wilson, Crystal Howard, and Makeba Rangel), and *Professional Development and Student Achievement: What Matters* (Guy Trainin).

*Plenary Session: Reading in "New Times"* Speaker: James Gee.

*Symposium: Application of Design-Experiment Methods to Research on Effective Elementary Literacy Instruction*. Three sessions: *Variations on the Design Experiment* (Robert Calfee), *Variations on the Theme of Effective Literacy*

*Symposium: Thinking About Early Literacy: Phonological Awareness, Word Recognition, and the Alphabet*. Three sessions: *Phonological Awareness, Word Recognition and Spelling: Rethinking the Relations* (Steven Stahl, Michael McKenna, Jennifer Kovak, and Jonathan Eakle), *Rethinking Phonological Awareness as Knowledge of Phoneme Identities* (Bruce Murray), *Learning the Alphabet* (Barbara Bradley, Steven Stahl).

College Reading Association, 2001

*The Education of Clinic Teachers: Recommendations from the Convergence of Research and Best Practice*, Speakers: Timothy Blair, Vicky Zygouris-Coe.

*A Renewed Look at Basal Readers: Hot or Not?* Speakers: Mary Roe and Muriel Rogie Radebaugh.

*Using Informational Books in the Reading Classroom*, Speaker: Barbara Kane Schneider.

*Reading Research and Instruction and Literacy Cases On-Line, Potential Authors Meetings*, Speakers: Robert Rickelman, Sam Miller, Ernest Dishner, William Henk, Barbara Walker and Sandra Goetze.

*Reading Motivation: Research Insights About What We Know and What We Need to Know*, Speaker: Linda Gambrell. Featured Session.

National Reading Conference, 2000

*Morphological Awareness and Literacy Acquisition in the Elementary Years*. Symposium including three separate research presentations on this topic. Speakers included: Joanne Carlisle, William Nagy, Virginia Berninger and Steven Stahl.

*Using Reading Research to Make Laws*. A symposium which included a panel discussion. The speakers included: Kenneth Goodman (Chair), Marilyn Adams, Richard Allington, Linda Gray (Arizona State Legislature), Senator John Huppenthal (Arizona State Legislature).

*The RAND Reading Study Group: Charting the Course for a National Research Agenda in Skillful Reading*. A symposium which included a discussion of research. The speakers included: Catherine Snow, Anne Sweet, Mike Timpane and other RAND Reading Study Group Members.

*Analyzing the Instructional Supportiveness of Text*. A symposium for the report of research from 3 different studies. Speakers included: Patricia Cunningham, James Cunningham, Stephanie Spadorcia, Karen Erickson, and David Koppenhaver. Studies included the examination of the high frequency words in different texts using for instruction, and analyzing the word level, sentence level and passage level demands of easy books.

College Reading Conference, 2000



*Literacy Inquiry Projects: Promoting Reflection and Action for Preservice and Inservice Teachers*, Speaker: Laurie Elish-Piper.

*The Weaknesses in K-12 State Standards in Reading and the English Language Arts: Their Implications for College Reading and Teacher Education*. (General Session) Speaker: Sandra Stotsky, Deputy Commissioner for Academic Affairs and Planning for the Massachusetts Department of Education.

*Transforming Teacher Education: Promises and Challenges of Working in a Professional Development School*. Speakers: JoAnn Dugan and Barrie Brancato.

Reading Research 2000 Conference Sponsored by the International Reading Association.

Indianapolis, IN, April 29, 2000

*Teacher education and issues of diversity*, Speaker: Kathryn Au

*National commission on excellence in elementary teacher preparation for reading instruction: Findings, implementations, and recommendations*, Speakers: Eldridge, D., Gonzalez, G., Smith, A, Fine, J., & Loven, R.

*Beginning teacher survey: National commission on excellence in elementary teacher preparation for reading instruction: Findings, implementations, and recommendations*, Speakers: Flint, A.,

Hoffman, J., Sailors, M., & Mast, M.

*Preservice reading teacher education: What's going on? What should be?* Hoffman, J.

*Learning to teach reading: The status of the knowledge base*, Speaker: Pearson, P. D.

*The CIERA school change project: Translating research on effective reading instruction and school reform into practice*, Speaker: Taylor B. M.

National Reading Conference (December 1-4, 1999, Austin, TX)

*A case study of three exemplary teachers and struggling readers*. Speaker: Kathy Highfield

*Language, literacy and culture: Intersections and implications*. (Plenary Session) Speaker: Sonia Nieto

*A constructivist-based staff development model*. Speakers: M. Lawton, K. Liptak, P. Patterson, & L. Stone.

*Reading for Possible Worlds*. (Plenary Session) Speaker: Jerome Bruner

*Literacy education in the process of community development*. (Special Session) Speaker: Kathryn H. Au

*Can a chronometric measure of spelling automatically predict reading comprehension ability?* Speakers: J. Wylie and G. Mulhern.

*The joint development of phonological and orthographic knowledge*. Speakers: Steven Stahl, Michael McKenna, Judy Gatliff, and Katherine Stahl.

*The highly lawful relationships among pseudoword decoding, word identification, spelling knowledge, listening level, and reading level*. Speaker: Ronald Carver.

*Exploring a literacy hypermedia environment: Learning from your own journeys through the reading classroom explorer*. Speakers: Devon G. Brenner, Joan E. Hughes, and P. David Pearson.

College Reading Association Conference, November 4 - 7, 1999, Hilton Head SC.

*Does How You are Taught to Read in Elementary School Affect Your Performance in College?* Speaker: H. Jon Jones

*Expanding Student Talk in the Content Areas: Hypertext Media as a Bridge to Content Literacy*. Speaker: B. Malcolm Lively

*Educational Reform and Prescriptive Staff Development: A Challenge for the Constructivist Educator in the New Millennium*. Speaker: Nancy DeVries Guth.

*Preservice Teachers Learn Effective Reading/Language Arts Teaching Strategies Through a Professional Development School Partnership*. Speaker: Diana J. Quatroche.

College Reading Association Conference, November 5 - 8, 1998, Mertyl Beach, SC.

*Advocating for literacy learners and teachers: Views from CRA leaders*. Speakers: J. Alexander, M. Alvarez, L. Bader, R. Bean, L. Gambell, B. Heathington, J. Johns, P. Koskinen, A. Mazurkiewicz, V. Risko, and J. Richardson.

*Integrating technology into the literacy classroom: Preservice teachers accept the challenge*. Speakers: J. Elliot and B. Illig.

*A developmental reading program listserv: Does it help create a community of readers?* Speakers: D. Hunt and G. Ross.

*Reading research and practice for 1999: What's hot! What's not!* Speaker: J. Cassidy

*Evolving collaboration in professional development schools: Lessons we have learned*. Speakers: M. B. Sampson, S. J. Sandefur, and M. M Foote.

- Selecting only the best: The problem of selecting only those students into teacher education programs who will succeed as teachers.* Speakers: E. A. Hall and M. K. Gillis.
- The impact of school-university partnerships on reading teacher educators: Important conversations we must have.* Speaker: D. L. Wiseman.
- Construct definition using qualitative and multivariate approaches: An Applied Example.* Speakers: D. Reinking, L. Tao, and J. M. Pickle.
- Integration of technology: Unplanned conversations.* Speakers: C. Merkel and W. Kist.
- National Reading Conference (December 2-5, 1998, Austin, TX)
- Rearticulating the real: Political subtexts of literacy teaching and research.* Speakers: J. Ackerman, M. Banning, M. Mathison, G. Kamberelis, L. de la Luna, W. McGinley, and E. Moje.
- Obstacles to preventing reading difficulties.* Speaker: Catherine Snow.
- Policy, research, and rhetoric: Research on phonics achievement in whole-language classrooms informing current debates.* Speakers: R. Allington, P. Scharer, and K. Dahl.
- Of stand-Up comics, statisticians, and storytellers: A closer look at the discourse of literacy Research.*
- Presidential Address: Martha Rapp Ruddell.
- College Reading Association Conference, November 7 - 8, 1997, Boston, MA.
- My fascination with reading: Fifty years of research & practice.* Speaker: Jeanne Chall.
- When teachers change alone: Case studies of teacher change.* Speakers included: Evangeline Newton and Nancy Padak.
- I just want to know more about my students as readers: A case study of a first grade teacher's attempts to alter how she assesses her students' reading progress.* Speaker: Mona Matthews.
- New developments on the world wide web for reading educators.* Speakers: Winston Childress and Marcus Childress.
- College Reading Division Forum and Idea Exchange
- National Reading Conference (December 5, 1997, Scottsday, AZ)
- Tutors and teachers: University-school partnerships that work for at-risk children.* Speakers: Linda Allen and Lauren Leslie.
- Content literacy and five beginning mathematics and science teachers: The final report of a four-year longitudinal study.* Speakers: Elizabeth Sturtevant, John Castellani, Debby Deal, Vicki Duling, Lois Haid, Nancy Guth, and Julianna Tiss.
- Teacher Education and Technology: Issues and Ideas Conference, April 17-19, 1997. Indiana University, Bloomington, IN
- Featured speakers: Thomas A Callister and Howard D. Mehlinger
- Integrating technology into the classroom.* Speaker: Joseph Rivard
- Innovative practices - Strategic planning in technology.* Speaker: Scott Bradley
- Technical support for faculty.* Speakers: Richard Pugh, Kyle Wickemeyer-Hardy, and Julie Reinhart.
- Technology in reading/language arts methods.* Speakers: Susan Ridout, Jane Riehl, Nancy Miller, and Steve Smith.
- Exploration centers: Powerpoint and digital cameras
- National Reading Conference, December 4-7 1996, Charleston, SC
- Talk in the writing conference. A teacher's conversational strategies.* Speakers: Deanne McCredie and Mary Vukelich.
- Instructional research: Shifting paradigms.* Speaker: Taffy Raphael and Cynthia Brock.
- Teaching and learning reading and writing as reflective, social practices.* Symposium with several speakers (5).
- Why would teachers reform? Incentives and constraints on change.* Three presentations.
- Connecting theory with practice through case method instruction.* Speakers: Priscilla Griffith and Kathryn LaFramboise.
- Single subject experimental approaches in early literacy research.* Speaker: Sandy McCormick.
- Scholarly writing.* Several known journal editors and staff.
- The ethics of literacy research: Issues and Conundrums.* Speakers with topics such as:  
*Principal investigators, collaborators, and evaluators? Who really owns the data?*  
 Speaker: Karen Feathers.

- University/School collaboration: Issues of confidentiality, power, and data access.* Speaker: Sandra Moore
- Qualitative-quantitative relationships: Examining name through multiple lenses.* Speaker: Janet Bloodgood.
- Why is what really matters so often ignored in literacy research?* President's address by Richard Allington. College Reading Association, Charleston, SC, November 1 -2 1996
- Preservice teachers' perceptions of effective teaching in an urban setting:* Speakers: Denise Stuart and Jacqueline Peck.
- Multicultural picturebooks: Pathways to exploring conflict.* Speakers: Toni Stiefer, Beverly Tully, and Connie Briggs.
- National Reading Conference, New Orleans, December 1995
- The effects of phenomenological marginal glosses on expository comprehension of second language readers.* Speakers: Brad Wilcox, Eileen Newton, and Roger Stewart.
- Critical issues in emergent literacy: Research synthesis, implications for practice, and future directions.* Five speakers (e.g., Billie Enz, Leslie Morrow, and Susan Neuman) focusing on several topics (e.g., teachers role, theoretical overview, family literacy).  
College Reading Association, Clearwater, FL, November 5-6, 1995
- Using qualitative case study research in college reading programs.* Speakers: Michele Simpson, Karen Burrell.
- Parents and reading: Making the potential a reality.* Eleven speakers including Ray Reutzel, Jon Shapiro, Nancy Padak, Barbara Walker.
- Creating protocols for analyzing retellings and summaries of narrative texts.* Speakers: Gerry Coffman.  
College Reading Association, New Orleans, November 4-5, 1994
- Strategies for developing emergent literacy.* Speakers: Judy Shaver, Jeanette McNeese, and Phyllis Cuevas.
- Motivation to read: Promising practices and future directions.* Speaker: Linda Gambrell.
- Reading and writing with literature: A workshop approach.* Speakers: JoAnn Dugan and Meryl Lazar.
- Preservice teachers' reactions to portfolio assessment in reading/language arts coursework.* Speakers: Madge Craig and Alexandria Leavell.
- The portfolio museum: Enhancement of literacy assessment.* Speakers: Teri Woods and Jean Bahney.
- Prospective teachers' expectations of literacy demands and responsibilities .* Speakers: Richard Telfer, Robert Jennings, and Reed Mottley.
- Something old, something new: The design of basal reading instruction.* Speakers: Ray Reutzel, Paul Hollingsworth, and Lloyd Eldredge.

## V. SERVICE

### A. BALL STATE UNIVERSITY COMMITTEE AND SERVICE ACTIVITIES

#### University

##### Committee Appointments:

- Serve as substitute for P & T Committee -Appeal Hearing: Summer 2012
- Task Force:
  - Financial Resources, Physical Facilities & Support Services (2002-03).
  - Revise the Student Academic Ethics Policy (pp. 252-56) of the Faculty and Professional Handbook (fall 2006-fall 2007)
- University Research Committee (Office of Academic Research and Sponsored Programs)
  - Serving (1999-2002) Secretary (2001-02)
  - Serving (2005-2008) (Chair 2005-06)

On this committee, I was part of a university review board for internal grant funding. We not only reviewed research grant proposals (faculty and student) but proposals for other scholarly awards, i.e., Cohen Award, EPI award and the Outstanding Researcher of the Year award.
- Undergraduate Education Committee (2009-2012)
- CAEP-Standard 1 committee. Develop rubrics for the purpose of assessment for different aspects of effective teaching. (2014-2016)
- Pathways to a Ph.D. (Mentor for promising student to attend graduate school). (2013-20)

- Undergraduate Education Committee –UEC\_–(2009- 2012). Representing Teachers College.
- Graduate Education Committee (2014-2018)

#### Service Activities:

- Reviewed a thesis for the Distinguished Thesis Award (MAGS) for Dr. Deborah Balogh, Dean of Graduate School, December, 1999.
- Graduate student recruitment, September 27, 2001, Director: Mary Kite, Faculty Fellow, Coordinator of Graduate Student Relations
- Team Captain, for the United Way Campaign, 2001-03
- The Honor Society of Phi Kappa Phi, Chapter 290, Ball State University
  - Developed a proposal that was critically reviewed by the Executive Board of the National Headquarters of The Honor Society of Phi Kappa Phi (LA). The purpose of the proposal was to be considered as a site for a new chapter of the Honor Society. The proposal developed over a one-year process working with Dr. Jim Pyle, Assistant President of Research (Office of Academic Research and Sponsored Programs) during the year 2002-2003. During that time, we identified Phi Kappa Phi members at Ball State University to join us to construct the new chapter. Further, we developed a portfolio about Ball State University that showcased the Colleges and the outstanding academic programs that are offered. By the spring of the next year, officials (including the President of Phi Kappa Phi) granted us a site visit.
  - North Central Mid-Triennial Conference for the Honor Society of Phi Kappa Phi, This was to learn more about organizing a chapter of the society at Ball State University, Toledo, OH. August 15-16, 2003.
  - The Honor Society of Phi Kappa Phi, Chapter 290, Ball State University, President Elect, 2003-2004.
  - The Honor Society of Phi Kappa Phi, Chapter 290, Ball State University, President, 2004-2005.
  - Triennial Convention of 2004: Albuquerque, NM (August 5-7, 2004). Acted as a Delegate for Chapter 290.
  - The Honor Society of Phi Kappa Phi, Chapter 290, Ball State University, Past President, 2005-2006.
- Wrote a Chapter entitled *The First Day of Class* (Linda Martin and Sherry Kragler) for Ball State University Graduate School Handbook *Traditions and Innovations: Teaching at Ball State University*. Completed in 2004.
- Office of Academic Research and Sponsored Programs—Committee member to organize and develop a workshop of educators at BSU in the Social Sciences (Summer 2005).
- Search Committee for a Grants Manager (Office of Academic Research and Sponsored Programs). Two searches were completed (Fall 2005)
- Adhoc Committee from the University Research Committee, Chair (2005/06): The purpose of this committee was to examine the BSU faculty’s perceptions of grant writing.
- Subcommittee for the Undersgraduate Education Committee –UEC- (2009- 2012) represented UEC on the University Library Committee
- Subcommittee for Graduate Education Committee-Student Affairs (2014-2016)-We conducted special assignments pertaining to the best interest of university graduate students.

#### Teachers College

##### Appointment:

Co-editor of the *Teacher Educator* (2014- ). This is a n international tier 1 research journal.

##### Committee Appointments:

- Teachers College Ad Hoc GA committee (2019-20)
- Burris Advisory Committee (2019-20)
- TK 20 committee to initially examine the new assessment program for the Teachers College.

- EPP (Advisory Board for Associate Dean)-develop programs to assist the Teachers College for success.
- Vision for Teachers College Task Force (2012- 2014)
- Strategic Planning Committee (2012- )
- CAEP Standard 1 committee (2014- )
  - CAEP subcommittee Standard 1 (instruction)
  - CAEP subcommittee Standard 1 (planning)
  - CAEP subcommittee Standard 1 (dispositions)
- P & T Teachers College Committee (2011-21)
- Terhune Professional Development fund (2009-2014)
- Professional Development Schools Network: Planning committee member (Chair: Ruth Swetnam) to organize the spring PDS Institute Meeting (2004) for the Ball State University PDS Network Advisory Council Elementary School Representatives
- Professional Development Schools Network: Planning committee member (Chair: Ruth Swetnam) to organize the spring PDS Institute Meeting (2006) for the Ball State University PDS Network Advisory Council Elementary School Representatives—Topic: Writing Grants
- Adhoc Committee to create an International Education Guide (1999)
- Site Evaluation Team for the PDS Network, Chair for the Team that reviewed the PDS site at Mitchell Elementary (2003)

#### Service Activities:

- Review for *Psychology in the Schools* (2016-20)
- Subcommittee Assignment for Teachers College Curriculum Committee (2014/15)
- Attended American Association of Teacher Education (AACTE) Conference (February 2008). The purpose of attending NCATE meetings as the Department of Elementary Education and the Teachers College at Ball State continue the ongoing development of our graduate programs to align with NCATE. (New Orleans)
- Editorial Review Board (1995-2001) for *The Teacher Educator*, David Feldman and Phyllis Gordon, Editors.
- Guest Reviewer for a special issue of *Psychology in the Schools* (2009).
- Guest Reviewer (2003) for the *Teacher Educator*, John Merbler and Nina Yssel, Editors.
- Guest Reviewer (2004) for the *Teacher Educator*, Jerrell Cassidy, Editor
- Two Professional Development Grants, Ball State University TQE Project. Harrison Elementary: Funding-\$3,457.00. Gaston Elementary: Funding-\$3,709.00. I assisted these two schools in writing the grants working as a Professional Development Liaison.
- Adhoc Committee to continue to develop the international program for the Elementary Education Department (2001)
- Adhoc Committee to create guidelines for teachers and students to prepare for international travel and study programs (1999).
- Faculty Advisor for the Association for Childhood Education chapter on Ball State campus (December, 1994-96)

#### Department

##### Committee Appointments:

- Assistant to the Chair (2019-20)
- Salary Committee (2019-)
- Recognition Committee (2019-)
- Search and Screen (2019-)
- Leadership in Elementary Education (2017-)
- Director of Graduate Programs (Masters (2014-20 and Doctoral 2011-2020) –serve on Graduate Studies committee as a ex-officio. Member. Serve as advisor and program development.
- Chair Department Chair search and election (2018-19)
- Department of Elementary Education Chair Search Committee (2009-2013)
- Director of Doctoral Programs for the Department of Elementary Education (beginning 2011-2014 )
- Promotion and Tenure (2005-2013—Chair, 2012, 2013)

Search and Screen (2011-2012)

Graduate Studies (2002-2011-Chair 2002-2009) (Ex-Officio: Director of Doctoral Programs 2011- )

- While Chair, I led the committee to reorganize our graduate programs (Masters, Ed.D. and Ph.D). Several goals have been accomplished which include: a) Decision points for the Masters, Ed.D. and Ph.D.; b) common assessments to examine entrance into a program as well as students' progress over time; c) performance-based assessment that examines the graduate students' learning as well as their ability to apply what they have learned to their classrooms; d) common rubrics developed and put into rGrade for each course at a Decision Point. The revisions are ongoing as we assess the needs of our program.

Recognition Committee (2002)

Advanced Graduate Studies (1998-2001)

Search and Screen, (1996-1998)

Salary, Member (1997-1998)

Recruitment and Retention (1995-1997)

Research and Publications (1997-1995), Chair 1997-1998

Ad Hoc - Standards for Writing (1997-1999)

Doctoral Committees:

- Robin Scott (Dissertation and Reading Cognate Advisor-2005-08): Title: It is Organic and It Matters: Social Interaction and the Writing Development of African American Children
- Kwangok Kim (Committee Chair 2006-2010): Title: The Role of Oral Language Interactions in English Literacy Learning: A Case Study of a First Grade Korean Child
- Rhonda Kraii (Dissertation and Reading Cognate Advisor -2006-2010): Title: An Examination of Second-grade Students with Learning Disabilities to Reflect on Strategies Used During Written Spelling Tasks
- Anita Manwell (Chair-2008-2009)
- Katie Benson (Reading Cognate Advisor-2010-2013)
- Holly Hullinger (Committee Chair 2010- 2013) Title: "Ready or not:" The Implications of Kindergarten Readiness Assessment Data on Classroom Reading Instruction.
- Christina Grant (Committee Chair 2011- 2013 ) Title: "I can read accurately but can't understand the text read." The Effects of using a Reciprocal Teaching plus imagery Intervention on Fifth-Grade Student 'Word Callers' Reading Comprehension Achievement.
- Denise Fraiser (Reading Specialization –Chair of Dissertation (2011-) Title: "Changing course: Mid-western primary-grade teachers' perception and use of iPads for classroom instruction"
- Mindy Zurcher (Chair 2013---)"Instructing preschool writers: Interactive writing and the writing workshop"
- Shelly Engle (Chair 2014-2017) "Single Strategy Instruction and Transactional Strategy Instruction: A comparison of ninth-graders' comprehension of text (fiction and nonfiction) using each method and the effects on the self-efficacy as readers"
- Shakima Moore (Chair 2016---)
- Jennifer Cooper (Chair 2016---)
- Amy Heath (Chair 2016---)
- Scott Nicols – Departmental Representative (2016-)
- Brandy James-Departmental Representative (2020)

Doctoral committee member in different departments:

- Robin Snyder (Special Education-external member)
- Ahnya Evinger (Special Education-literacy cognate representative)
- Melissa Jessup (Special Education-literacy cognate representative—completed summer 2020)
- Alyssa McGrath (English – external member)
- Dustin Palmer (Music – external member)
- Tony Mangino (Educational Psychology-external member)

Masters Thesis committee member:

ennifer Desmond (Educational Studies-external member)  
Joseph Miller (Educational Psychology-external member)

Service Activities:

Development of Graduate Courses online:

The Department Tenure and Tenure-track faculty moved the Graduate Program (Masters) to all online courses. As a result, faculty developed new courses that would align with the new program and redesigned old courses. The courses I developed are listed below.

EDRDG 630, *The Psychological Factors of Reading*, Fall 2005/Spring 2006

EDRDG 645, *The History of Reading (in collaboration with Scott Popplewell)*, Fall 2008/Spring 2009.

EDRDG 676, *Research in Elementary Education* (a decision-point for completing the Masters degree).

EDRDG 690, *Reading Practicum*; EDRDG 692 *Clinical Diagnosis in Reading (developed in collaboration with Diane Bottomley)*, Spring 2009/Summer 2009. The development of these two courses will allow the Masters students to complete 6 hours of field experience required for a Reading Specialist degree which is an IRA/SPA requirement.

EDEL 680, (Language Arts in Elementary Education)

EDRD 640, *Trends and Issues in Literacy*

EDRD 627, *Teaching Literacy to Diverse Learners*

Presentation to the students who are in the Doctoral Seminar to share my research agenda. (Fall 2005).

Presentation for Ball State doctoral students

October 24, 1994, Topic: Organizing and conducting research to complete a dissertation.

April, 1999, Topic: A presentation of research results about teacher professional growth issues. Co-presenter: Sherry Kragler

Chair of Roundtable Session, Ball State Reading Conference, 9/30/94

#### Reading Programs Assignments

In most recent years, the Reading Programs has not assigned faculty to specific committee work.

Reading Program Curriculum (Undergraduate and Graduate); member 1994-1997; Chair, 1997-2002

Reading Clinic (1998-1999)

Literacy Lab (1994-1997)

Steering Committee Member to organize Ball State Reading Conference (1996-1997)

Reading Conference, Publishers' Exhibits, Chair (1996 & 1997)

I developed an essay as part of the application process for the International Reading Association commission to explore teacher preparation for reading instruction. Application sent by Elementary Education, Teachers College, Ball State University (1999).

#### International Teaching Experiences

Several different experiences have contributed to the departments Study Abroad Program:

Establishment of a new study abroad program: In May of 2002, Melinda Schoenfeldt, a colleague, and I traveled to Auckland, New Zealand and Lismore, Australia to establish a new study abroad program for graduate students in Teachers College at BSU. Several contacts were made to establish the new sites two of which were: Auckland University (New Zealand) and Southern Cross University (Lismore, Australia). Preparation for the trip took approximately 9 months.

Summer 2001

Dr. Melinda Schoenfeldt (a colleague) and I planned and implemented the international field experience for Elementary Education students to teach in Liverpool England. This was an 8 weeks program.

Summer 1997

I planned and implemented the international field experience for students to teach in Monterrey, Mexico at the American School Foundation of Monterrey. While in Mexico with the students during the summer of 1997, I found that critical changes were taking place in this field experience program that could affect its success in the future. Therefore, initial contacts were made with an administrator of another private school that would maintain the program in Monterrey. This was a 5 week program.

## B. PROFESSIONAL SERVICE ACTIVITIES

### National

External Reviewer for Dr. Sara Helfrich being considered for promotion to full professor at University of Ohio, Athen, OH. (Fall, 2019).

External Reviewer for Dr. Paola Pionieta being considered for promotion to full professor at University of North Carolina, Charlotte, NC. (Spring 2019)

External Reviewer for Dr. Abha Gupta being considered for promotion to full professional at Old Dominion University, Norfolk, VA. (Fall 2016)

Board of Directors for the Association of Literacy Educators and Researchers (voted position) 2014 - 2017

### Yearbook Editorial Board

Association of Literacy Educators and Researchers/ALER (2009-2013)

This editorial board (Susan Szabo, Timothy Morrison, Linda Martin and Merry Boggs,) serves to edit, manage and organize the manuscripts received for the ALER Yearbook. In addition, we participate during the annual conference at different levels, e.g., organize and present at two sessions for publications which include: ALER Publication Committee Meeting; ALER Yearbook Prospective Authors and Reviewers

### Journal Review Boards:

IRA/NCATE Reviewer of SPA proposals (2009-2014). I served NCATE by reviewing Reading programs submitted to the International Reading Association (SPA). Fall 2010, I served as lead reviewer.

Editorial Review Board (fall 2001-2016 ) for *The Journal of Literacy Research*.

Editorial Review Board (1999- ) for *The Reading Teacher (Review Board)*.

Editorial Review Board (1999-2005) for *Reading Research and Instruction*.

Editorial Board, *College Reading Association Yearbook*, 1997, 1998, 1999, 2000 and 2001, 2002

Review research proposals the National Reading Conference, December, 1997 and 1999, 2005, 2008,

2009

Review proposals for the College Reading Association Conference, November, 1996, 2000, 2001

- Editorial review for the *College Reading Association Yearbook*, 1997, 1998, 1999, 2000, 2001, 2002
- Review proposals for the College Reading Association Conference, November, 1996 and 2000
- Review research proposals the National Reading Conference, December, 2005

### Committee Assignments:

- International Reading Association (IRA)/National Accreditation of Teacher Education (NCATE) IRA Audit committee board member (2008-2011). This is a three-year position to review graduate program proposals submitted by universities to IRA SPA/NCATE that support Reading Specialist degrees. The IRA/SPA guides graduate programs to obtain the highest standards and supports NCATE.
  - Lead reviewer (2010). In this position, you lead members of a review team through the process and write the final team report.
- Ethics Committee, Member, National Reading Conference, Annemarie Palinscar and Nancy Knapp (Co-chairs) 2002 – 2003.



- Teacher Education Committee, College Reading Association (Joann Dugan ,Chair) and Decision-makers in Teacher Education (Ramona Matthews, group leader) 2001-03.
- Publications Committee, Member, College Reading Association, M. McKenna (Chair) 1998-2001.
- Multicultural Issues Committee, Member, National Reading Conference, A. I. Willis (Chair) 1999-2001.

#### Regional

Member of Program Committee for the Great Lakes and Southeast IRA Regional Conference, 1995

#### State

Studies and Research Committee, Co-chair (2001-02). Indiana State Reading Association. Studies and Research Committee, Member (1998- ). Indiana State Reading Association. Awards and Citation Committee, Member (1996-98). Indiana State Reading Association. Chair, 1995-1996.

Editorial Review Board, *Indiana Reading Quarterly*, ISRA (1994 -1999)

Membership Director (1995-1997). Indiana Reading Professors. Council for the Indiana State Reading Association.

#### Local

BSU contact person for Muncie Area Reading Council, 1995-2002

Muncie Area Reading Council - Chair for *Newspapers in Education*

Muncie Area Reading Council, member, 1994-02; 2009-

Participate in a study of the Community with students (first and second graders) at Gaston Elementary, Teacher, Shirley Thacker.

### C. PROFESSIONAL CONSULTANCIES

Longman Publishing: Review proposed textbooks (1996)

Community Consolidated School District 59 - Chicago, March 1995

(L. Smith & L. Squier) 70 teachers on a Reading Adoption Committee

Blue River Valley Elementary School (L. Martin) Guiding teachers' development of instructional practices that focus on process writing across the curriculum using the writing workshop (1996-98)

Workshops (September 30, October 2, & 7, 1997)

Morrison Christian School, Taiwan (March 2-8, 1997)

Consulting in five different schools (K-12 grades) in the cities Kaohsiung, Taichung, and Taipei, Taiwan. Director: Jim Hawthorne, Taichung, Taiwan.

Sutton Elementary School, Facilitating teachers' development of instructional practices that focus on the process writing. Muncie, IN, 1998

Gaston Elementary School, Harrison Washington Township, Consultant of reading. Fall 2000-07

#### Previous to Ball State University

- Past-president, Utah Council of the International Reading Association, Chair of the Nominations Committee, 1992-93.
- President, Utah Council of the International Reading Association, 1991-92.
- International Reading Association's Nomination Committee for IRA Vice-President Elect and Board of Directors, International Reading Association, Toronto, Canada, 1991-92.
- Program Chair, Leadership Conference, Utah Council of the International Reading Association, 1991-92.
- Program Chair, State Reading Conference, Utah Council of the International Reading Association, 1990-91.

- President Elect, Utah Council of the International Reading Association, 1990-91.
- Vice-President, Utah Council of the International Reading Association, 1989-90.
- Chair of Publicity, Uintah Basin Reading Council, 1987-88.
- President, Uintah Basin Reading Council, 1986-87.
- President Elect, Uintah Basin Reading Council, 1985-86.
- Vice President, Uintah Basin Reading Council, 1984-85.
- State Textbook Adoption Committee, Utah State Office of Education, Salt Lake City, 1988-92.

## VI. OTHER

### A. PROFESSIONAL MEMBERSHIPS

Association of Supervision and Curriculum Development (ASCD)

College Reading Association/Association of Educators and Researchers (CRA/ALER)

American Educational Research Association (AERA)

Indiana State Reading Association (ISRA)

International Reading Association (IRA)

Muncie Area Reading Council (MARC)

National Reading Conference/Literacy Research Association (NRC/LRA)

Phi Delta Kappa

Phi Kappa Phi

### B. HONORS AND AWARDS

Phi Kappa Phi, Scholastic Honor Society, Brigham Young University, 1992.

President's Club, International Reading Association, May, 1992.

#### Teaching

The Mortar Board Award (1997). The Clavia Chapter of the Mortar Board. Honored as outstanding faculty member. Student nominated.