

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 Education

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).

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

Graduate Program Coordinator, M.S.E. in Literacy and K-12 Reading Endorsement,
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, Adolescence, and Adult Education

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

Reading and Language Arts Department Chair, Dailey Middle School (Grades 6-8), 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 Certification

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 in Preservice Teacher Education in Literacy

EDT 350, Foundations of Literacy through Literature

EDT 426, Reading and Language Arts Methods, Middle Childhood

EDT 431, Integrated English Language Arts Methods, Adolescence to Young Adult

EDT 436, Capstone Seminar: Secondary English Language Arts

EDT 475, Student Teaching Internship

Courses Taught in Transdisciplinary Inquiry and the Arts

EDT 322/SOC 310: Education and Social Justice

EDT 417/THR 417: Theatre in Education

Graduate Courses Taught in the Literacy MSE Program

EDT 600, Reading Methods and Lab

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

Courses Taught at The University of Texas at Austin

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

- Gold, L. A., & Bogard, T. (forthcoming-accepted March 25, 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.
- Lawless Frank C.M, 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. (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
- 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.
http://jolle.coe.uga.edu/wp-content/uploads/2018/04/Bogard_JoLLE2018-1.pdf
- 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. Doi: 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.
- 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)
- 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.

- 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.
- Bogard, T. (2014). Montessori, Il Metodo Della Pedagogia Scientifica. Online Exhibit, *Imprints and impressions: Highlights from the Rose Rare Book Collection*. <http://rosebookexhibit.com/montessori/>. Dayton, Ohio: University of Dayton Roesch Library.
- 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. Impact factor 1.420
- Liu, M., Yuen, T., Horton, L., Lee, J., Toprac, P., Bogard, T. (2013). Designing technology-enriched cognitive tools to support young learners' problem solving. *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.
- 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. <http://www.jstor.org/stable/10.1086/664491>
Impact factor 1.083
- 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.), *60th 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*, 49(1), 111-139. <http://baywood.metapress.com/openurl.asp?genre=article&eissn=1541-4140&volume=40&issue=1&spage=111>
- 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.), *55th Yearbook of the National Reading Conference* (Vol. 55, pp. 341-356). Oak Creek, WI: National Reading Conference.

CONFERENCE PRESENTATIONS

- 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.
- 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
- 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.
- Bogard, T. (2017, October 12-14). *Embracing Design Thinking in the English Language Arts*. Paper presented at the 38th Annual Bergamo 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.
- Mathes, C., Bogard, T., McIntosh, N., Evans, L., & Lawless, K. (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.
- Bogard, T. (2015, December 2-6). *From the page to the stage: Design and embodiment of characterizations in youth drama*. Paper presented at the 65th 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 64th 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) conference, Anaheim, CA.
- 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>

Dissertation and Thesis Advising

- Committee Member, *Building the dream: Stories of identity of migrant teachers of English in Mexico*. University of Dayton Doctoral program in Educational Leadership. Committee member for Brenna Seifried (2020-2022).
- 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 Doctoral Program in Educational Leadership. Chair for Sinita Maria Scott (2017-2020).
- 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 (2018-2020).
- Committee Member, *Engaging the adaptive challenge: Leaders' cognitive maps of and ideas for responding to corporatization in American higher education*. University of Dayton Doctoral Program in Educational Leadership. Committee member for Sherry McAndrew (2015-2018).
- 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 (2012-2013).

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 (2018-2020).

Undergraduate Honors Thesis, *Effective Instructional Strategies to Improve Upper Grade Level Struggling Readers*. University of Dayton Honors Program. Advised Claire Shaw (2013 – 2014).

FUNDED PROJECT(S)

Principal Investigator, 2018-2019

A Multimodal Discourse Analysis of Emotional Literacy in Contemporary Human Rights Themed Picture Books – Forum for the Catholic Intellectual Tradition Grant (FCIT), \$5,000.00. -- a multimodal discourse analysis examining the how emotional resilience is represented in contemporary human rights themed picture books depicting trials of moral courage. Implications are drawn for inter-active read aloud techniques for developing children's emotional literacy.

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

The Association of Teacher Educators (2014-Present).

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

American Educational Research Association (2009-Present).

Literacy Research Association (2007-Present).

National Council of Teachers of English (2006-Present).

Fellowships & Seminars

Leadership UD Fellow, University of Dayton, Leadership Development Program (2021-2022)

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

TESOL Seminar, University of Dayton, Ryan C. Harris Learning Teaching Center (2016 Spring Term).

Global Education Seminar-South America, University of Dayton Center for International Programs (2012- 2013).

University of Dayton Research Fellows, Ryan C. Harris Learning Teaching Center (2012 – 2013).

Catholic and Marianist Mission and Intellectualism, University of Dayton (February 2013).

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

Literacy Research Association, Co-chair for 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).

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

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

Member, University Committee on Clinical Faculty Promotion (2020-2021).

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

Member, University Research Council (2019-present).

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

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

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

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

Member, Diversity, Equity, and Inclusion Task Force (2020-2022).

Vice-President, Faculty Congress (2018-2021).

Member, Faculty Promotion and Tenure Committee (2017-2020).

Member, Graduate Academic Affairs Committee (2015-2018).

Chair, Honors and Awards Committee (2014-2017).

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

Service to the Department of Teacher Education, University of Dayton

Program Coordination and Evaluation

Chair, 2024 CAEP Review of initial and advanced programs (2022-present)

Chair, Candidate Progress Team (2021-present).

Chair, EDT Leadership Team (2021-present).

Member, Reading Program Committee (2016-present).

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

Member, EdTPA Committee (2014-2021).

Graduate Program Coordinator, Master of Science in Literacy and K-12 Reading Endorsement (2011- 2016).

Chair, Reading Program Committee (2011-2016).

Specialized Program Accreditation (SPA) Report

Sole-Author (Sept. 2020). 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

Co-Author (Sept. 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

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

Faculty Searches

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).