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Curriculum Vitae
Sharon L. Russell, Ph. D.
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Personal Website: **https://drsharonlrussell.com/**
Intervention Website: www.acrisrussell.com

Education

Ph. D.   University of Maryland, College Park   Matriculation: May, 2005

Dissertation: Challenging Task in Appropriate Text:
Designing Discourse Communities
To Increase the Literacy Growth of Adolescent Struggling Readers

Successful Oral Dissertation Defense: December 7, 2004
2006 Dissertation of the Year Finalist

Dissertation Committee:
Dr. Marilyn Chambliss, Advisor, Dissertation Chair
Dr. Peter Afflerbach
Dr. Jean Dreher
Dr. John Guthrie
Dr. Wayne Slater

M. Ed.   The Pennsylvania State University   August, 2000
Teaching and Curriculum, Reading Specialist

Thesis: A multi-level case study following a 6-week reading intervention

Advisor: Dr. Ernest Dishner
Clinical Supervisors: Dr. William Henk, Dr. Barbara Marinak

Bs. Ed.   Millersville University of Pennsylvania   December 1989
Class Valedictorian
Elementary Education and Early Childhood Education

Professional Certification

Pennsylvania Instructional I:
       K-12 Reading Specialist, 2000-present
       Elementary Education, 1989- present
       Early Childhood Education, 1989-present
Maryland Standard Professional – 1: 2001-2004
       Grades 1-6
       Middle School
       Reading Teacher

SUNY New Paltz   **August 2024- Present**
School of Education
Department of Literacy
Associate Professor of Literacy

- SUNY New Paltz, School of Education Literacy Department, Literacy Committee
  - Designing functions of newly developed Literacy Department
  - Literacy M.Ed course and program re-design in progress
  - Combined Literacy and Special Education M.Ed. program design in progress.

Course Re- Design
LED 512: Children's and Young Adult Literature
LED 528: Literacy and Language Learners
LED 740: Workshop in Understanding Literacy Difficulties
LED 745: Workshop in Diagnosing Literacy Difficulties
 Plan and facilitate graduate and undergraduate literacy courses

Courses Taught:
LED 512: Children's and Young Adult Literature
LED 528: Literacy and Language Learners
LED 780: Workshop in Understanding Literacy Difficulties
LED 785: Workshop in Diagnosing Literacy Difficulties
LED 757: Clinical Practices in Literacy

Ashland University   **August 2019-May 2024**
Dwight Schar College of Education
Assistant Professor of Literacy
Director, Literacy Program

- Oversee Graduate and Undergraduate Reading and Literacy Programs
    o Plan and facilitate graduate and undergraduate literacy courses
    o Program and course development: Graduate and Undergraduate
    o Instituted and Chair COE Standing Literacy Committee
    o Oversee adherence to Undergraduate Ohio Core 12 Literacy Course standards
    o Ensure compliance with CAEP Undergraduate Standards, and Graduate Reading Endorsement Standards.
    o Varied administrative and program facilitation components
    o Communicate with adjunct literacy instructors
- Service and Committee work (Department, College, and University)
    o Institutional Committees (COE Curriculum Committee, Common Indicators System Network, Graduate Council, Faculty Development Committee)
    o Ashland University Research and Writing Community (Member, Write on Site Facilitator, Organize Writers Group)

Curriculum Development
- Assisted in the creation of a new elementary licensure program in the state of Ohio, which consisted of updating current literacy syllabi and creating a course in literacy and social studies, as well as insuring that all courses met both state and CAEP standards.
- Updated and redesigned the Curriculum and Instruction Masters in Reading and Literacy Program to include all Ohio Reading Endorsement Courses along with courses in writing intervention, the psychology of reading, and literacy leadership.
- Updated and redesigned the Middle Grades/Adolescent Young Adult Literacy Program
- Created Professional Competencies for every literacy course to align with CAEP, International Reading Association, or Ohio State Standards
- Created a standing Literacy Committee to involve external stakeholders

Course Design
EDEC 446: Integrated Language Arts/Reading and Social Studies Methods
EDCI 580: The Psychology of Reading, Language Development, and Reading
            Difficulties
EDCI 594: The Psychology of Reading, Language Development, and Reading
            Difficulties
EDUC780: The Role of the Literacy Professional Capstone Seminar

Course Re-Design
EDEC 323: Trade Books, Mentor Texts, and Writing Methods
EDCI 312: Teaching Reading

Courses Taught:
Undergraduate Ohio State Literacy Core
EDEC 361: Differentiated Reading Assessment and Instruction Methods in the
Literacy/Language Arts Block
EDEC 323: Trade Books, Mentor Texts, and Writing Methods
EDEC 262: Foundations in Literacy

Undergraduate Ohio State Literacy Core
EDCI 523: Literacy Theory and Curriculum
EDCI 567: Advanced Methods of Literacy
EDEC 663: Intervention and Assessment in Early Childhood
EDCI 664: Intervention and Assessment for the Secondary Learner
EDCI 715: Graduate Literacy Practicum

Other Graduate Literacy M.Ed. Courses:
EDCI 561: Content Area Literacy
EDEC 566: Advanced Studies of Literature for Young Children
EDCI 580: Writing Instruction and Assessment
EDCI 594: The Psychology of Reading, Language Development, and Reading
Difficulties
EDUC 780: The Role of the Literacy Professional Capstone Seminar
and Writing Methods for Middle Grades and Secondary Students

Adolescent Literacy Consultant , Michigan   2009 - Present
As a state-wide literacy consultant, I provide professional development and ongoing
coaching/ consulting for regular classroom teachers, reading specialists, second language
educators, special education teachers and administrators. Topics: Informal reading and
writing assessment, classroom based literacy assessment, understanding text and teaching
with exposition, genre analysis, expository comprehension and content area literacy,
literacy needs of second language students.

Adolescent Critical Reading Intervention (ACRI) Author, Trainer, Coach   The
Adolescent Critical Reading Intervention is a research-based Tier -3 intervention
framework (Russell, 2005) designed to accelerate struggling readers in grades 3 -12 to
grade level proficiency in informational text in one semester. Schools across the state of
Michigan have been implementing ACRI intervention since 2009.
ACRI Core Content Extension
The ACRI Core Content extension is a training and coaching framework that assists core
content teachers with the use of the same expository negotiation strategies used in the
ACRI Framework.

ACRI training and coaching I provide includes but is not limited to:
- Five-Day Initial ACRI Summer Institute

- Literacy Assessment
- Claim and Argument and ACRI in Core Content Training
- Two-Day Content Literacy Seminars for core content teachers
- In-class coaching/consulting
- Administrative Strategic Planning

Participating Organizations:
Carman-Ainsworth Community Schools
Detroit Academy of Arts and Sciences
Detroit Public Schools
Flint Community Schools
Genesee County Intermediate School District
Jackson County Intermediate School District
Lapeer County Intermediate School District
Macomb County Intermediate School District
Manistee Area Public Schools
Muskegon County Intermediate School District
Traverse City Public Schools
West Shore Educational Service District

Supportive Grants
- A grant through Mott Foundation, Flint Michigan administered through Michigan State University, K-12 Outreach made ACRI intervention possible in Flint Community Schools, 2014-2017.
- A grant through the Skillman Foundation, Detroit Michigan administered through Michigan State University, K-12 Outreach made ACRI intervention programming possible in Detroit Public Schools, 2013-2017.

Previous Appointments

Consultant/Adjunct Instructor, Marygrove College, Detroit, MI   2017-2019
- Instructor for Reading Specialist and Master's in Teaching content literacy courses
- Course Designer for Reading Specialist and Master's in Teaching courses

Adjunct Instructor, Mott Community College   2013-2014
Taught sections of pre-collegiate reading courses to students entering college with sup-par literacy proficiencies using the expository text negotiation strategies designed for the ACRI Framework.

University of Michigan School of Outreach Department: 2008-2013
Senior Research Assistant, Primary Investigator

Literacy Consultant: Oakland County Intermediate School District

Joint replication and research project to create staff development modules and train in-service teachers in the Challenging Task in Appropriate Text (Russell, 2005) framework which has become the ACRI Intervention. Through the Oakland Initiative (entitled Adolescent Accelerated Reading Initiative, or AARI), we were able to show that (a) results of the original Russell, 2005 work could be replicated, (b) teachers trained and coached using the newly designed staff development modules could replicate the results of Russell, 2005, (c) AARI was effective grades 3 -12, (d) AARI was effective across multiple student populations, and (e), AARI was effective regardless of socioeconomic status.

Adjunct Instructor, Eastern Michigan University   2008-2009
Assisted with the development of and subsequently taught a new literacy course for both elementary and secondary classroom teachers in conjunction with a state- wide initiative to provide all regular classroom teachers with appropriate literacy strategy instruction.

Senior Research Associate, University of Michigan, Ann Arbor   2006- 2009

        Adolescent Literacy Development Grant
        Principal Investigator: Dr. Elizabeth Birr-Moje.

Using a mixed method design that includes intensive work with adolescents in South-West Detroit, this multi-year, multi-faceted research project considered what adolescents are reading both in and out of school in order to characterize the literacy identities of adolescent readers.

Post-Doctoral Appointment, University of Maryland, College Park   2005-2006

        Mentor: Dr. Marilyn Chambliss

Research: Civic Education Study. This multi-state study considers how students process three distinct types of text about democracy. The research team on which I serve is developing codes for understanding how students' thinking changes pre- and post- in relationship to the type of texts they read.

Advising: Acted in an advising capacity for three doctoral students preparing to defend their dissertations or their dissertation proposals. One student successfully defended her dissertation in December, 2006. One student successfully defended her proposal April, 2006 and will defend her dissertation Spring 2008. One student successfully defended her proposal in August, 2006, and will defend her dissertation October, 2008.

Instructing: Maintained a course load of three courses per semester teaching literacy courses in the undergraduate teacher education program as well as diversity and literacy courses in the graduate level Master's Certification program.

Adolescent Literacy Research Consultant   2005-2006

> University of Michigan, Ann Arbor, Adolescent Literacy Development Grant
> Principal Investigator: Dr. Elizabeth Birr-Moje

As part of a larger investigation, I provided assistance with the development of data coding measures and data analysis. I also conducted text-analysis of experimental text passages along with a pilot study to determine that the inclusion of text analysis as a comprehension measure would be of benefit to the overall research project.

Honors and Awards

Outstanding Dissertation of the Year Award, Distinguished Finalist, 2006.
> International Reading Association

Distinguished Teaching Assistant, 2003-2004
> Center for Teaching Excellence, University of Maryland, College Park

Other Research Experience

Literacy Coordinator: K-12 School Improvement Project (2002 - 2004): Graduate Assistant III (2003-2004 Academic Year)

> Advisors: Dr. James Greenberg, Dr. Marilyn Chambliss

As literacy coordinator and researcher, I worked at Bladensburg High School. My goals were twofold. In Spring, 2002, I worked with classroom teachers in Social Studies and English with the goal of improving classroom reading strategies. In classrooms, and during departmental meetings, I followed up on the reading strategies teachers received through a course offered by the University of Maryland.

In Fall, 2002, I focused on very low-level struggling adolescent readers who were unable to read or to be successful in their regular classrooms. Through a pilot study, I assessed each student individually, and conducted a 3-month intervention research study to begin determining what reading instructional practices are the most effective for these students.

During the 2003-2004 academic year, I conducted a six-month reading intervention research program using a self-designed model. This study served as my dissertation

research. The intervention concluded in January 2004, and the data collection concluded in March 2004.

Graduate Research Assistant III: Concept Oriented Reading Instruction (2002-2003 Academic Year)

Advisor: Dr. John Guthrie

As a researcher on this project, my focus was to discover how educators provide differentiated instruction for struggling readers within the Concept Oriented Reading Instruction Program. Data collection included observations of reading specialists, classroom teachers and special education teachers throughout the 14 week duration of the Concept Oriented Reading Instruction Program. Data collection also included analysis of struggling reader portfolios and teacher interviews conducted at the end of the instructional period.

Research Report:

Russell, S.R., & Guthrie, J.T. (2003) Engaging Struggling Readers: Supporting Fluency, Comprehension Strategies, and Knowledge Acquisition.

Teacher Research

Supervisor: Mrs. Jennifer Hummel, Assistant Principal

(2001-2003) At a school for young men with social and emotional issues, I conducted a reading intervention program through which I was able, using individual pre- and post-assessments, to determine how quickly students were gaining literacy skill under my direct tutelage.

After the intervention program, I conducted an ethnography where I acted as a participant observer for three months in a regular science classroom to determine whether newly developed literacy skills were transferring to regular science materials.

Dissertation:

My six-month instructional intervention explored the effectiveness of a teacher-directed instructional framework (Challenging Task in Appropriate Text) for accelerating the literacy growth of adolescent struggling readers by integrating their beginning literacy needs with their advanced cognitive abilities. Students worked in small groups with me, focusing on decoding, vocabulary, and comprehension as they read texts together. Low-level exposition addressed student literacy needs while providing the content and structure to support increases in motivation, interest, and higher-level cognitive discussion, including a focus on text structure. The effectiveness of the instruction was explored using a pre- post- control group design and a within-groups counterbalanced design. Results indicated that students who participated in the instruction were able to

increase their literacy abilities, to use text structure to organize summaries and retellings, and to increase their motivation for reading substantially.

Publications

Russell, S.L. (2024). Chapter 3 Ancillary Materials [Supplementary Materials] In Russell, S.L., (2023) *The landscape of expository comprehension: Teaching non-fiction text processing.* Kendall Hunt/Innovative Ink.

Russell, S.L. (2023). Meeting early literacy needs post-pandemic: Maximizing the power of early reading texts. *Journal of Education and Training Studies,* 11(2), 20-34.

Russell, S.L. (2023). *The landscape of expository comprehension: Teaching nonfiction text processing.* Kendall Hunt/Innovative Ink.

Russell, S.L. (2023). Honoring mom: Layers of a daughter's grief. In D Randall-Griffiths & P. English-Schneider (Eds.) *Narrative and grief: Stories of loss.* (pp. 45-56). Lexington Books

Russell, S.L., Scott-Roller, J. (2023). *Reading for college: Strategies for critically analyzing informational text.* Kendall Hunt.

Russell, S.L, Ramdoss, S.T., & Harbison, A.L. (2022). Promising text structure reading intervention will benefit from increased rigor regarding texts used and research methodologies. *Evidence-Based Communication Assessment and Intervention,* 16 (1), 10-16. https://doi.org/10.1080/17489539.2022.2059374

Russell, S.L. (2022, February 23). *Expert answers to common questions about becoming a teacher.* Guide to earning a California teaching credential. https://study.com/resources/earning-a-california-teaching-credential#sharon-russell [invited contribution].

Afflerbach, P., Ruetschiln, H, Russell, S. (2005). Assessing strategic reading. in R. McCormack & J. Paratore (Eds.) *Classroom Literacy Assessment: Making sense of what students know and do.* New York: Guilford Press.

Mawhinney, H. B.,Abdein, G., Arbogast, A.D., Bramblett, S., Kubic, K., Rorlson, B., Russell, S. L., Quinn, J., & Woodburn, J. L.., (2004). *Design principles for learner centered schools: Scaffolding Instruction to Improve Student Learning.* College Park, MD: Council of Educational Administrative & Supervisory Organizations of Maryland, University of Maryland.

Solicited Presentations

Russell, S.L., & Scott-Roller, J. (2024). *Using critical questioning to improve informational text comprehension.* Kendall Hunt. https://www.youtube.com/watch?v=GwV754UYNEU

Owens, J.R, Randall-Griffiths, D., Russell, S.L., Stanislo, K.J., & Zatepilina-Monacell, O. (2023, November 7). In D. Randall-Griffiths (Chair). *Narrative and Grief: Autoethnographies of Loss:* Book Reading and Discussion. Presented at the Symposium Against Indifference, Ashland University.

Jackson, S. (2022, March 30). *Eloquent Educators: In the spirit of Women's History Month. Interview with Dr. Sharon L. Russell.* Michigan State University, College of Education, Office of K-12 Outreach. Video Recording. https://www.youtube.com/watch?v=xli7yixZqpE

Russell, S.L. & Miller, J. (2020, October 20). *Spanning the Gamut: Effective Strategies for Increasing Adolescent Disciplinary Literacy.* (Virtual Annual Meeting of the International Literacy Association- ILA Next).

Russell, S. L. (2013, July*) Adolescent Accelerated Reading Initiative (AARI): County-wide implementation of a research-based model designed to accelerate academic literacy performance*. Summer Meeting of the Michigan Reading Association. Macinac Island, MI.

Russell, S.L. (2012, November) *Adolescent Accelerated Reading Initiative: Effectively Implementing a Research Based Program for Intermediate and Upper Elementary School Struggling Readers.* AdvanceED and North Central Commission on Accreditation, Fall Conference. Lansing, MI

Russell, S.L. (2012, March) *Adolescent Accelerated Reading Initiative: County-wide implementation of a Research Based Program for Middle and High School Struggling Readers.* Annual Conference of the Michigan Reading Association, Grand Rapids, MI

Russell, S.L. (2011, March1) RTI Intervention Panelist. Annual Conference of the Michigan Reading Association, Grand Rapids, MI. Chair, Richard Allington. Annual Meeting of the Michigan Reading Association, March 2011. Lansing, MI

Russell, S. L (2010, March) *Keynote Address: Implementing Grass-Roots Change to Effectively Accelerate the Academic Literacy Growth of Adolescent Struggling Readers.* Annual Meeting of the Michigan Reading Association, Detroit, MI,

Conference Presentations

Russell, S.L., & Ohney, H. (2024, March). *The Amazing World of Children's Non-Fiction, Mentor Texts, and Writing Instruction: Discovering new Joys Through the Voices of College Students* [Conference Presentation]. Annual Meeting of the Michigan Reading Association, Lansing, MI.

Russell, S.L. (2023, July) *Apprenticing adolescent readers: developing social agency through effective text processing strategies*. [Conference Presentation]Eighteenth International Conference on Interdisciplinary Social Sciences, Oxford, England. https://cgscholar.com/cg_event/events/I23en/proposal/63249.

Russell, S.L. (2023, March 17-20). *Using critical questioning to improve informational text comprehension.* [Conference Presentation]. Annual Meeting of the Michigan Reading Association, Grand Rapids, MI.

Russell, S.L., Renna, M., & Garvelink, S. (2023, March 17-20). *From intervention to project-based learning with culturally relevant text.* [Conference Presentation]. Annual Meeting of the Michigan Reading Association, Grand Rapids, MI.

Russell, S.L, Scott-Roller, J. (2022, October 19). *Two sides of the coin: The importance of integrating reading and writing in correctional education.* [Conference Presentation]. Ashland University Correctional Education Re-Entry Summit, Ashland, OH.

Russell, S.L., Josvai, C., Opsmmer, H. & Renna, M. (2020, March). *Efficacy, Voice and Community: Re-Positioning At-Risk Adolescents in Relationship to Content Area Text.* Annual Conference of the International Literacy Association. [Conference Canceled]

Russell, S. L., & Miller, J. (2020, March) *Why I'm not a reader: Pre-Service Teachers' Attitudes and Abilities with Non-Fiction Literacy Instruction.* Annual Meeting of the International Literacy Association [Conference Canceled]

Russell, S.L. (2019, March). *Critical Questioning and Scaffolding in Expository Text.* Annual meeting of the Michigan Chapter of the Council for Exceptional Children.

Russell, S.L. (2019, March) *Critical Questioning and Scaffolding in Expository Text*. Annual meeting of the Michigan Reading Association. Grand Rapids, MI

Russell, S.L. (2019, March). *Using Text Structure to Increase Non-Fiction Comprehension.* Annual Meeting of the Michigan Chapter of the Council for Exceptional Children, Grand Rapids, MI

Russell, S.L. (2019, March). *Using Text Structure to Increase Non-Fiction Comprehension.* Annual Meeting of the Michigan Reading Association. Grand Rapids, MI

Russell, S. L. (2018, March*) Adolescent Accelerated Reading Initiative (AARI): County-wide implementation of a research-based model designed to accelerate academic literacy performance*. Annual and/or Summer Meetings of the Michigan Reading Association. Grand Rapids, MI

Russell, S.L. (2018, March) *Adolescent Accelerated Reading Initiative (AARI): County-wide implementation of a research-based model designed to accelerate academic literacy performance.* Annual meeting of the Michigan Counsel for Exceptional Children: Grand Rapids, MI.

Russell, S. L. (2014, March*) Adolescent Accelerated Reading Initiative (AARI): County-wide implementation of a research-based model designed to accelerate academic literacy performance*. Annual Meetings of the Michigan Reading Association. Lansing, MI.

Russell, S.L. (November, 2012). *Adolescent Accelerated Reading Initiative (AARI): County-wide implementation of a research-based model designed to accelerate academic literacy performance.* Annual Meeting of the West Virginia Reading Association.

Russell, S.L. (October, 2012) *Adolescent Accelerated Reading Initiative: County-wide implementation of a Research Based Program for Middle and High School Struggling Readers.*Annual Conference of the Ohio Council of the International Reading Association, Youngstown, Ohio.

Russell, S.L. (October, 2012) *Meeting Common Core Standards for Administrators: Implementation of the Adolescent Accelerated Reading Initiative at Upper Elementary and Middle School.* Fall Conference of the Michigan Reading Association, Dearborn, MI

Russell, S.L., Rule, J. (2012, July). *Adolescent Accelerated Reading Initiative: County-wide implementation of a Research Based Program for Middle and High School Struggling Readers*. Summer Conference of the Michigan Reading Association, Frankenmuth, MI

Russell, S.L, & Setecerri, C.(2012, April) Adolescent Accelerated Reading Initiative: *Effectively Implementing a Research Based Program for Middle and High School Struggling Readers.* (April, 2012) AdvanceED and North Central Commission on Accreditation, Spring Conference. Lansing, MI

Russell, S.L., Schiller, L. (2011, November). *Adolescent Accelerated Reading Initiative: Effectively Implementing a Research Based Program for Intermediate and Upper Elementary School Struggling Readers.* AdvanceED and North Central Commission on Accreditation, Fall Conference. Lansing, MI

Russell, S.L., & Schiller, L. (April, 2011). *Adolescent Accelerated Reading Initiative: Effectively Implementing a Research Based Program for Adolescent Struggling Readers.* AdvanceED and North Central Commission on Accreditation, Spring Conference. Lansing, MI

Eischeid, K., DePauw, D., Collins, D., Lowe, L., Russell, S. (2009). *Making the Oakland County Adolescent Accelerated Literacy Initiative work.* Workshop presented at the Annual Meeting of the Michigan Reading Association, March 2010, Detroit MI

Russell, S. L.(2009) National Reading Conference Symposium Organizer

Russell, S. L. & Schiller, L. (2009) *The effects of genre analysis within a model of intensive adolescent literacy intervention: Can it work in underprivileged districts?* In M.J. Dreher and P.D. Pearson (Chairs). *Using genre theory to improve instructional texts, understand comprehension strategies, and design effective literacy instruction for elementary and secondary students.*Presented at the Annual Meeting of the National Reading Conference, December 2009, Albuquerque, NM.

Eischeid, K., DePauw, D., Collins, D., Lowe, L., Russell, S. (2009). *Making the Oakland County Adolescent Accelerated Literacy Initiative work.* Workshop presented at the annual Oakland County Best Practices Conference, Auburn Hills, MI.

Russell, S. L. (2009, March) *Challenging Task in Appropriate Text: County-Wide Programmatic Change to Accelerate Adolescent Struggling Readers.* Colloquium presented at the National Reading Center: University of Maryland.

Russell, S. L., Stockdill, D, Morris, K., Cleveland, T, & Moje, E. (2008, March). *How do adolescents make sense of content area texts? Adolescent readers' responses to three social studies textbook passages.* In Moje, E.B. (chair) *Literacy and Learning for Civic Engagement In and Out of School.* Symposium conducted at the meeting of the American Educational Research Association.

Russell, S. L. (2007, May). *Linking classroom-based literacy instruction and assessment: Measuring literacy acquisition and text processing growth of adolescent struggling readers using quantifiable classroom based assessment.* Paper presented at the Annual Meeting of the International Reading Association.

Reutschlin, H.A., & Russell, S. L. (2007, March). *Text-Based inferencing: Struggling readers' development of content-area reading strategies.* Paper presented at the Annual Meeting of the American Educational Research Association.

Russell, S.L., & Reutschlin, H.A. (2007, March). *Literacy growth, text processing and motivation among adolescent struggling readers: A framework for classroom based instruction and assessment.* Paper presented at the Annual Meeting of the American Educational Research Association.

Russell, S. L. (2006, May). *Challenging task in appropriate Text: Increasing the literacy growth of adolescent struggling readers.* Research Poster presented in accordance with requirements for the Outstanding Dissertation of the Year Awards Reception at the Annual Meeting of the International Reading Association.

Afflerbach, P., Reutschiln, H., & Russell, S. (2006, May). *Assessing strategic reading: Three exemplary cases.* Research Poster presented at the Annual Meeting of the International Reading Association.

Russell, S. L. (2006, April) *Appropriate instruction within pedagogical discourse communities: A framework for increasing adolescent struggling readers' literacy success.* Paper Presented at the Annual Meeting of the American Educational Research Association.

Russell, S.L. (2005, November*). Adolescent struggling readers' ability to use rhetorical patterns and content vocabulary as a result of direct text structure instruction.* Paper presented at the Annual Meeting of the National Reading Conference.

Russell, S. L. (2005, April). *Direct text structure instruction: Adolescent struggling readers' use and transfer of the rhetorical patterns of exposition.* Paper presented at the annual meeting of the American Educational Research Association.

Bower, B., Calfee, R., Chambliss, M.J., Richardson, W., Miller, R., Russell, S., Torney-Purta, J. (2005, April). *Tensions in content area reading between literacy development and content knowledge.* In A. Ball (Chair), *The role of reading in social studies and science: Enhancing literacy development and content knowledge.* Symposium conducted at the meeting of the American Educational Research Association.

Russell, S.L. (2004, May) *Cognitive challenge in appropriate text: Supporting the needs of adolescent struggling readers*": Paper Presentation, State of Maryland International Reading Association Council.

Russell, S.L. (2002, March) *Teaching Adolescent Struggling Readers, Pilot Study Results*: University of Maryland K-16 School Improvement Project.

Russell, S.L. (2001, November). *Teaching Adolescent Literacy for Struggling Readers: Teachers' Workshop* presentation for educators in the Maryland Association of Nonpublic Special Education Facilities.

Russell, S.L. (2001, October) *Teaching Adolescent Literacy for Struggling Readers*. Paper presented at the State Conference of the Maryland Association of Nonpublic Special Education Facilities.

Reviewing

AERA Open, 2018- 2023

Fall, 2022, Spring, 2023 First and Second Review

Civic online reasoning across the curriculum:Developing and testing the efficacy of digital literacy lessons. (Decision to Accept)

Fall 2018, Spring, 2019 First and Second Review

The relation between student's intrinsic motivation and book reading in recreational and school contexts. (Decision to Accept)

Fall, 2022 Narrative and Grief Book Chapter Review

Mother, scholar, and co-victim: My son's death by police homicide. (Decision to Accept)

Middle Grades Research Journal (2008-present) Hall, L. H. Editor

American Education Research Association Section C: 2009, 2010

Course Development

EDEC 323: Trade Books, Mentor Texts, and Writing Methods
This course incorporates elementary writing methodologies with a literature study of trade texts and resources available to the P-5 literacy provider. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts for both literacy and the social studies.

EDEC 446: Integrated Language Arts/Reading and Social Studies Methods

A study of the English language arts/reading and social studies curriculum content and trade texts recommended for upper elementary school students along with the instructional methodology appropriate for teaching that content. Emphasis be placed upon disciplinary literacy as it relates to accessing and learning from social studies content

EDCI 312: Teaching Reading and Writing Methods for Middle Grades and Secondary Students
This course incorporates upper elementary and secondary writing methodologies with a literature study of trade texts, literature, and resources appropriate for students grades 4-9. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts. Students will also engage in analysis of both fiction and non-fiction adolescent literature in relationship to the teaching of reading and writing.

EDCI 580: Writing Instruction and Intervention Across the Curriculum
This course focuses on the writing process and its role in literacy development. Participants examine the connections between reading and writing, consider those relationships across multiple genres of text, and apply research-based instructional strategies to integrate writing across the curriculum. Particular attention will be paid to informational writing strategies. Each step of the writing process is examined in relation to a multi-tiered system of support and special emphasis is given to assessment and instruction for struggling writers.

EDCI 594: The Psychology of Reading, Language Development, and Reading Difficulties
This course focuses on the development of lifelong literacy proficiency, beginning with the acquisition of language and the development of the language arts including what is known from brain research and psychology as well as related cognitive, linguistic and socio-linguistic theories as they relate to the differences between proficient readers and developing or struggling readers.

EDUC 780: The Role of the Literacy Professional Capstone Seminar
This course focuses on the professional responsibilities assigned to K-12 Literacy Professionals. Participants will addresses reading consultant and literacy leadership responsibilities, including: coordinating developmental and remedial programs; facilitating teacher and staff development, writing proposals, conducting workshops, interpretation of testing data and strategic planning across a multi-tiered system of support.

RDG 615 – The Reading and Writing Connection. This course focuses on the writing process and its role in literacy development across all subject areas. The course addresses specific techniques such as mini-lessons, error analysis, conferencing and using portfolios. Each step of the writing process is examined, *Marygrove College*.

RDG 610 – Reading in the Content Areas. This course focuses on ways to integrate effective reading strategies into all subject areas of the curriculum. Participants learn strategies for supporting the comprehension of nonfiction texts and the development of content-area vocabulary, as well as motivational techniques for reluctant learners. *Marygrove College*

process is examined as participants design units of study for their teaching practice. *Marygrove College, Detroit.*

RDG 557: Methods for Teaching Intermediate and Secondary Reading
This course was re-written to reflect the most effective research-based practices for adolescent developing readers. It is primarily designed to help reading specialists acquire understandings about non-fiction literacy proficiency for all types of learners through a focus on critical questioning and the development of mental models for text. It also addresses vocabulary in natural contexts and literacy efficacy for adolescents. *Marygrove College*

 EDCI 788J: Special Topics in Education:
 Adolescent Struggling Readers: Research and Instruction. This course focuses on research and practice related to adolescents who struggle with literacy. Teachers will explore various research topics related to best practice including what is known about adolescent literacy, assessment practices, choosing appropriate texts and materials, along with motivational and environmental considerations for older struggling readers. They will also consider ways to connect research and pedagogy to create optimal literacy instruction for adolescents who struggle with various aspects of the reading process. *University of Maryland*

RS 744b: Reading, Writing and Study Skills in the Content Area II: This course is designed as a second content area literacy course for in-service teachers working on a reading specialist certification and Master's Degree. It builds on the foundations of content area literacy taught in RS 744a, and focuses on how to understand, analyze, and effectively teach with expository text in the elementary cl**RDG 649 – The Role of the Reading Specialist.** This course focuses on the professional responsibilities required of building and district reading specialists. Participants learn how to use data to inform both literacy initiatives as well as professional development in relation to Common Core State Standards. The varied professional roles of literacy leadership are also explored.

Marygrove College
RDG 615 – The Reading and Writing Connection. This course focuses on the writing process and its role in literacy development across all subject areas. The course addresses techniques such as mini-lessons, error analysis, conferencing and using portfolios. Each step of the writing process is examined, *Marygrove College*.

RDG 610 – Reading in the Content Areas. This course focuses on ways to integrate effective reading strategies into all subject areas of the curriculum. Participants learn strategies for supporting the comprehension of nonfiction texts and the development of content-area vocabulary, as well as motivational techniques for reluctant learners. *Marygrove College*

University Teaching   2024- 2025 Academic Year

Spring 2025, SUNY New Paltz

LED 512: Children's and Young Adult Literature: Reading and writing are related, reciprocal forms of communicative competence. This course merges two important areas of literacy pedagogy, quality children's literature (both fiction and non-fiction), and the teaching of writing through combining the use of mentor texts with the 6 traits of writing. Proficient readers and writers write for authentic, real-world purposes (Duke, 2012). Similarly, authors create text for young children for specific purposes. Quality children's trade text (32 page picture book) will be examined, analyzed, and used as mentor texts to study author's craft and to provide young writers with exemplary templates for writing.

LED 740: Workshop in Understanding Literacy Difficulties: Following a developmental approach and under supervision in a clinically-rich setting, candidates explore difficulties in reading and writing acquisition processes. Includes working with a P-12 child to assess phonological, orthographic, and morphological structures of English.

LED 745: Workshop in Diagnosing Literacy Difficulties: Candidates work in a clinically-rich setting to understand, select, develop, administer, and interpret a variety of P-12 literacy assessments, and use assessment information to plan and evaluate literacy instruction

LED 780: Clinical Practices in Literacy: In this capstone course, candidates work in a clinically-rich setting assessing, designing, implementing, and adjusting as needed an intervention plan for students in grades P-12 to demonstrate mastery of program content. The course also provides information as mandated by NYS Education law in instruction students in fire and arson prevention, prevention alcohol, tobacco, and other drug abuse, and child abduction prevention.

Spring, 2025, Ashland University
 EDUC 780: The Role of the Literacy Professional Capstone Seminar
 This course focuses on the professional responsibilities assigned to K-12 Literacy Professionals. Participants will address reading consultant and literacy leadership responsibilities, including: coordinating developmental and remedial programs; facilitating teacher and staff development, writing proposals, conducting workshops, interpretation of testing data and strategic planning across a multi-tiered system of support.

Fall, 2024, SUNY New Paltz

LED 512: Children's and Young Adult Literature: Reading and writing are related, reciprocal forms of communicative competence. This course merges two important areas of literacy pedagogy, quality children's literature (both fiction and non-fiction), and the teaching of writing through combining the use of mentor texts with the 6 traits of writing.

Proficient readers and writers write for authentic, real-world purposes (Duke, 2012). Similarly, authors create text for young children for specific purposes. Quality children's trade text (32 page picture book) will be examined, analyzed, and used as mentor texts to study author's craft and to provide young writers with exemplary templates for writing.

LED 528: Literacy and Language Learners: In this class, students engage with issues around developing literacy in a second language. Students explore theories of second language acquisition, ways to modify assessment and instruction based on students' first language, and culturally responsive approaches to instruction.

LED 740: Workshop in Understanding Literacy Difficulties: Following a developmental approach and under supervision in a clinically-rich setting, candidates explore difficulties in reading and writing acquisition processes. Includes working with a P-12 child to assess phonological, orthographic, and morphological structures of English.

LED 745: Workshop in Diagnosing Literacy Difficulties: Candidates work in a clinically-rich setting to understand, select, develop, administer, and interpret a variety of P-12 literacy assessments, and use assessment information to plan and evaluate literacy instruction

Fall, 2024, Ashland University

EDCI 580 Writing Instruction and Intervention Across the Curriculum This course focuses on the writing process and its role in literacy development. Participants examine the connections between reading and writing, consider those relationships across multiple genres of text, and apply research-based instructional strategies to integrate writing across the curriculum. Particular attention will be paid to informational writing strategies. Each step of the writing process is examined in relation to a multi-tiered system of support and special emphasis is given to assessment and instruction for struggling writers.

EDCI 715 Graduate Literacy Practicum. An internship that emphasizes the application of knowledge gained in the post-baccalaureate reading endorsement program. Candidates consider the effects of school, family, and community contexts on the performance of struggling readers. They select and administer assessments and analyze student performance data to make data-driven decisions about instructional strategies, and technologies that create meaningful learning experiences for one or more students

Summer, 2024 SUNY New Paltz

LED 512: Children's and Young Adult Literature
LED 757: Clinical Practices in Literacy: In this capstone course, candidates work in a clinically-rich setting assessing, designing, implementing, and adjusting as needed an intervention plan for students in grades B-6 to demonstrate mastery of program content. The course also provides information as mandated by NYS Education law in instruction students in fire and arson prevention, prevention alcohol, tobacco, and other drug abuse, and child abduction prevention.

Summer, 2024, Ashland University

EDCI 523 Literacy Theory and Curriculum This course is designed to provide advanced study of the forces that have shaped literacy curriculum and instructional practices. Theoretical understandings about reading and writing as well as philosophical, political, and economic influences on will be explored in order to identify their influence on the purpose, content, organization, and implementation of literacy instruction. This course meets the M.Ed. Core requirement for curriculum.

EDEC 567 Advanced Methods of Literacy. This course is designed to broaden and deepen knowledge of current trends and research based instructional practices and assessment tools and the goals of the Common Core Standards for English Language Arts. The major focus of the class will be to examine a wide range of instructional methods, materials and assessments to plan and evaluate effective reading and writing instruction. The class will explore routines and protocols for monitoring student progress to demonstrate literacy growth.

EDCI 664 Intervention and Assessment for the Secondary Learner. This course focuses on a comprehensive approach to the teaching of reading and best practices in interventions and assessments for the secondary learner. It provides students with the knowledge and skills they need to implement these methods in their own classrooms. The course will address research and theory related to the difficulties faced by struggling readers at the secondary level. It will focus on specific reading strategies, interventions, and assessments that are appropriate for those readers. The 15-hour lab component of this course requires the participant to implement the assessment/instructional process with one elementary school aged child who is identified as a struggling reader, and to effectively document and present literacy progress.

EDEC 663 Intervention and Assessment for the Elementary Learner. Students will build on their personal theories of effective and responsive literacy instruction in language arts. This will be accomplished by collaborating and studying with fellow students, the professor, children, and family caregivers for the purpose of generating and sustaining an assessment and learning cycle for children experiencing difficulty in English language arts. Emphasis in the course will be on collaborative focused assessment and responsive literacy plans for children making slow progress. The tutoring

component of this course requires the participant to implement the assessment/instructional process with an at-risk student, document student progress, and reflect on the impact of instruction during the one-on-one tutoring (minimum 15 total hours).

EDCI 312/564 Teaching Reading and Writing Methods for Middle Grades and Secondary Students (Slashed with EDCI 566).
This course incorporates upper elementary and secondary writing methodologies with a literature study of trade texts, literature, and resources appropriate for students grades 4-9. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts. Students will also engage in analysis of both fiction and non-fiction adolescent literature in relationship to the teaching of reading and writing. **(course by conference)**

EDCI 594: The Psychology of Reading, Language Development, and Reading Difficulties. This course focuses on the development of lifelong literacy proficiency, beginning with the acquisition of language and the development of the language arts including what is known from brain research and psychology as well as related cognitive, linguistic and socio-linguistic theories as they relate to the differences between proficient readers and developing or struggling readers.

2023-2024 Academic Year, Ashland University
Spring, 2024

EDCI 523: Literacy Theory and Curriculum
EDEC 566: Advanced Studies of Literature for Young Children
This course is designed to promote the exploration of issues in literature for children grades preschool through five. Issues include areas such as history, theory, criticism, trends, authors, illustrators, genres, instructional strategies and organization of literature instruction and programs. The course participants will become proficient in selecting literature of various genres to match instructional objectives and developmental level of literacy-based pedagogy in order to facilitate their students' thinking, learning and communicating with both print and nonprint texts in content specific learning environments. The course focuses on instructional approaches that help learners interact successfully with a broad range of texts while they develop. **(course by conference)**
EDEC 567 Advanced Methods of Literacy.
EDCI 664 Intervention and Assessment for the Secondary Learner
EDEC 316/516 – Language Arts and Reading Curriculum Methods.
This course provides an understanding of the development of the language arts and instructional procedures that facilitate competent oral and written communication in the early childhood (prek-grade 3) classroom. Credit from this course cannot be applied to a master's level program
EDCI 102: Language Arts Study Skills for University Students (Correctional

Education)
This course introduces the study skills crucial to academic success. Emphasis is placed on practice in time management, listening, taking class notes, preparing for examinations, reading textbooks, writing papers, vocabulary building, problem-solving and utilizing educational resources.

Fall, 2023

EDCI 523 Literacy Theory and Curriculum
EDCI 580 Writing Instruction and Intervention Across the Curriculum
EDCI 715 Graduate Literacy Practicum.
EDEC 663 Intervention and Assessment for the Elementary Learner.
EDCI 561 Content Area Literacy
EDEC 323/526 Trade Books, Mentor Texts, and Writing Methods

2022-2023 Academic Year, Ashland University

Summer, 2023

EDCI 523 Literacy Theory and Curriculum
EDEC 567 Advanced Methods of Literacy.
EDCI 664 Intervention and Assessment for the Secondary Learner.
EDEC 663 Intervention and Assessment for the Elementary Learner.
EDCI 561 Content Area Literacy
EDCI 594: The Psychology of Reading, Language Development, and Reading Difficulties.

Spring, 2023

EDCI 312/564 Teaching Reading and Writing Methods for Middle Grades and Secondary Students
This course incorporates upper elementary and secondary writing methodologies with a literature study of trade texts, literature, and resources appropriate for students grades 4-9. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts. Students will also engage in analysis of both fiction and non-fiction adolescent literature in relationship to the teaching of reading and writing. **(course by conference)**

EDEC 323/526 Trade Books, Mentor Texts, and Writing Methods. This course incorporates elementary writing methodologies with a literature study of trade texts and resources available to the P-5 literacy provider. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts for both literacy and the social studies.

EDCI 523 Literacy Theory and Curriculum. **(course by conference)**\
EDEC 566: Advanced Studies of Literature for Young Children.
EDEC 567 Advanced Methods of Literacy.
EDCI 664 Intervention and Assessment for the Secondary Learner.
EDUC 780 The Role of the Literacy Professional Capstone Seminar. T

Fall 2022

EDEC 323/526 Trade Books, Mentor Texts, and Writing Methods (Two Sections).
EDCI 523 Literacy Theory and Curriculum

EDCI 580 Writing Instruction and Intervention Across the Curriculum This course focuses on the writing process and its role in literacy development. Participants examine the connections between reading and writing, consider those relationships across multiple genres of text, and apply research-based instructional strategies to integrate writing across the curriculum. Particular attention will be paid to informational writing strategies. Each step of the writing process is examined in relation to a multi-tiered system of support and special emphasis is given to assessment and instruction for struggling writers.

EDCI 715 Graduate Literacy Practicum. An internship that emphasizes the application of knowledge gained in the post-baccalaureate reading endorsement program. Candidates consider the effects of school, family, and community contexts on the performance of struggling readers. They select and administer assessments and analyze student performance data to make data-driven decisions about instructional strategies, and technologies that create meaningful learning experiences for one or more students

2021-2022 Academic Year, Ashland University

Summer, 2022

EDEC 567 Advanced Methods of Literacy.
EDCI 523 Literacy Theory and Curriculum.
EDEC 663 Intervention and Assessment for the Elementary Learner.
EDCI 561 Content Area Literacy
EDCI 594: The Psychology of Reading, Language Development, and Reading Difficulties.

Spring 2022

EDEC 323/526 Trade Books, Mentor Texts, and Writing Methods (Two Sections)
This course incorporates elementary writing methodologies with a literature study of trade texts and resources available to the P-5 literacy provider. Students will explore the ways in which writing workshop can be organized and implemented through the use of trade literature as mentor texts for both literacy and the social studies.

EDCI 392 Content Area Literacy
This course provides teachers with established discipline-based expertise the opportunity to expand their understanding of literacy-based pedagogy in order to facilitate their students' thinking, learning and communicating with both print and nonprint texts in content specific learning environments. The course focuses on instructional approaches that help learners interact successfully with a broad range of texts while they develop skills and strategies needed for college and careers. Emphasis is placed on using 21st century literacy skills, especially authentic content-based inquiry

EDEC 567 Advanced Methods of Literacy
EDCI 523 Literacy Theory and Curriculum
EDCI 664 Intervention and Assessment for the Secondary Learner
EDUC 780 The Role of the Literacy Professional Capstone Seminar

Fall, 2021

EDEC 323/526 Trade Books, Mentor Texts, and Writing Methods (Two Sections)
EDCI 392 Content Area Literacy
EDCI 523 Literacy Theory and Curriculum
EDCI 580 Writing Instruction and Intervention Across the Curriculum
EDCI 715 Graduate Literacy Practicum

2020-2021 Academic Year, Ashland University

Summer, 2021

EDEC 567 Advanced Methods of Literacy
EDEC 663 Intervention and Assessment for the Elementary Learner
EDCI 523: Literacy Theory and Curriculum
EDCI 664: Intervention and Assessment for the Secondary Learner
EDCI 594: The Psychology of Reading, Language Development, and Reading Difficulties

Spring, 2021

EDEC 323: Trade Books, Mentor Texts, and Writing Methods (Two Sections)
EDCI 392: Content Area Literacy
EDCI 523: Literacy Theory and Curriculum
EDCI 664: Assessment and Intervention for the Secondary Learner
EDCI 715: Graduate Literacy Practicum
EDUC 780: The Role of the Literacy Professional Capstone Seminar

Fall, 2020

EDEC 323: Trade Books, Mentor Texts, and Writing Methods
EDCI 392: Content Area Literacy
EDEC 567 Advanced Methods of Literacy
EDEC 663 Intervention and Assessment for the Elementary Learner
EDCI 523: Literacy Theory and Curriculum
EDCI 715: Graduate Literacy Practicum

2019-2020 Academic Year

Summer, 2020, Ashland University

EDEC 567 Advanced Methods of Literacy
EDEC 663 Intervention in Literacy Learning
EDCI 523 Literacy Theory and Curriculum
EDCI 561 Content Area Literacy
EDCI 664 Intervention in Literacy Learning for the Secondary Learner
Spring, 2020, Ashland University

EDEC 323 Trade Books, Mentor Texts, and Writing Methods
EDEC 567 Advanced Methods of Literacy
EDEC 611 Graduate Literacy Practicum
EDEC 663 Intervention in Literacy Learning
EDCI 523 Literacy Theory and Curriculum
EDEC 566: Advanced Studies of Literature for Young Children.

Fall, 2019, Ashland University

EDEC 262 – Foundations in Literacy (Two Sections)
 Literacy development examined through psychological, socio-cultural and historical perspectives. Examines reading as an interactive, problem-solving process. Strategies that foster critical thinking, active engagement and social interaction in the teaching of reading and writing across the curriculum. *Ashland University.*

EDEC 323 – Trade Books and Technology in Literature.
 A study of the variety and uses of print and online resources available to the literacy provider in early childhood settings. Emphasis will be placed on the role of trade books and technology as part of a balanced literacy program for emerging readers and writers.

EDEC 316/516 – Language Arts and Reading Curriculum Methods.
This course provides an understanding of the development of the language arts and

instructional procedures that facilitate competent oral and written communication in the early childhood (prek-grade 3) classroom. Credit from this course cannot be applied to a master's level program

EDEC 663 – Intervention in Literacy Learning.
Students will build on their personal theories of effective and responsive literacy instruction in language arts. This will be accomplished by collaborating and studying with fellow students, the professor, children, and family caregivers for the purpose of generating and sustaining an assessment and learning cycle for children experiencing difficulty in English language arts. Emphasis in the course will be on collaborative focused assessment and responsive literacy plans for children making slow progress. The tutoring component of this course requires the participant to implement the assessment/instructional process with an at-risk student, document student progress, and reflect on impact of instruction during the one-on-one tutoring for a minimum of 15 total hours.

Fall, 2019, Marygrove College

RDG 649 – The Role of the Reading Specialist. This course focuses on the professional responsibilities required of building and district reading specialists. Participants learn how to use data to inform both literacy initiatives as well as professional development in relation to Common Core State Standards. The varied professional roles of literacy leadership are also explored. *Marygrove College*

RDG 615 – The Reading and Writing Connection. This course focuses on the writing process and its role in literacy development across all subject areas. The course addresses specific techniques such as mini-lessons, error analysis, conferencing and using portfolios. Each step of the writing process is examined, *Marygrove College*.

RDG 610 – Reading in the Content Areas. This course focuses on ways to integrate effective reading strategies into all subject areas of the curriculum. Participants learn strategies for supporting the comprehension of nonfiction texts and the development of content-area vocabulary, as well as motivational techniques for reluctant learners. *Marygrove College*

2017-2018 Academic Year

RDG 557: Methods for Teaching Intermediate and Secondary Reading
This reflects the most effective research-based practices for adolescent developing readers. It is primarily designed to help reading specialists acquire understandings about non-fiction literacy proficiency for all types of learners through a focus on critical questioning and the development of mental models for text. It also addresses vocabulary in natural contexts and literacy efficacy for adolescents. *Marygrove College, Summer*

RDG 557- OL: Methods for Teaching Intermediate and Secondary Reading.
Marygrove College, Spring
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2013-2014 Academic Year

Taught sections of pre-collegiate reading courses to students entering college with sup-par literacy proficiencies using the expository text negotiation strategies designed for the ACRI Framework. *Mott Community College*

2006 – 2007 Academic Year

Assisted with the development of and subsequently taught a new literacy course for both elementary and secondary classroom teachers in conjunction with a state- wide initiative to provide all regular classroom teachers with appropriate literacy strategy instruction. *Eastern Michigan University*

2005-2006 Academic Year

EDCI Doctoral Credits: Interim advisor for doctoral candidate in Teaching and Curriculum/Literacy. Successful proposal defense: April, 2006. *University of Maryland.*

EDCI 662: Reading Instruction and Diagnosis Across the Content Area.
Graduate section for Master's Certification Program
This course is offered to student teachers during their student teaching placement. It focuses on reading diagnosis and assessment at a level acceptable for graduate students. The capstone to this course is an extensive case study of a struggling reader. *University of Maryland*

EDCI 464: **Reading Instruction and Diagnosis Across the Content Area.**
        Elementary Education Section
This course is offered to student teachers during their student teaching placement. It focuses on reading diagnosis and assessment. *University of Maryland*

EDCI 464: **Reading Instruction and Diagnosis Across the Content Area.**
        Early Childhood Education Section, *University of Maryland*

EDCI 463: Reading in the Secondary School. Course focuses on the teaching of content area reading in the secondary school, including content area reading strategies for the classroom, working with struggling adolescent readers as well as students who are second language learners or who have special needs. *University of Maryland*

EDCI 280: School Service Seminar. . This is one of the first courses elementary majors must take. There is a field placement component. The course deals with the current issues teachers will face in public schools. *University of Maryland*

EDCI 611: Studying Student Learning in Diverse Settings
Secondary Section for graduate Master's Certification Students
This course is designed to help teacher candidates learn about where they teach, the students they teach, and how issues such as race, ethnicity, class, gender, and language shape students' experiences as well as teachers' decisions. The capstone to this course is a Teacher Action Research Project. *University of Maryland*

EDCI 611: Studying Student Learning in Diverse Settings
Elementary Section for graduate Master's Certification Students.
University of Maryland.

EDCI 362: **Curriculum and Instruction in Elementary Reading.** This course is offered only to student-teacher interns and focuses on the methods and theory associated with the pedagogy of reading. There is also a direct school-based component. *University of Maryland.*

2004-2005 Academic year

RE: 758: Summer Practicum in Reading and Writing
This course is the clinical practicum and final capstone course for graduate students who are seeking certification as Reading Specialists. *Loyola College in Maryland*

RE 758: School Year Practicum in Reading and Writing
Loyola College in Maryland

EDCI 464: **Reading Instruction and Diagnosis Across the Content Area.**
(One Elementary Section, One Special Education Section). *University of Maryland*

EDCI 461: Materials for Creating Skilled and Motivated Readers. This course is one of the four courses required by the state of Maryland. It is offered to both graduate and undergraduate students. The course focuses on providing students with the appropriate texts and materials for teaching reading. *University of Maryland*

EDCI 463: Reading in the Secondary School. *University of Maryland*

EDCI 660: Diagnostic Reading Instruction. Course focuses on classroom diagnostic techniques, instructional materials, and teaching procedures; particularly for readers with special needs. *University of Maryland*

EDCI 461: Materials for Creating Skilled and Motivated Readers.
University of Maryland

EDCI 362: **Curriculum and Instruction in Elementary Reading.**
University of Maryland

RE 758: School Year Practicum in Reading and Writing
This course is the clinical practicum and final capstone course for graduate students who are seeking certification as Reading Specialists. *Loyola College in Maryland*

RE 600: Research for Reading Specialists
This course is designed to assist reading specialist candidates to read and understand both qualitative and quantitative literacy research, as well as to write a literature review and an action research proposal. *Loyola College in Maryland*

2003-2004 Academic Year

RE 758: Summer Practicum in Reading and Writing
This course is the clinical practicum and final capstone course for graduate students who are seeking certification as Reading Specialists. *Loyola College in Maryland*

RS 731: Language Arts: Theory and Instruction (Two sections)
This course is the clinical reading methods course required for graduate students working toward their Reading Specialist certification. *Loyola College in Maryland*

RS 744: Reading, Writing and Study Skills in the Content Area
This course is required for graduate students who are seeking their Reading Specialist Certification and focuses on the metacognitive strategies students need in order to learn from content area text. *Loyola College in Maryland*

EDCI 763: Reading, Cognition, and Instruction: Reading in the Content Areas. This course was offered to returning students who held undergraduate degrees in mathematics and science and who were seeking secondary teaching certification through a Master's Leadership/ Paid Internship Program. *University of Maryland*

EDCI 461: Materials for Creating Skilled and Motivated Readers.

University of Maryland

2001- 2002 Academic Year

EDCI 788/461: **Special Topics in Teacher Education, Materials for Creating Skilled and Motivated Readers**. This course was a combined graduate and undergraduate course. Through the recommendations of Dr. Linda Valli and Dr. Marilyn Chambliss, half of the registered students were graduate students from the Masters Leadership program. This included supervision of 15 seminar papers for the Master's Leadership students outside of regular classroom time. The other half were undergraduate students. *University of Maryland*

EDCI 464: Reading Instruction and Diagnosis Across the Content Area.
(One Elementary Section, One Special Education Section) *University of Maryland*

EDCI 362: **Curriculum and Instruction in Elementary Reading (Two Sections)**
University of Maryland

EDCI: 362: Curriculum and Instruction in Elementary Reading graduate course for Masters Certification Program. *University of Maryland*

EDCI 280: School Service Seminar (Two sections). *University of Maryland*

Academic Year 2000-2001

EDCI 316: Teaching of Reading: Early Childhood. This course was a reading methods course for students in the elementary education program seeking early childhood certification. *University of Maryland*

EDCI 280: School Service Seminar (Two Sections)
University of Maryland.

EDCI Graduate Assistant Liaison:
Advisor: Dr. Anna Graeber
Served as field supervisor to student teaching interns in the classroom and acted as liaison between the schools and the University of Maryland's teacher education program.

EDCI 464: Reading Instruction and Diagnosis Across the Content Areas.
University of Maryland

EDCI 443A: Summer 2001: Children's Literature. This course is required for all elementary education majors and focuses on the genres of literature and how they can be shared with children across the primary grades. *University of Maryland*

Advising: University of Maryland

Spring 2005 – Spring 2006: Served as interim Doctoral Advisor for a PhD. Candidate through her successful proposal hearing.

Spring 2001- Fall 2001: Served as lead advisor for an Early Childhood honors student who created a multi-level early literacy intervention case study. Successful defense December, 2001.

Classroom Teaching

Reading Specialist Consultant (School Year 2003-2004),
Bladensburg High School, MD, K-12 School Improvement Project
Designed and taught small group and one-on-one reading intervention.

Reading Specialist Consultant (Winter 2001-Spring, 2003)

Designed and taught small group and one-on-one reading intervention for adolescent boys with social and emotional issues at a school for adjudicated youth

Autism Support Specialist (1996-2000)
Provided one-on-one reading and language intervention for elementary children with severe autism.

First Grade Teacher (1992-1993)
Self-contained classroom in rural elementary school in Pennsylvania

Permanent Substitute –Harrisburg City Schools (1990-1992)
Woodward Elementary – primarily long –term substitute in third grade
Benjamin Franklin Elementary – K-4 to Grade 6

Four-Year Old Kindergarten (1989-1990)
Self-contained classroom – private school

Other Work Experience

4-H Coordinator, Schuylkill County, PA
The Pennsylvania State University Cooperative Extension (1997-2000)

Program Director, MHMR Group Homes
Keystone Service Systems, Harrisburg, PA (1994-1997)