

# Treavor Bogard

## Curriculum Vitae

Associate Professor  
University of Dayton \* School of Education and Health Sciences  
Department of Teacher Education  
300 College Park \* Fitz Hall 680 \* Dayton, OH 45469

### Education

PhD, The University of Texas at Austin, 2010  
Curriculum and Instruction  
Specialization in [Language and Literacy Studies](#)

MA, The University of Texas at Austin, 2005  
Curriculum and Instruction  
Specialization in [Learning Technologies](#)

BS, McMurry University, 1997  
Multidisciplinary Studies  
Specialization in English Education and Theatre for Young Adults

### Professional Positions

#### Higher Education

Chair, Department of Teacher Education, University of Dayton (2021-present)

Associate Chair, Department of Teacher Education, University of Dayton (2020-2021).

Associate Professor, Literacy Education, University of Dayton (2017-present)

Graduate Program Coordinator, M.S.E. in Literacy and K-12 Reading Endorsement, University of Dayton (2011- 2016)

Assistant Professor, Literacy Education, University of Dayton (2011-2016).

Assistant Instructor, Department of Curriculum and Instruction (C&I), Language and Literacy, The University of Texas at Austin (2007- 2010)

Clinical Facilitator (supervision of student teachers), Department of C&I, Language and Literacy, The University of Texas at Austin (2006- 2010)

Teaching Assistant, Department of C&I, Language and Literacy, The University of Texas at Austin (2006-2008)

Graduate Research Assistant, Learning Technology Center (LTC), The University of Texas at Austin (2004- 2006)

### **Middle Childhood, Adolescent, and Adult Education**

Department Chair, Dailey Middle School Reading and Language Arts Grades 6-8, Del Valle Independent School District, Del Valle, TX (2010-2011)

Reading and Language Arts Teacher (Grade 7), Dailey Middle School, Del Valle Independent School District, Del Valle, TX (2010-2011)

English Language Arts and Theatre Arts Teacher, Andrews High School, Andrews Independent School District, Andrews, TX (1997- 2000)

Instructional Designer, Office of the General Counsel, Texas Department of Transportation, Austin, TX (2000- 2004)

### **Educator Licensure**

Secondary English Language Arts, Grades 6-12, State Board for Educator Certification (1998-Present)

Secondary Speech Communications, Grades 6-12, Texas State Board for Educator Certification (1998-Present)

Secondary English, Grades 6-12, Texas State Board for Educator Certification (1997-Present)

Secondary Theatre Arts, Grades 6-12, Texas State Board for Educator Certification (1997-Present)

## **UNIVERSITY TEACHING**

### **University of Dayton - Courses Taught**

Teacher Education in Literacy

EDT 350 Foundations of Literacy through Literature

EDT 426 Reading and Language Arts Methods, Middle Childhood (4-9)

EDT 431 Integrated English Language Arts Methods, Adolescence to Young Adult (7-12)

EDT 459 Critical Reading and Writing in the Content Areas

EDT 500 Becoming a Master Educator

EDT 600, Reading Methods and Lab

### Clinical Internships and Capstones

EDT 436 Capstone Seminar: Secondary English Language Arts

EDT 439 Capstone Seminar: Education & Allied Studies

EDT 475 Student Teaching Internship

### Masters of Literacy (MSE, PK-12 Reading Endorsement)

EDT 605, Advanced Studies in Reading and Language Arts

EDT 606, Assessment and Evaluation of Reading Difficulties

EDT 607, Practicum in Reading Intervention Techniques

EDT 608, The Writing Classroom

### Diversity, Inquiry & Arts Education

EDT 322/SOC 310: Education and Social Justice

EDT 417/THR 417: Theatre in Education (Drama as a Teaching Tool)

## **The University of Texas at Austin – Courses Taught**

ALD 324, Literacy Acquisition

EDC 670, Methods of Teaching Elementary Reading and Language Arts

EDC 371, Reading Difficulties (co-instructor)

EDC 950, Elementary Grade Teaching Practicum: Reading

EDC 950S, Secondary School Teaching Practicum: English Language Arts

## **PUBLICATIONS**

### **Peer Reviewed Scholarly Articles**

Bogard, T. & Winn, V. (2024). Profiles of moral courage: Human rights activism in biographic picturebooks. *Journal of Children's Literature*, 50(1), 22-36.

Bogard, T. & Carr-Chellman, A. (2023). Introduction and Conclusion to the Special Issue: A Trauma Informed Instructional Design. *The Journal of Applied Instructional Design*, 12(1). <https://dx.doi.org/10.51869/121/tbac1>

Lawless Frank, C. & Bogard, T. (2023). Building preservice teacher resiliency with trauma-informed case-based instruction. *The Journal of Applied Instructional Design*, 12(1). <https://dx.doi.org/10.51869/121/clftb>

Lawless Frank, C. & Bogard T. (2021). Developing Cultural Competencies in Pre-Service Teachers through Humanity Centered Design and Community-Based Learning. *International Journal of Educational Reform*, Online First, 1-15.  
doi:10.1177/10567879211030485

- Bogard, T. (2020). Teaching reading-writing connections online to pre-service teachers in a children's literature course. *Teaching/Writing: The Journal of Writing Teacher Education*, 9(1).  
<https://scholarworks.wmich.edu/wte/vol9/iss1/23>
- Bogard, T., Consalvo, A. & Worthy, J. (2018). Teaching for deep learning in a second-grade literacy classroom. *Journal of Language and Literacy Education*, 14(1), 1-26. <https://eric.ed.gov/?id=EJ1175841>
- Bogard, T., Sableski, M., Arnold, J., Bowman, C. (2017). Minding the gap: Mentor and pre-service teachers' ability perceptions of content-area literacy instruction. *Journal of the Scholarship of Teaching and Learning*, 17(4), 44-66.  
<https://doi.org/10.14434/josotl.v17i4.21885>
- Bogard, T. (2016). "Designerly" ways of reading: Insights from reader response in drama for enriching the "A" in language arts. *Learning Landscapes*, 10(2), 87-104. <https://doi.org/10.36510/learnland.v9i2.765>
- Bogard, T. (2015). A silence overcome by search: Reading and writing selves into the world. *Ohio Journal of English Language Arts*, 55(1), 58-60.
- Bogard, T., Liu, M., Chiang, Y. (2013). Thresholds of knowledge development in complex problem solving: A multiple-case study of advanced learners' cognitive processes. *Educational Technology Research and Development*, 61(3), 465-503.  
<https://doi.org/10.1007/s11423-013-9295-4> **Impact factor: 3.3**
- Liu, M., Yuen, T., Horton, L., Lee, J., Toprac, P., Bogard, T. (2013). Designing technology-enriched cognitive tools to support young learners' problem solving. *The International Journal of Cognitive Technology*, 18(1), 14-21.
- Unverfert, A., Talbert-Johnson, C., Bogard, T. (2012). Perceived barriers for first-generation students: Reforms to level the terrain. *International Journal of Educational Reform*, 21(4), 238-252.  
<https://doi.org/10.1177/1056787912021004>
- Worthy, J., Consalvo, A., Bogard, T., Russell, K. (2012). Fostering academic and social growth in a primary literacy workshop classroom: "Restorying" students with negative reputations. *Elementary School Journal*, 112(4), 568-589.  
<https://doi.org/10.1086/664491> **Impact factor 2.5**
- Worthy, J., Consalvo, A., Russell, K., Bogard, T. (2011). Spaces for academic and interpersonal growth in a primary literacy workshop classroom. In Duston, P., Gambrell, L. B., Fullerton, S. K., Gillis, V. R., Headley, K., Stecker, P. M. (Eds.), *60<sup>th</sup> Yearbook of the Literacy Research Association* (Vol. 60, pp. 309-321). Oak Creek, WI: Literacy Research Association.

Liu, M., Horton, L. R., Corliss, S. B., Svinicki, M. D., Bogard, T., Kim, J., Chang, M. (2009). Students' problem solving as mediated by their cognitive tool use: A study of tool use patterns. *Journal of Educational Computing Research*, 40(1), 111-139. <https://doi.org/10.2190/EC.40.1.e> **Impact factor 4.0**

Yang, M.-L., Chen, Y.-J., Kim, M., Chang, Y.-F., Cheng, A.-C., Park, Y., Bogard, T., Jordan, M. (2006). Facilitating or limiting? The role of politeness in how students participate in an online classroom discussion. In Hoffman, J. V., Schallert, D. L., Fairbanks, C. M., Worthy, J., Maloch, B. (Eds.), *55<sup>th</sup> Yearbook of the National Reading Conference* (Vol. 55, pp. 341-356). Oak Creek, WI: National Reading Conference.

### **Non-Refereed Publications**

Bogard, T. & Carr-Chellman, A. (2023). Special Issue Interview Feature: Translating Trauma-Responsive Schooling to Instructional Design Practice. *The Journal of Applied Instructional Design*, 12(1). <https://dx.doi.org/10.51869/121/tbac2>

Carr-Chellman, A. & Bogard, T. (2023). TI-ADDIE: A trauma-informed model of instructional design. *Educause Review*. <https://er.educause.edu/articles/2023/5/ti-addie-a-trauma-informed-model-of-instructional-design>

Gold, L. A., & Bogard, T. (2022). Financial literacy in the elementary grades. *Pathways to Research*. EBSCO.

Gold, L. A. & Bogard, T. (2021). A lifetime of returns with financial literacy. *School Business Affairs*, 87(7), 27-28.

Bogard, T. (2020). Coming around again: Ruminations on circular time in global education. In S. Gosalia (Chair), *Enhancing Global Awareness on Campus* [Symposium]. In *Enhancing Global Consciousness on College Campuses and Beyond: Proceedings of the 2020 Global Voices Symposium*, 10, 114-122. [https://ecommons.udayton.edu/global\\_voices\\_3/10](https://ecommons.udayton.edu/global_voices_3/10)

Bogard, T. (2014). Montessori, Il Metodo Della Pedagogia Scientifica. Online Exhibit, *Imprints and impressions: Highlights from the Rose Rare Book Collection*. Dayton, Ohio: University of Dayton Roesch Library.

### **Book Chapters**

Bogard, T. & Nenonene, R.L. (2024, in press). Social Emotional Learning. In Reiser, R., Carr-Chellman, A., Dempsey, J. (Eds.), *Trends and Issues in Instructional Design and Technology, 5<sup>th</sup> Edition (Chapter 12)*, New York, NY: Routledge.

Bogard, T. (2016). Stepping out with the fop: Literacies of embodiment and becoming in youth drama. In Thomas, P., Takayoshi, P. (Eds.), *Literacy in*

*Practice: Writing in Private, Public, and Working Lives (Chapter 9, pp. 118-133).* New York, NY: Routledge. (Empirical study using multimodal interaction analysis)

Talbert-Johnson, C., Bogard, T., Tamela, D.J. (2014). Cultivating reflectivity and cultural competence in inservice candidates. In Pultorak, E. (Ed.), *Reflectivity and cultivating student learning: Critical elements for enhancing a global community of learners and educators (Chapter 9, pp. 173-186)*. Lanham, Maryland: Rowman & Littlefield.

## CONFERENCE PRESENTATIONS

### Refereed Proceedings

Bogard, T., Kitchell, A., Dousay, T., & Carr-Chellman, A. (2024, October 19-23) *ESYMS: A tale of three electronic synchronous multi-site systems*. [Forthcoming conference presentation]. Association for Educational Communications & Technology (AECT) 2024 Annual Convention, Kansas City, MO.

Winn, V. & Bogard, T. (2023, October 13). *Profiles of moral courage in Horn picturebooks*. Paper presented at the 43<sup>rd</sup> Bergamo Conference on Curriculum Theory and Classroom Practice. Dayton, OH.

Witenstein, M. & Bogard, T. (2023, April 13). *Conceptualizing cultural humility and cultural curiosity to meet the theory-to-practice needs of contemporary educators and students*. Paper presented at the 2023 American Educational Research Association (AERA) Annual Conference. Chicago, IL.

Bogard, T. & Lawless Frank, C.M. (March 2023). *Using trauma-informed case-based instruction to build resilience in preservice teachers*. Association of Teacher Educators Annual Meeting. Jacksonville, Florida

Bogard, T. (2019, November 21-24). *Trials of moral courage: An analysis of human rights activism in contemporary biographic picture books*. Paper presented at the annual convention of the National Council of the Teachers of English (NCTE), Baltimore, MD.

Lawless, F.C. & Bogard, T. (2019, May 5-8). *Humanity-centered design: A promising approach for preparing culturally responsive educators*. A paper presented at the International Academic Forum on Educational Research and Innovation, Blacksburg, VA.

Bogard, T. (2018, November 28-December 1). *An analysis of emotional literacy in contemporary civil rights themed picture books*. A paper presented at the Literacy Research Association. Indian Wells, CA

- Bogard, T. (2017, October 12-14). *Embracing Design Thinking in the English Language Arts*. Paper presented at the 38<sup>th</sup> Annual Conference on Curriculum Theory and Classroom Practice, Dayton, Ohio.
- Bogard, T. (2016, November 30-December 3). *Becoming their own Hero: The Storied Worlds of LGBTQ YouTubers*. Paper presented at the 66th Annual Conference of the Literacy Research Association (LRA), Nashville, TN.
- Bogard, T. (2015, December 2-6). *From the page to the stage: Design and embodiment of characterizations in youth drama*. Paper presented at the 65<sup>th</sup> Annual Conference of the Literacy Research Association (LRA), Carlsbad, CA.
- Bogard, T. (2015, February 13-17). *Advancing access, opportunity, and social justice globally: Research on teacher reflection*. Paper presented by invitation at the Association of Teacher Educators (ATE) conference, Phoenix, AZ.
- Consalvo, A.L., Bogard, T., & Worthy, J. (2014, December 3-6). *Each moment counts: Building a culture of workshop in a second-grade literacy classroom*. Paper presented at the 64<sup>th</sup> Annual Conference of the Literacy Research Association (LRA), Marco Island, FL.
- Bogard, T., Worthy, J., & Consalvo, A. (2014, April 3). *The future starts now: Professional community in a second-grade literacy workshop classroom*. Paper presented at the American Educational Research Association (AERA) conference, Philadelphia, PA.
- Bogard, T., Arnold, J. M., Sableski, M. C., Bowman, C. L., & Hart, P. M. (2013, December 5). *Seeing differently: Expert/novice ability perceptions of student teachers' content area literacy instruction*. Paper presented at the Literacy Research Association (LRA) conference, Dallas, TX.
- Arnold, J. M., Sableski, M. C., Bowman, C. L., Bogard, T., & Hart, P. M. (2013, November 23). *Building community partnerships that support the literacy development of struggling readers and the construction of teacher knowledge*. Paper presented at the National Council of Teachers of English (NCTE) conference, Boston, MA.
- Bogard, T. (2013, November 1). *Towards innovation in complex problem-solving research: Implications for instructional design and technology*. Paper presented by invitation at the Association for Education Communications and Technology (AECT) 2013 Annual Conference, Anaheim, CA. **(Invited paper session for authors whose research articles were selected for publication in the ETRD special issue, DOI 10.1007/s11423-013-9295-4)**

- Talbert-Johnson, C., & Bogard, T. (2013, August 4). *Teacher education matters whether we like it or not!: Supporting radical changes in the dispositions of in-service candidates*. Paper presented at the Association of Teacher Educators (ATE) conference, Washington, D.C.
- Bogard, T. (2013, June 8). *The dramaturgical process and the Bildungsroman self-formation among gay adolescent males*. Paper presented at the Ethnographic and Qualitative Research Conference (EQRC), Cedarville, OH.
- Bogard, T., Bowman, C. L., Hart, P. M., Arnold, J. M., Sableski, M. C. (2013, March 1). *Building community partnerships that support the literacy development of struggling readers and the construction of teacher knowledge*. Paper presented at the annual meeting of the Association of American Colleges for Teacher Education (AACTE), Orlando, FL.
- Bogard, T. (2012, November 28). *Acting other(wise?): Drama boys' dramatic literacies and masculinities in the design of characters*. Paper presented at the Literacy Research Association (LRA) conference, San Diego, CA.
- Talbert-Johnson, C., & Bogard, T. (2012, August 5). *A radical transformation in cultural competence: Changing the landscape for teacher education*. Paper presented at the Association of Teacher Educators (ATE) conference, Boston, MA.
- Bogard, T., Chiang, Y.-h. V., & Liu, M. (2012, April 14). *Examining learners' cognitive processes as they interact with cognitive tools in a technology enhanced learning environment*. Paper presented at the American Educational Research Association (AERA) conference, Vancouver, British Columbia, Canada.
- Bomer, R., Skerrett, A., & Bogard, T. (2010, December 2). *Inviting adolescent literacy back to school*. Paper presented at the Literacy Research Association (LRA) conference, Ft. Worth, TX.
- Bogard, T. (2009, November 20). *Serious play: Expanding masculinities through multimodal composition in the dramatic arts*. Paper presented at the National Council of Teachers of English (NCTE) conference, Philadelphia, PA.
- Worthy, J., Consalvo, A., Bogard, T., Russell, K., & Shipman, S. (2009, April 16). *Rewriting negative stories in a second-grade classroom: Academic learning and social identification in read aloud discussion*. Paper presented at the American Educational Research Association (AERA) conference, San Diego, CA.
- Worthy, J., Bogard, T., Russell, K., Consalvo, A., & Shipman, S. (2009, April 15). *To affinity and beyond!: Cultivating professional literacies in an elementary classroom*. Paper presented at the American Educational Research Association (AERA) conference, San Diego, CA.



- Bogard, T. (2009, April 14). *Exploring transitional space in the composition of a dramatic text*. Roundtable presented at the American Educational Research Association (AERA) conference, San Diego, CA.
- Bomer, R., Lawrence, B., & Bogard, T. (2009, March 12). *Investigating students' narratives of their life histories with composing: How the K-16 system of schooling reproduces writing identities and discourses*. Paper presented at the Conference on College Composition and Communication (CCCC), San Francisco, CA.
- Consalvo, A., Bogard, T., & Skerrett, A. (2009, February 2). *In-school and out-of-school silences and conversations of race, gender, and cultural diversity*. Paper presented at the Texas Council of Teachers of Language Arts conference, Ft. Worth, TX.
- Bogard, T. (2008, December 3). *Embodied modalities in the composition of a dramatic text: Locating the intersection between literacy, gender, and sexual identity*. Paper presented at the National Reading Conference (NRC), Orlando, FL.
- Bogard, T. (2008, November 23). *'I don't have to use my inside voice!': Multimodality in a performance space*. Paper presented at the National Council of Teachers of English (NCTE) conference, San Antonio, TX.
- Bogard, T., Jefferson, J., Olmanson, J., & Bellemeur, J. (2008, October). *From the classroom to the site: Reflections on qualitative methods in practice*. Paper presented at the American Educational Studies Association (AESAs) conference, Savannah, GA.
- Bogard, T., Bomer, R., Lawrence, B., & Steen, S. (2007, November 28). *The writing life-histories of pre-service teachers*. Paper presented at the National Reading Conference (NRC), Austin, TX.
- Liu, M., Horton, L., Corliss, S., Svinicki, M., Bogard, T., Kim, J., & Chang, H. M. (2007). Students' problem solving as mediated by their cognitive tool use: A study of tool use patterns. In C. Montgomerie & J. Seale (Eds.), *Proceedings of world conference on educational multimedia, hypermedia and telecommunications 2007* (pp. 3644-3652). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). <http://www.editlib.org/p/25900/>
- Schallert, D. L., Chen, Y., Yang, M., Kim, M., Cheng, A., Bogard, T., Park, Y., Jordan, M., & Hakeyung, L. (2006, April 7-11). *"As you said in CMC...": Intertextual connections between computer-mediated and oral contributions in classroom discussions*. Paper presented at the American Educational Research Association (AERA) conference, San Francisco, CA.

Bogard, T. (2006, February). *Advanced learners' use of cognitive tools in a hypermedia learning environment*. Paper presented at the Southwest Educational Research Association (SERA), Austin, TX.

Chang, Y., Schallert, D. L., Chen, Y., Yang, M., Bogard, T., Park, Y., Jordan, M., & Hakeyung, L. (2006, February). *Can a revised version of Bloom's Taxonomy reveal the intellectual work of students involved in a synchronous computer-mediation discussion?* Paper presented at the Southwest Educational Research Association (SERA) conference, Austin, TX.

Yang, M., Chen, Y., Kim, M., Chang, Y., Chang, A., Bogard, T., Park, Y. & Jordan, M. (2005, November). *The role of politeness in facilitating and limiting the social construction of knowledge in an online classroom discussion*. Paper presented at the National Reading Conference (NRC), Miami, FL.

Abate, L., Steele, H., Bogard, T., & Hutchings, K. (2004). Facilitating student motivation: A perfect fit for instructional technology. In R. Ferdig, C. Crawford, R. Carlsen, N. Davis, J. Price, R. Weber, & D. A. Willis (Eds.), *Proceedings of society for information technology & teacher education international conference 2004* (pp. 3133-3136). Atlanta, GA: Association for the Advancement of Computing in Education (AACE). <http://www.editlib.org/p/13333>

### **Non-refereed Proceedings**

Witenstein, M. & Bogard, T. (2021). *Emerging insights toward building and educator's reflection guide rooted in cultural humility and curiosity*. Paper presented at the University of Dayton Inclusive Pedagogy Workshop, Dayton, OH.

Mathes, C., Bogard, T., Evans, L., McIntosh, N., Lyons, M., & Lawless-Frank, K. (2017, November 3-5). *Candidate support and feedback across multiple programs; Implementing innovative strategies that embrace effective practice*. Presentation at the edTPA Implementation Conference, San Jose, CA.

Mathes, C., Bogard, T., McIntosh, N., Evans, L. (2016, March 31-April 2). *Candidate support and feedback across multiple programs; Implementing innovative strategies to embrace effective practice*. Presentation at the 2016 edTPA Implementation Conference: Building Bridges to Highly Accomplished Teaching: From Pre-Service to Teacher Leader, Savannah, Georgia.

### **Doctoral Dissertation and Masters Thesis Advising**

Committee Member, *Improving the new hire experience through development of human-centered onboarding practices*. University of Dayton Ed.D. program in Educational Leadership. Dissertation in Practice Committee member for Sarah Colvin (2023).

Committee Member, *Building the dream: Stories of identity of migrant teachers of English in Mexico*. University of Dayton Doctoral program in Educational Leadership. Dissertation Committee member for Brenna Seifried (2022).

Committee Member, *A jump start on college credit: Understanding students' self-authorship journey and sense of belonging*. University of Dayton Doctoral Program in Educational Leadership. Committee member for Heather Parsons (2020).

Committee Member, *Engaging the adaptive challenge: Leaders' cognitive maps of and ideas for responding to corporatization in American higher education*. University of Dayton Ph.D. Program in Educational Leadership. Committee member for Sherry McAndrew (2018).

Chair, *Level of self-efficacy and culturally relevant teaching self-efficacy of secondary English language arts teachers in urban high schools in Ohio*. University of Dayton Ph.D. Program in Educational Leadership. Chair for Maria Scott.

Committee Member, *Changing course: Early childhood development faculty experiences transitioning from traditional to online learning*. University of Dayton Doctoral Program in Educational Leadership. Committee member for Jennifer McVay-Dyche (2013).

Master's Thesis Committee Member, *The Social Emotional Learning Language Arts (SELLA) curriculum: A qualitative evaluation of implementation*. University of Dayton Educational Specialist Program in School Psychology. Committee member for Taylor Wohlgamuth (2020).

Undergraduate Honors Thesis, *Effective Instructional Strategies to Improve Upper Grade Level Struggling Readers*. University of Dayton Honors Program. Advised Claire Shaw (2014).

### FUNDED PROJECTS

Forum for the Catholic Intellectual Tradition (2018). *A Multimodal Discourse Analysis of Emotional Resiliency and Moral Courage in Contemporary Human Rights Themed Picture Books*. **Award: \$5,000.00.**

Institute of Applied Creativity for Transformation (2019). *Cultivating Emotional Literacy in the Middle Grades through Interactive Read-Alouds*. **Award: 2,500.00**

Ryan C. Harris Learning Teaching Center Research Fellows (2011). *Literacies of embodiment and becoming in youth drama*. **Award: 1,500.00**

## **HONORS & AWARDS**

Outstanding Affiliated Journal Award (Editors' Award), *Ohio Journal of English Language Arts*, National Council of the Teachers of English. (November 2015)

Outstanding Paper, World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-Media). (June 2007)

## **PROFESSIONAL DEVELOPMENT**

### **Professional Memberships**

American Educational Research Association (2009-Present)

Literacy Research Association (2007-Present)

National Council of Teachers of English (2006-Present)

American Association of Colleges for Teacher Education (2011-Present)

The Association of Teacher Educators (2014-Present)

### **Fellowships & Seminars**

Leadership UD, Faculty Fellow, 2021-2022

Institute of Applied Creativity for Transformation (IACT), Faculty Fellow, 2018-2019

Ryan C. Harris Learning Teaching Center, TESOL Seminar, Spring Term 2016

Catholic and Marianist Mission and Intellectualism, University of Dayton, Spring Term 2013

University of Dayton Center for International Programs, Global Education -South America, Faculty Fellows, 2012- 2013

University of Dayton Research Fellows, Ryan C. Harris Learning Teaching Center, 2011-12

### **Instructional Design Workshops**

National edTPA Implementation Conference, University of California Los Angeles, Los Angeles, CA (October 2014).

Chalk & Wire Administrative Training for Leaders: Teacher Education Program Assessment," University of Dayton (May 2014).

Moving the Profession Forward: Preparing Teachers for a New World of Learning and Work-P-16 Partnerships, Ohio Confederation of Teacher Education Organizations (OCTEO), Columbus, OH (March 2013).

e-Education: Innovations and New Directions in P-20 Teaching and Learning, Ohio Confederation of Teacher Education Organizations (OCTEO), Columbus, OH (October 2013).

edTPA Ohio Local Evaluation Two Day Training of Trainers, Wright State University (January 2013).

Quality Matters Online Instructional Design Training, University of Dayton, School of Education and Health Sciences (March 2012).

Online Course Development Training, Silver Level, University of Dayton, School of Education and Health Sciences (April 2012).

## **PROFESSIONAL SERVICE**

### **Service to National and State Organizations**

#### National

Co-chair, Literacy Research Association, Area 1- Pre-Service Teacher Education in Literacy (2014-2017)

#### Manuscript reviewer

*Action in Teacher Education* (2015-present)

*Teachers College Record* (2013-present)

*Literacy Research Association Yearbook* (2014-2019)

*Reading Horizons: A Journal of Literacy and Language Arts* (2015-2019)

*Journal of Literacy Research* (2020-present)

*e-Learn* (2023-present)

*English Journal* (2024-present)

*Research in the Teaching of English* (2024-present)

#### Conference proposal reviewer

Literacy Research Association (2012-2019)

American Educational Research Association (2013)

State

Assistant Editor, *Ohio Journal of English Language Arts*  
(2014-2016)

**Service to the University of Dayton**

Secretary, University Promotion and Tenure Committee (2019-2021)

Member, University Research Council (2019-present)

Member, University Path Forward in Response to Covid-19: Academic Faculty  
Review Subcommittee (2020-2021)

Member, University Professional Faculty Promotion Committee (2020-2021)

Member, Campus Engagement on Promotion and Tenure Policies Working Group  
(2019-2020)

Marshal, University Commencement (2017-2019)

Member, Common Academic Program Leadership Committee (2018-2019)

Member, Planning committee for interdisciplinary faculty seminar: "What is the  
University for?" (2017-2018)

Member, Information Literacy Task Force (2015- 2016)

Member, University Library Committee (2013- 2016)

**Service to the School of Education and Health Sciences, University of Dayton**

Vice-President, SEHS Congress (2018-2021)

Co-Chair, SEHS Promotion and Tenure Committee (2020-2021)

Chair, Honors and Awards Committee (2014-2017)

Chair, Education & Allied Studies Instructional Design Workgroup (2022-2023)

Co-Chair, SEHS Learning & Wellness Center Working Group (2021-23)

Member, SEHS Priorities Committee (2023-present)

Member, Dean's Leadership Council (2021-present)

Member, Chair's Collaborative (2021-present)

Member, Diversity, Equity, and Inclusion Task Force (2021-Present)

Member, Department Chair Collaborative (2020-Present)

Member, SEHS Promotion and Tenure Committee (2017-2020)

Member, Graduate Academic Affairs Committee (2015-2018)

Member, Doctoral Exam Committee - Educational Leadership (2013-2020)

### **Service to the Department of Teacher Education, University of Dayton**

#### Program Reviews, Accreditation & Coordination

Co-Lead, 2022-24 CAEP Self-Study Report of Initial Programs

Co-Author (2023-24). CAEP Self-Study Report for Standards 1, 3, and 4 –  
External review listed no areas for improvement (AFIs)

Lead author (2023), Special Report to the Committee on Sustainable  
Institutional Transformation (2023) on EDT Graduate Programs and Reorg  
Proposal

Sole-Author (2020). Adolescence to Young Adult (7-12) Integrated Language  
Arts, Undergraduate and Postbaccalaureate Program Accreditation by the  
National Council of Teachers of English - Nationally Recognized Status

Member, CAEP Workgroup for Standard 1: Content and Pedagogical Knowledge  
(2014-2015)

Co-Author (2013). Adolescence to Young Adult (7-12) Integrated Language Arts,  
Undergraduate and Postbaccalaureate Program Report, Council for the  
Accreditation of Educator Preparation (CAEP). NCTE Nationally Recognized  
Status

Graduate Program Coordinator, MSE Literacy and K-12 Reading Endorsement  
(2011- 2016)

#### Faculty Workgroups

Co-Chair, EDT Advisory Board (2021-present)

Chair, Candidate Progress Team (2021-present)

Chair, EDT Leadership Team and Curriculum Committee (2021-present)

Team lead, EDT Clinical Faculty Promotion Policy (2019-20)

Member, EDT Graduate Program Committee (2021-present)

Member, Reading Program Committee (2016-present)

Assessor, Dispositional Assessment Protocol (DAP) for Pre-service Teachers  
(2015-2019)

Member, EdTPA Committee (2014-202)

Chair, Reading Program Committee (2011-2016)

### Search Committees

Chair, Search Committee for Education Field Office Coordinator (2023 & 2021)

Member, Search Committee for SEHS Upward Bound Program Director (2022)

Member, Search Committee for Associate Dean of SEHS (2020)

Chair, Search Committee for Assistant Professor in Mathematics Education for  
Middle Childhood and Adolescence to Young Adult (2019-2020)

Member, Search Committee for Assistant Professor in Educational Leadership  
(2018)

Member, Search Committee for Assistant Professor in Culture and Diversity in  
Education with Emphasis on Culturally Responsive Teaching (2017-2018)

Member, Search Committee for Clinical Professor in Art Education (2017)

Member, Search Committee for Assistant Professor in Literacy with Emphasis on  
Special Needs Learners (2014-2015)

Member, Search Committee for Assistant Professor in TESOL (2013-2014)