

Rachael E. Gabriel

University of Connecticut

Neag School of Education
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EDUCATION

University of Tennessee

Doctor of Philosophy in Education,
Concentration in Literacy Studies, 2011

American University

Master of Arts in Teaching: Secondary
English, 2007

Graduate Certificates: Quantitative
Methods in Education Research, Qualitative
Methods

University of Rochester

Bachelor of Arts in English & Psychology,
2005, Cum Laude

PROFESSIONAL EXPERIENCE

- *Professor, Literacy Education, University of Connecticut, 2022-present*
 - *Director, Reading/Language Arts Center, University of Connecticut, 2018-present*
- *Associate Professor, Literacy Education, University of Connecticut, 2017-2022*
- *Assistant Professor, Literacy Education, University of Connecticut, 2011-2017*
 - *Associate: Center for Post-Secondary Education and Disability, University of Connecticut, 2013-present; Center for Education Policy Analysis, University of Connecticut, 2012-present; Reading & Language Arts Center, University of Connecticut, 2011-present*
- *Commissioner's Transition Team, Tennessee Commissioner of Education, Summer 2011*
- *Graduate Teaching Associate, Department of Theory and Practice in Teacher Education, University of Tennessee, 2009-2011*
 - *Baker Scholar, Baker Center for Public Policy, 2009-2010*
- *Reading Therapist, PsychoEducational Network, Knoxville, TN, 2008-2011*
- *Literacy Specialist, Teach For America, Philadelphia Summer Institute, 2008-2010*
- *Corps Member Advisor, Teach For America, Philadelphia, PA, 2007*
- *6th & 7th grade Reading & English Teacher, Paul Public Charter School, Washington, DC, 2005-2008*
 - *Reading Lab Director, Paul Public Charter School, Washington, DC 2007-2008*

AWARDS

- American Educational Research Association-Qualitative Research Special Interest Group Book Award Winner, 2018
- *American Educational Research Journal* Outstanding Reviewer award, 2018
- International Literacy Association Celebrate Literacy Award, 2016
- Neag School of Education Outstanding Early Career Scholar, 2016
- AERA Division L Outstanding Policy Report Award, 2015 (with M. Donaldson et al).

- Measures of Effective Teaching Project Early Career Research Award, National Academy of Education, 2013
- Elva Knight Research Award, International Reading Association, 2012
- ESPN Graduate student award recipient, University of Tennessee, Department of Theory and Practice in Teacher Education, 2010

RESEARCH, SCHOLARSHIP & CREATIVE ACTIVITY

Books

1. Gabriel R., Barone, J.* and Morrello, C. (under contract) *Essential Questions for Early Literacy Instruction* [working title]. Teachers College Press.
2. Gabriel, R., & Roberts, K. (under contract) *What the research says* [working title]. Corwin Press.
3. Gabriel, R. (2023) *Doing Disciplinary Literacy: A Guide to Engaging Literacies in Action Across Content Areas*. New York, NY: Teachers College Press.
4. Gabriel, R. & Woulfin, S. (2017). *Making Teacher Evaluation Work: A guide for teachers and leaders*. Portsmouth, NH: Heinemann.
5. Gabriel, R. (2013). *Reading's Non-negotiables: Elements of effective reading instruction*. Lanham, MD: Rowman and Littlefield.

Edited Books

1. Gabriel R. (2022) *How Education Policy Shapes Literacy Instruction: Understanding the Persistent Problems of Policy and Practice*. New York: Palgrave MacMillan.
2. Lester, J., Lochmiller, C. & Gabriel R. (Eds.). (2017) *Discursive Perspectives on Education Policy and Implementation*. New York, NY: Palgrave Macmillan. *American Educational Research Association-Qualitative Research SIG Book Award Winner, 2018*
3. Gabriel, R. & Allington, R. (Eds.). (2015). *Evaluating literacy instruction: Principles and promising practices*. New York, NY: Routledge.
4. Gabriel, R. & Lester, J.N. (Eds.). (2013). *Performances of research: Critical issues in K-12*. New York, NY: Peter Lang.

Articles Published in Peer-reviewed Journals (*= invited, **=written with students)

1. Henner, J., Robinson, O., & Gabriel, R. (2025). *Layers, Cells, and Constellations: Jon Henner's Twitter Platform as Crip Activism*. *Journal of Deaf Studies and Deaf Education*. 30(SI) Pages SI7–SI25, <https://doi.org/10.1093/jdsade/enaf022>
2. Gabriel, R., Holcomb, L., Dostal, H. (2025). *What Deaf Readers Can Teach Us About the Science of Reading: "All Means All" Isn't an Equity Framework for Literacy*. *Journal of Deaf Studies and Deaf Education*. 30 (SI) 116–SI128, <https://doi.org/10.1093/jdsade/enaf030>
3. *Lopez, F. & Gabriel, R. (2025) *The Role of Asset-Based Pedagogy in an Interactive View of Reading*. *Educational Psychologist*. 59(4), 233–249. <https://doi.org/10.1080/00461520.2024.2394031>
4. Syharat, C. M., Hain, A., Zaghi, A. E., Gabriel, R., and Berdanier, C. G. (2023). Experiences of neurodivergent students in graduate stem programs. *Frontiers in Psychology*, 14:1149068.
5. *Gabriel, R. (2023). Framing arts education in school improvement policy. *Arts Education Policy Review*, 1–5. <https://doi.org/10.1080/10632913.2023.2213452>

6. *Woulfin, S.L. and Gabriel, R. (2022), [Big Waves on the Rocky Shore: A Discussion of Reading Policy, Infrastructure, and Implementation in the Era of Science of Reading](https://doi.org/10.1002/trtr.2153). *The Reading Teacher*, 76: 326-332. <https://doi.org/10.1002/trtr.2153>
7. *Gabriel, R. (2021) Interpreting Policy for Practice: A guide for literacy educators. *Journal of Reading Recovery*, 21(1), 17-23.
8. Scott, J., Dostal H. & Gabriel, R. (2021). [The Science Writing of Deaf Developing Bilinguals](https://doi.org/10.1002/jaal.1189). *Journal of Adolescent and Adult Literacy*. <https://doi.org/10.1002/jaal.1189>
9. *Gabriel, R. (2020) [The future of the science of reading](https://doi.org/10.1002/jaal.1189). *The Reading Teacher*, 74 (1) 11-18.
10. *Woulfin, S. & Gabriel, R. (2020) [Infrastructure for Reading Improvement](https://doi.org/10.1002/rrq.339). *Reading Research Quarterly, Special issue: The science of reading: supports critiques and questions*, 55 (1). <https://doi.org/10.1002/rrq.339>
11. **Hodge, E., Gabriel, R. & Chenelle, S. (2020). [Beyond Fact-checking: An Examination of Research Use in the Appendix to the Common Core State Standards](https://doi.org/10.1086/709982). *The Elementary School Journal*, 121 (1). <https://doi.org/10.1086/709982>
12. **Barone, J. Khairallah, P. & Gabriel, R. (2019) [Running records revisited: A tool for efficiency and focus](https://doi.org/10.1002/jaal.1189). *The Reading Teacher*, 73 (4) 525-530.
13. Gabriel, R. (2019) [Converting to privatization: A discourse analysis of dyslexia policy narratives](https://doi.org/10.1002/jaal.1189). *American Educational Research Journal*, 57 (1) 355-358.
14. Jensen, B., LeBaron Wallace, T., Steinberg, M., Gabriel, R., Dietiker, L., Davis, D., Kelcey, B., Covay Minor, E., Halpin, P., & Rui, N. (2019). [Complexity and scale in teaching effectiveness research: Reflections from the MET Study](http://dx.doi.org/10.14507/epaa.27.3923). *Education Policy Analysis Archives*, 27, 7. <http://dx.doi.org/10.14507/epaa.27.3923>
15. Gabriel, R. (2018). [Preparing reading professionals: The case of dyslexia](https://doi.org/10.1002/jaal.1189). *Journal of Literacy Research*. 50 (2), 3-21.
16. *Gabriel, R. (2018) [Understanding dyslexia laws and policies](https://doi.org/10.1002/jaal.1189). *Journal of Reading Recovery*. 17(2) 25-34.
17. Gabriel, R. (2018). [Developing readers and writers with a district-wide literacy strategy set](https://doi.org/10.1002/jaal.1189). *English Journal*. 107(4), 45-51.
18. **Dostal, H., Gabriel, R. & Weir, J. (2017). [Supporting Deaf/Hard of Hearing Students in Inclusive Classrooms](https://doi.org/10.1002/jaal.1189). *The Reading Teacher*, 71(3), 327-334.
19. Woulfin, S., Jones-Lawal, B. & Gabriel, R. (2017). [The terrain of intermediary organizations' professional development offerings](https://doi.org/10.1002/jaal.1189). *Professional development in education*. <http://dx.doi.org/10.1080/19415257.2017.1299030>
20. Gabriel, R. (2017) [Rubrics and Reflection: A discursive analysis of observation debrief conversations between novice Teach For America teachers and mentors](https://doi.org/10.1002/jaal.1189). *Action in Teacher Education*. 39 (1), np. <http://dx.doi.org/10.1080/01626620.2016.1245636>
21. **Sherman, K. & Gabriel, R. (2017) [Math word problems: Reading math situations from the start](https://doi.org/10.1002/jaal.1189). *The Reading Teacher*. 70(4), 473-77.
22. **Gabriel, R., Wenz, C., & Dostal, H. (2016). [Disciplinary Text-Dependent Questions: Questioning for Learning in the Disciplines](https://doi.org/10.1002/jaal.1189) *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. (89)6, 202-207.
23. Lester, J. & Gabriel, R. (2016) [Regulating readers' bodies: A discourse analysis of teachers' body talk](https://doi.org/10.1002/jaal.1189). *Discourse: Studies in the cultural politics of education*. <http://dx.doi.org/10.1080/01596306.2015.1135417>

24. Lester, J. & Gabriel R. (2016) [Engaging in performance ethnography in research methods courses](#). *Qualitative Inquiry*, 22, 125-131.
25. Dostal H. & Gabriel, R. (2015). Designing writing instruction that matters. *Voices from the Middle*. 23(2), 14-20.
26. *Gabriel, R. (2015) Not whether, but how: Asking the right questions in teacher performance assessment. *Language Arts*, 93(2), 120-127.
27. Gabriel, R. & Dostal, H. (2015) Interactive writing in the disciplines: A common core approach to writing instruction across content areas. *The Clearing House*, 88(2), 66-71.
28. Dostal, H., Bowers, L., Wolbers, K. & Gabriel, R. (2014). "We are authors" a qualitative analysis of deaf students' writing during one year of Strategic and Interactive Writing Instruction (SIWI). *Review of Disability Studies*, 11(2), 1-19.
29. Lester, J. & Gabriel, R. (2014) The discursive construction of intelligence in introductory educational psychology textbooks. *Discourse Studies*. 28(6) 1-28.
30. Gabriel, R. & Paulus, T. (2014) Committees and controversy: Consultants in the construction of education policy. *Educational Policy*, 29(7), 984-1,111.
31. Gabriel, R., & Lester, J. N. (2013) The romance quest of education reform: A discourse analysis of The LA Times' reports on value-added measurement teacher effectiveness. *Teachers' College Record*. 115(12), 1-32.
32. Gabriel, R., & Lester, J. N. (2013) Sentinels of Trust: the discursive construction of Value-added Measurement in policy conversations. *Educational Policy Analysis Archives*, 20(9). Retrieved from: <http://epaa.asu.edu/ojs/article/view/1165>
33. Gabriel, R., & Lester, J. N. (2013). Community performances and performative texts as tools for critical exploration. *Power and Education*. 61(3). Retrieved from: <http://dx.doi.org/10.2304/power.2013.5.2.173>
34. Gabriel, R., Allington, R. & Billen, M. (2012) Background knowledge and the magazine reading they choose. *Voices From the Middle*. 20(1), 52-58.
35. Gabriel, R., Allington, R. & Billen, M. (2012). Middle Schoolers and Magazines: What teachers can learn from students' leisure reading habits. *The Clearing House*. 85(5), 186-191.
36. Gabriel, R., & Lester, J. N. (2012). Teacher educators' varied definitions of learning disabilities. *The Review of Disability Studies: An International Journal*. 8(2), 4-19.
37. Gabriel, R. & Lester, J.N. (2012). In track: An allegorical tale about the quantification of achievement, potential, and intelligence in US public schools. *Power Play: A journal of educational justice*, 2, 1-25.
38. Gabriel, R. Lester, J. N. (2012). Race to the Top era of education consulting: A call to reform the reformers. *International Journal of Education Policy* 5(1), 33-46.
39. Gabriel, R. (2011). A Practice-Based Theory of Professional Education in Teach For America's Professional Development Model. *Urban Education* 46(5), 975-986.
40. Gabriel, R. (2010). The Case for Differentiated Professional Development. *Journal of Curriculum and Instruction*. 4(1), 86-95.
41. Gabriel, R., & Gabriel, M. (2010). Power in Pictures: how school-wide photo libraries build communities of readers and writers. *The Reading Teacher*. 63(8), 679-682.

Articles Published in Editor-reviewed Journals (*= invited, **=written with students)

1. *Gabriel, R. (2024). The science of reading and deaf education. *Journal of Deaf Studies and*

- Deaf Education*, 29(4), 556–557. <https://doi.org/10.1093/jdsade/ena035>
2. *Gabriel, R. (2023), [Disciplinary literacy means doing the discipline](#). *Educational Leadership*, 81, (4), 28-33.
 3. *Gabriel, R. (2021) [The sciences of reading instruction](#). *Educational Leadership*, 78 (8), 58-64.
 4. Gabriel, R. (2020) [Leadership for literacy](#). *Educational Leadership*, 77 (5), 68-72.
 5. Gabriel, R. (2019) [Planning for adult learning: Models for change over time](#). *English Leadership Quarterly*, 41(3) 18-21.
 6. Rentenbach, B., Prislowsky, L. & Gabriel, R. (2017). [Valuing differences: Neurodiversity in the classroom](#). *Phi Delta Kappan*, 98 (8), p. 59-63.
 7. **Wenz, C. & Gabriel, R. (2017) [Three directions for disciplinary literacy](#). *Educational Leadership*, 74 (5).
 8. Gabriel, R. (2016) [The evolution of teaching quality and four questions for change](#). *Phi Delta Kappan*, 97(8), 50-53.
 9. Dostal, H. & Gabriel, R. (2016) Literacy Mash-up: discipline-specific practices empower content-area teachers. *Journal of Staff Development*, 37 (2), 28-32.
 10. Woulfin, S. & Gabriel, R. (2015) Literacy Learning Network. *English Leadership Quarterly*, 37(3), 6-8.
 11. Gabriel, R. (2014) Connecticut Teacher Evaluation, 2.0. *Connecticut Association of Reading Research Reader*, 11, 1-10.
 12. Gabriel, R. (2014) Stanislavski and the Common Core. *Connecticut Reading Association Journal*, 11, 1-10
 13. *Allington, R. & Gabriel, R. (2012). Every child, every day. *Educational Leadership*, 69(6), 10-15.
 14. *Allington, R. & Gabriel, R. (2012) The best way to prepare for students for high-stakes reading assessments. *New England Reading Association Journal*, np.
 15. Gabriel, R. & Allington, R. (2012) The Wrong 45 Million Dollar Question. *Educational Leadership*, 70(3), 44-49.
 16. Gabriel, R. & Lester, J. (2012). Professional development: New terrain for big business? *Rethinking Schools*. Summer, 51-54.
 17. Gabriel, R., & Lester, J. (2010). Seeing race in literacy classrooms: The lesson is the lens. *English Leadership Quarterly*, 32(3), 2-3.
 18. Gabriel, R., Allington, R., Periera, J. (2011). Exemplary teachers' voices on their own development. *Kappan*, 92 (80), 37-41.
 19. Lester, J. & Gabriel, R. (2011). "Pushing me through: A poetic representation" *Catalyst: A social justice forum*. Retrieved from: <http://trace.tennessee.edu/catalyst/>.

Refereed Book Chapters

1. *Gabriel (2023) Who defines disciplinary literacy and at what grade levels should it be taught? In Ortlieb, E., Kane, B., & Cheek, E. (Eds.) *Unpacking Disciplinary Literacies: From Research to Practice*. New York: Guilford Press.
2. **Gabriel, R. & Kelley, S. (2021) Doing dyslexia in higher education: a discursive analysis In Stokoe, E., Tileaga, C. & Lester, J. (Eds.) *Discursive psychology and disability*. London: Palgrave.
3. Gabriel, R. (2017). Constructing teacher effectiveness in policymaking conversations. In

- Lester, J.; Lochmiller, C., & Gabriel, R. (Eds) *Discursive Perspectives on Education Policy and Implementation*. New York: Palgrave.
4. Gabriel, R. & Woulfin, S. (2017). Reading and dyslexia legislation: The confluence of parallel policies. In Lester, J.; Lochmiller, C., & Gabriel, R. (Eds) *Discursive Perspectives on Education Policy and Implementation*. New York: Palgrave.
 5. Allington, R. & Gabriel, R. (2015) Classroom influences on individual differences. Peter Afflerbach, (Ed). *Handbook of Individual differences in reading: Text and context*. New York: Routledge.
 6. Dostal, H., Gabriel, R. & Lester, J. (2014) Disabilities at work in school: A critical analysis of disability services and support for faculty at US colleges and universities. In Johnson & Couture (Eds.), *Disability Discrimination at Work*. Williamstown: Piraeus Books.
 7. Lester, J., Dostal, H.; & Gabriel, R. (2013) Policing neurodiversity in higher education: A discourse analysis of the talk surrounding accommodations for university students. *Ethics & Neurodiversity*. Newcastle: Cambridge Scholars Press.
 8. Gabriel, R. & Dostal, H. (2013) Assessment for research among deaf and hard of hearing students. In Rhodes & Weise (Eds.), *Ethical Issues in Literacy Research*. San Francisco: Routledge.
 9. Lester, J., & Gabriel, R. (2013). The naming of the dis/abled within U.S. special education. In R. Gabriel & J. Lester (Eds.), *Performances of Research*. New York: Peter Lang.
 10. Lester, J., & Gabriel, R. (2012). Performance ethnography of IEP meetings: A theatre of the absurd. In P. Vannini (Ed.), *Popularizing Research*. New York: Peter Lang.
 11. Gabriel, R. & Allington, R. (2012) Constructing and measuring teacher effectiveness in global education reform. In Wiseman & Collins (Eds.), *Education Policy in the Developing World: A conversation about the World Bank's education policy development and revision*. New York: Teacher College Press.
 12. Gabriel, R., Day, J., & Allington, R. (2011). What effective teachers taught us about learning to teach effectively. In I. Saleh, & M. Khine, (Ed) *Teaching Teachers: Approaches in Improving Quality of Education*. Hapague, NY: Nova Science Publishers.

Book Chapters

1. *Allington, R. L., & Gabriel, R. (2023). The meaning(s) of dyslexia. International Encyclopedia of Education: Fourth Edition, 408–413.
<https://doi.org/10.1016/B978-0-12-818630-5.07048-2>
2. Woulfin, S. & **Gabriel, R.** (2020) Teacher leadership for school improvement. *Routledge Encyclopedia of Education*.
3. Woulfin, S. & **Gabriel, R.** (2016) Learning to Partner: Implementation of a Partnership to Reform High School English Instruction. In P. Smith, & A. Kumi-Yeboah, *Handbook of Research on Effective Communication in Culturally Diverse Classrooms*. Hershey, PA: IGI Global.
4. **Gabriel, R.** & Woulfin, S. (2015) Evaluating the structure and content of observation instruments. In R. Gabriel & R. Allington (Eds.) *Evaluating literacy instruction: Principles and promising practices*. New York: Routledge.
5. **Gabriel, R.** Dostal, H. & Graham, S. (2015) Deaf Education Teaching Profession:

Teacher Preparation. In Gertz, G. & Boudreault, P. (Eds), *Deaf Studies Encyclopedia*. New York: Sage.

6. **Gabriel, R.** & Wagner, M. (2014) From professional learning to professional action and back again. In Levine, T., Howard, E. & Moss, D. (Eds), *Preparing classroom teachers to succeed with English language learners: Lessons from a faculty learning community*. New York: Routledge.
7. Lester, J., **Gabriel, R.**, & Cherner, T. (2014) Joe Kincheoloe. In Pederson & Todden (Eds), *Educating about social issues in the 20th and 21st centuries: An annotated bibliography*. Charlotte: Information Age Press.
8. Cherner, T., **Gabriel, R.**, & Lester, J. (2014) Jean Anyon. In Pederson & Todden (Eds), *Educating about social issues in the 20th and 21st centuries: An annotated bibliography*. Charlotte: Information Age Press.
9. **Gabriel, R.**, & Lester, J. N. (2013). Tennessee. In J. Ainsworth & G. J. Golson (Eds.), *Sociology of education: An A-to-Z guide*. Thousand Oaks, CA: Sage.
10. Lester, J. N., & **Gabriel, R.** (2013). School discipline. In J. Ainsworth & G. J. Golson (Eds.), *Sociology of education: An A-to-Z guide*. Thousand Oaks, CA: Sage.

Editorials, Posts and Non-Refereed publications

*Gabriel, R. (2024). Disciplinary Literacy. *The California Reader*. p. 1-8.

Gabriel, R. & Woulfin, S (March 22, 2021) [Make the promise of the right to read a reality](#). *Connecticut Mirror*.

Gabriel, R. (March 10, 2021). [What learning loss really means](#). *Washington Post, Answer Sheet*.

Gabriel, R. (2020) Beyond the label: Looking at the science of reading instruction. *Literacy Today*, 38 (2), 34-37.

Gabriel, R. (May 19, 2020) [Can we stop telling the 'corona kids' how little they are learning?](#) *Washington Post, Answer Sheet*.

**Barone, J. Khairallah, P. & Gabriel, R. (2020) *ASCD Express*, 15 (12) Retrieved from: <http://www.ascd.org/ascd-express/vol15/num12/toc.aspx>

Gabriel, R. (2018) “[Role Call](#)”: Using observations to support and develop. *Principal Leadership*. 18 (8), p. 18-20.

Gabriel, R. (2019). [Is the research trustworthy? Learn to think like an investigator](#). *ASCD Smartbrief*, 14 (34).

Robinson, R. & Gabriel, R. (June 26th, 2019) [Biggest mistakes in math instruction](#). *EdWeek*.

Gabriel, R. (September 15, 2018). [The straw man in the new round of the reading wars](#). *Washington Post*.

Gabriel, R. & Woulfin, S. (May 23, 2018). [Teacher evaluation is stuck in the past](#). *EdWeek*.

Gabriel, R. & Woulfin, S. (December 9, 2017). [Response: Policymakers Need to Know There Are No 'Easy Fixes' in Education](#). *EdWeek: Classroom Q&A*.

Gabriel, R. (February, 18, 2016). [Connecticut uses 'blunt tools' for teacher evaluation, gets predictable result](#). *Connecticut Viewpoints*.

Gabriel, R. & Rojas, E. (2015) Five questions teachers of Culturally, Linguistically and Socially Diverse Students want to be asked in their teacher evaluations. *Principal Leadership*, February, 28-32.

Gabriel, R. (June 25, 2014). Is this really how we should test reading development in kids? *Washington Post*. Retrieved from:

- <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/06/25/is-this-really-how-we-should-test-reading-development-in-kids/>
- Gabriel, R. (2014) Evaluation & Literacy Instruction [three-part article series]. *Heinemann Digital Campus*. Retrieved from: <http://www.heinemann.com/digitalcampus/>
- Gabriel, R. (August 21, 2013). How the reading wars are being reignited. *Washington Post*. Retrieved from: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/21/how-the-reading-wars-are-being-reignited/>
- Gabriel, R. (September 2, 2012). Give teachers a voice. *The Day*. Retrieved from: <http://www.theday.com/article/20120902/OP05/309029973/1044#UEY7X9OjKH1>.
- Lester, J. N., & Gabriel, R. (May 8, 2012). Practice patience when communicating with people with autism. *Tri-City Herald*, A6.
- Gabriel, R. (2012) Using blogs to support reflexive practice. *AERA Qualitative Research Special Interest Group Newsletter*. Summer, 4.
- Gabriel, R. (2011). "Hearts racing, but where's the top? An analysis of Race to the Top for Tennessee teachers." *Tennessee Reading Teacher*. Gabriel, R. & Lester, J (December, 2010). Public displays of teacher effectiveness. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2010/12/15/15gabriel.h30.html>
- Gabriel, R. & Lester, J. (April 30, 2011). 'Don't say gay' bill a disservice to students. *Knoxville News Sentinel*, B (2).

Book Reviews

- *Gabriel, R. & Allington, R. (2015) "Talk that Teaches" [book review]. *Linguistics & Education*, 32, 162-166.
- Gabriel, R. (2015) "A Narrow Case for Quantitative Literacy Skills in History and the Social Sciences" [Review of the book: Building Quantitative Literacy Skills in History and the Social Sciences]. *Teachers College Record*. Retrieved from: <http://www.tcrecord.org/Content.asp?ContentId=17837>
- Gabriel, R. (2014) "Rethinking Value-Added Models in Education: Critical perspectives on tests and assessment-based accountability" [book review]. *Education Review*. Retrieved from: <http://edrev.info/reviews/rev1340.pdf>
- Gabriel, R. & Dostal, H. (2012). "Reading and Deafness" [book review] *Reading and Writing Quarterly*, 26(2), 317-320.
- Gabriel, R. (2009). "Readicide" [book review] *Journal of Adolescent and Adult Literacy*, 53(4), 347-349.
- Gabriel, R. (November, 2009). Transformers [Review of the book Transformers], *Education Review*. Retrieved from <http://edrev.asu.edu>
- Gabriel, R. (November, 2009). Professional development for change [Review of the book Professional Development for Change], *Education Review*. Retrieved from <http://edrev.asu.edu>
- Gabriel, R. (May, 2009). The right to literacy in secondary school [Review of the book *The Right To Literacy in Secondary School*], *Education Review*. Retrieved from <http://edrev.asu.edu>

Papers Presented at International Professional Conferences

- Gabriel, R., Dennis, D. (2024) "The science of reading: framed: an international comparative analysis." Paper presented at the UK Literacy Association annual meeting, Brighton, UK.

- Gabriel, R. (2018). *Patterns of interaction during read-alouds in classrooms rated very effective or very ineffective by different teacher evaluation rubrics*. Association of Researchers on Language Education, Hildesheim, Germany.
- Gabriel, R. (2017). *Positioning dyslexia: Discourses of policy and advocacy*. Positioning Theory Conference. Oxford University, England.
- Gabriel, R. & Lester, J. *The discursive construction of intelligence in introductory educational psychology textbooks*. (March, 2012). Discourse-Communication-Conversation Conference, Loughborough University, England.

Keynote presentations

- Vermont Partnership for Literacy and Learning, March, [topic: Disciplinary Literacy] 2025
- New York State Reading Association, virtual, [topic: Science of Reading Policies] 2025
- International Literacy Educators Coalition keynote presentation, virtual, [topic: Science of Reading Policies] 2025
- New York State Reading Association, Albany, 2024
- Michigan State Reading Recovery and Early Literacy Conference, Troy, MI 2024
- Vermont Partnerships for Literacy & Learning, 2024
- Southeastern Reading Recovery and Early Literacy Conference, Myrtle Beach, SC, 2024
- Canadian Institute for Reading Recovery, 2023
- Multilingual IL 2023 Statewide Conference, *Science of reading an bilingual learners*, 2023
- National K-8 Literacy and Reading Recovery Conference, Columbus, OH 2023
- Literacy For All Conference, Cambridge, MA, 2023
- Suburban Council of the International Literacy Association, Illinois, October 2022
- CESA-7 Wisconsin, October, 2022
- Organization of Teacher Educators in Literacy - Special Interest Group of the International Literacy Association, October 2022
- Teacher Center of Central Westchester, October, 2022
- Annual Comprehensive Literacy & Reading Recovery Conference, Chicago, IL, January, 2022
- Gabriel, R. (2022) *Know what story to tell: trends in state reading policy past, present and future*. Reading Recovery Teacher Leader Institute, Louisville, KY.
- Gabriel, R. (2022) *Teaching with Integrity in the Science of Reading Era*. Southeast Regional Reading Association, Myrtle Beach, SC.
- Gabriel, R. (2021) *Literacy Learning, all the way around*. Marlborough Public Schools, Marlborough, CT
- Gabriel, R., (2016). *Skilled, Life-long Readers and Writers*. Mansfield Public Schools, Mansfield, CT.
- Gabriel, R., & Lester, J. (2015). *Transforming Qualitative Data Through Performance*. The Qualitative Review Conference, Fort Lauderdale, FL.
- Gabriel, R., (2012). *Supporting Independent Reading*. Family Literacy Night at Mayberry Elementary School, East Hartford, CT.
- Gabriel, R., (2011). *Supporting Struggling Readers*. Wellesley Public Schools, Wellesley, MA.

Workshops and Invited Presentations at National Professional Conferences

- *Gabriel, R. (2023) Discourse analysis study group presentation. Literacy Research Association. Atlanta, GA.

- *Gabriel, R. (2024) Doing the discipline & reasons to read: Supporting adolescent literacy development. Reading Recovery of North America Annual Conference. Columbus, OH.
- *Gabriel, R. (2020) Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation. Reading Recovery of North America Annual Conference. Columbus, OH.
- *Gabriel, R. (2020) Understanding dyslexia: research, policy, practice & public debate. Wisconsin State Reading Association, Milwaukee, WI.
- Gabriel, R. (2020) Leadership for disciplinary literacy instruction. Wisconsin State Reading Association, Milwaukee, WI.
- Gabriel, R. (2019) Lifting literacy instruction using focused coaching conversations. International Literacy Association annual conference, New Orleans, LA.
- **Gabriel, R., Mears, R. & Zuba T. (2019) Diving deep into the disciplines: Developing knowledge to teach disciplinary literacy. International Literacy Association annual conference, New Orleans, LA.
- *Gabriel, R. (2019) Dyslexia: What, why & how. Kentucky Reading Association, Louisville, KY.
- Gabriel, R. (2018) Lifting literacy instruction in focused coaching conversations. Conference on English Leadership, National Council of Teachers of English, Houston, TX.
- Doyle M., & Gabriel R. (2018). Exploring Dyslexia Policy Mandates and Implications for Reading Recovery Teacher Leaders. Michigan Reading Recovery Institute, Troy, MI.
- Gabriel, R. (2018). Reading Recovery and Literacy Lessons Teachers Respond to and Work with Dyslexic Children [panel presentation]. National Reading Recovery and K-6 Literacy Conference, Columbus, OH.
- EdCollab Gathering, Demonstrating and Finding Key Ingredients of Effective Literacy Instruction (K-12). Online workshop, streamed live September 23, 2017. Archived at: archived video available at: <https://gathering.theeducatorcollaborative.com/session-three/workshop-9-demonstrating-and-finding-key-ingredients-of-effective-literacy-instruction-k-12/>
- Gabriel, R. (2017). *Literacy Leadership for Access and Opportunity*, Conference on English Leadership, National Council of Teachers of English, Literacy Leadership for Access and Opportunity, St. Louis, MO.
- Woulfin, S. & Gabriel, R. (2017). Lifting Evaluation Systems and Practices: A Mini-Workshop on Preparing Principals to Engage in Literacy-Focused Evaluation. University Council on Education Administration, Denver, CO.
- Gabriel, R. (2017). Perspectives on the role of the federal government in public education [panel presentation]. Literacy Research Association, Tampa, FL.

Papers Presented at National Professional Conferences

- Gabriel, R. (2024) National Trends in Science of Reading Policy Implementation. Literacy Research Association. Atlanta, GA.
- Gabriel, R., Kelley, L., Ward, N., Yang, S., Kerchoff, S., Moran, R. (2023). What is “high quality?” A Content Analysis of Curriculum Evaluation Tools. Literacy Research Association. Atlanta, GA.
- Gabriel, R., & Woulfin, S. (2023). The Literacy Infrastructure Toolkit. Literacy Research Association. Atlanta, GA.
- Gabriel, R. (2022) How Literacy Policy Shapes Understandings of Teacher Quality: Coaching,

- Evaluation and Measures of Teacher Effectiveness. Literacy Research Association
- Lewis, M., Masterson, J., Jones, S., Gabriel, R. (2022) Defining adolescence and adolescent literacy. Literacy Research Association
- Scanlon, E., Syharat, C., Esmaili Zaghi, A., Chrysochoou, M., & Gabriel, R. (2023, June). Engineering Instructors' Constructions of the Universality or Individuality of Neurodiversity. In *2023 ASEE Annual Conference and Exposition*. ASEE PEER.
- Gabriel, R. (2020, Apr 17 - 21) *"No One Is Saying That!" and Other Common Tweets in Twitter's Version of the Reading Wars* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/w99ydfv> (Conference Canceled)
- Bernard, C. & Gabriel, R. (2020, Apr 17 - 21) *Understanding Music Literacies: An Investigation of How Artists Engage With Texts* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wk3r6n7> (Conference Canceled)
- Gabriel, R. (2019) Rights, Responsibilities and Learning to Read: Contrasting claims to a "right to literacy" in the news. Literacy Research Association Conference, Tampa, FL.
- Ward, N., Warren, A., & Gabriel, R. (2019). A Systematic Narrative Literature Review of Existing Research on Reading Aloud in the Classroom. Literacy Research Association Conference, Tampa, FL.
- Gabriel, R. (2019) Reading is between the lines. In J. Settlage & A. Johnston (Eds.), *Proceedings of the 2019 Science Education at the Crossroads Conference* (pp. 16-17). Montgomery, AL. [Available online at <https://sciedxroads.org/wp-content/uploads/2019/11/Montgomery-XRoads-Final-Program.pdf>]
- Gabriel, R. & Weir, J. (2018) Discourses of science and research by the International Literacy Association and International Dyslexia Association. Literacy Research Association, Palm Springs, CA.
- Hodge, E. & Gabriel, R. (2018) Analyzing research use in the Common Core State Standards Appendix A. Literacy Research Association, Palm Springs, CA.
- Gabriel, R. (2018). Stepping into policy and advocacy. In J. Settlage & A. Johnston (Eds.), *Proceedings of the 2018 Science Education at the Crossroads Conference* (pp. 16-17). Alta, Utah. [Available online at www.sciedxroads.org/proceedings2018.html].
- Geiger, T. & Gabriel, R. (2018) Shifting rights and responsibilities: The discursive construction of value-added measurement. Georgetown University Roundtable: Approaches to discourse analysis, Washington, DC.
- Gabriel, R. (2018) Framing dyslexia as a public policy problem: Framing theory and discourse analysis in dialogue. Georgetown University Roundtable: Approaches to discourse analysis, Washington, DC.
- Gabriel, R. & Woulfin, S. (2017). District Literacy Curriculum and Professional Development: How are vendors and consultants selected? Literacy Research Association, Tampa, FL.
- Holloway, J. & Gabriel, R. (2017). VAM on Trial: Authority and Expertise in the Construction of Value-Added Models for Teacher Evaluation. American Educational Research Association, San Antonio, TX.
- Gabriel, R. (2017). The analysis of classroom discourse within teacher evaluation. American Educational Research Association, San Antonio, TX.
- Woulfin, S., Gabriel, R. & Jones, B. (2017). The Terrain of Intermediary Organizations' Professional Development Offerings. American Educational Research Association, San

- Antonio, TX.
- Gabriel, R. (2016). Framing dyslexia in state education policy. Literacy Research Association, Nashville, TN.
- Gabriel, R. & Wenz, C. (2016) A Week-in-the-Life of Adolescent Readers: Text Types and Tasks Across the Disciplines. Literacy Research Association, Nashville, TN.
- Dostal, H., Bowers, L., Gabriel, R. & Kindall, H. (2016). Engaging in Effective Cross-Discipline Collaborations: Literacy Education & Speech-Language Pathology. Literacy Research Association, Nashville, TN.
- Bowers, L., Dostal, H. & Gabriel, R. (2016). Engaging in Effective Cross-Discipline Collaborations: Speech-Language Pathology & Literacy Education. American Speech-Language and Hearing Association, Philadelphia, PA.
- Gabriel, R. (2016). Understanding the Role of Texts in the Development of Disciplinary Literacy. American Reading Forum. Florida, Sanibel Island.
- Gabriel, R. & Wenz, C. (2016). Complexity and Variety: A Study of Texts in Use Within High School Content Area Courses. American Reading Forum. Florida, Sanibel Island.
- Gabriel, R. & Wenz, C. (2016) The challenge of adolescent literacy: text types and tasks of secondary content areas. Association of Literacy Educators and Researchers. South Carolina, Myrtle Beach.
- Gabriel, R., Dostal, H. & Wenz, C. (2016) Questions To Promote Disciplinary Literacy in Middle and High School. Association of Literacy Educators and Researchers. South Carolina, Myrtle Beach.
- Lochmiller, C., Lester, J., & Gabriel, R. (2016) Discursive perspectives on the analysis of policy in education and social fields: Implications for the future. International Congress on Qualitative Inquiry, Urbana-Champaign, IL
- Allington, R. & Gabriel, R. (2016) The influence of effective classroom literacy lessons on readers' individual differences. American Educational Research Association, Washington, DC.
- Gabriel, R. & Woulfin, S. (2016) Reading and dyslexia legislation: The confluence of parallel policies. American Educational Research Association, Washington, DC.
- Gabriel, R. & Lester, J. (2016) Expanding profiles of struggling readers. American Educational Research Association, Washington, DC.
- Gabriel, R. & Dostal, H. (2015) Language Diversity, Literacy Difficulties, and Imagining for Equity. Literacy Research Association, Carlsbad, CA.
- Wenz, C. & Gabriel, R. (2015). The Opportunities to Develop Literacy Scale: An approach to the informed selection and modification of reading programs in middle and high school. Literacy Research Association, Carlsbad, CA.
- Gabriel, R., Dennis, D.; McGill-Franzen, A. (2015) Results From A National Survey of State Literacy Policy and Local Practices for the Preparation, Certification and Development of Literacy Professionals. Literacy Research Association, Carlsbad, CA.
- Gabriel, R. (2015). Wanted: Theories of Teacher Development for Investigating Teacher Preparation, Development and Evaluation Policies. Crossroads of Science Education, Cleveland, OH.
- Wenz, C. & Gabriel, R. (2015). *An integrative review and pilot survey of disciplinary literacy. Poster presentation.* American Education Research Association, Chicago, IL.
- Lester, J.N. & Gabriel, R. (2015) *Teaching the bodies of readers: A discourse analysis of*

- instructional talk*. American Education Research Association, Chicago, IL.
- Woulfin, S. & Gabriel, R. (2015) *Deploying routines theory to understand the nature of feedback conversations*. American Education Research Association, Chicago, IL.
- Gabriel, R., Woulfin, S. & LeChasseur, K. (2014) *The impact of observational focus on ratings of instructional quality*. Literacy Research Association, Marco Island, FL.
- Gabriel & Allington, R. (2014) *Classroom influences on individual differences*. Literacy Research Association, Marco Island, FL.
- Dostal, H., Bowers, L., Wolbers, K. & Gabriel, R. (2014). *Convergence of Perspectives: Literacy Education, Deaf Education, Speech-Language Pathology*. Literacy Research Association, Marco Island, FL.
- Wenz, C. & Gabriel, R. (2014). *An integrative review and conceptual model of disciplinary literacy*. Literacy Research Association, Marco Island, FL.
- Gabriel, R. (2014). *Conceptions of researcher growth and professional development*. Crossroads Science Education Conference, Portland, OR.
- Gabriel, R. Mancino, J. & Wenz, C. (2014). *The Collaboratory: An approach to enhanced school-university partnerships that support teaching, research, and learning*. National Network for Educational Renewal, Cincinnati, OH.
- Lester, J. & Gabriel R. (2014) *Performance as practice: uses of performative texts in a practice-based pedagogy for teacher education*. International Congress on Qualitative Inquiry: Champagne-Urbana, IL.
- Gabriel, R. & Lester, J. (2014). *An Examination of the Role of Teacher Language in Reading Comprehension Instruction*. International Reading Association Annual Conference, New Orleans, LA.
- Gabriel, R., LeChasseur, K., & Woulfin, S. (2014). *Evaluations of Literacy Instruction: Observation Protocols and Implications for Accountability and Professional Growth*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Gabriel, R., LeChasseur, K. Woulfin, S., & Donaldson, M. (2014). *Contrasting tools for the evaluation of literacy instruction*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Donaldson, M., Gabriel, R., Woulfin, S., LeChasseur, K., Gonzalez, R., & Makuch, A. (2014). *Principal and Teacher Sense-Making in Teacher Evaluation Reform: Evidence From Connecticut*. American Educational Research Association Annual Conference, Philadelphia, PA.
- Britt, V.; Johnston, J., Gabriel, R., Marone, V., & Paulus, T. (2014). *Collaborative mentoring: The discourse analysis research team*. The Qualitative Record Annual Conference, Fort Lauderdale, FL.
- Gabriel, R. (2013). *Evaluating literacy instruction: Principles and promising practices*. Literacy Research Association Annual Conference, Dallas, TX.
- Gabriel, R. (2013). *Measures of effective literacy instruction for teacher evaluation*. Literacy Research Association Annual Conference, Dallas, TX.
- Gabriel, R., & Lester, J. (2013). *Constructing comprehension: a discourse analysis of middle grades reading instruction*. Literacy Research Association Annual Conference, Dallas, TX.
- Gabriel R. (April 2013) *The discursive construction of teacher effectiveness*. American Educational Research Association Annual Conference: San Francisco, CA.

- Gabriel, R. & Lester, J. (April 2013) *Sentinel of Trust: Constructions of Value-Added Measurement in policymaking conversations*. American Educational Research Association Annual Conference, San Francisco, CA.
- Lester, J., Gabriel R. (April 2013) *The place of performance in teacher education*. American Educational Research Association Annual Conference: San Francisco, CA.
- Gabriel, R., Lester, J.N. & Anguiano, C. (November, 2012). *Uses of discourse analysis in literacy research*. Literacy Research Association Annual Conference, San Diego, CA.
- Gabriel, R., & Kaufman, D (November, 2012). *The Running Records of pre-service teachers: Miscuing miscues and the possibility of an expert novice*. Literacy Research Association Annual Conference, San Diego, CA.
- Gabriel, R., Lester, J.N., McGill-Franzen, A.; Moran, R., (November 2012) *Performances of research: Exploring critical issues in literacy education with performative texts*. Literacy Research Association Annual Conference, San Diego, CA.
- Lester, J. N. & Gabriel, R. (May 2012). *Performing research to examine critical issues in education*. Seventh International Congress of Qualitative Inquiry. Urbana-Champaign, IL.
- Gabriel, R. (April 2012). *Constructions of Value-Added Measurement and Teacher Effectiveness in the Los Angeles Times: A Discourse Analysis of the Talk Surrounding Measures of Teacher Effectiveness*. American Educational Research Association, Vancouver, BC, Canada.
- Lester, J. N. & Gabriel, R. (April 2012). *Performative texts and community performances as a strategy for sharing findings: Experiences of labeling and being labeled*. American Educational Research Association, Vancouver, BC, Canada.
- Gabriel, R., Allington, R. & Billen, M. (November, 2011). *Middle schoolers and magazines: results of a longitudinal study*. Literacy Research Association, Jacksonville, FL.
- Lester, J. N., & Gabriel, R. (May, 2011). *The dance of intellectual cleansing*. Seventh International Congress of Qualitative Inquiry. Urbana-Champaign, IL.
- Gabriel, R. & Allington, R (April, 2011). *Teacher Effectiveness Research and the Spectacle of Effectiveness Policy*. American Educational Research Association, New Orleans, LA.
- Graham, S., Gabriel, R., Hagevik, R. (February, 2011). *Investigating science teachers' environmental research experiences: The first step to highlighting professional development needs in deaf education*. Association of College Educators – Deaf and Hard of Hearing, Fort Worth, TX.
- Gabriel, R. (December, 2010). *Learning to reflect: Novice teachers' uses of discursive repertoires in post-observation debrief conversations*. National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Gabriel, R. & Allington, R. (December, 2010). *Leveling magazines: considerations for selecting and using magazines in classroom and school libraries*. National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Gabriel, R., & Lester, J. N. (October, 2010). *The story factor: The lived experiences of actors in a performance ethnography*. American Educational Studies Association, Denver, CO.
- Lester, J.N., & Gabriel, R. (October, 2010). *The meeting of naming: A critical performance of special education meetings*. American Educational Studies Association, Denver, CO.
- Gabriel, R., & Lester, J. N. (May 2010). *Naming of the (Dis)abled: A critical performance*. Sixth International Congress of Qualitative Inquiry. Urbana-Champaign, IL.
- Gabriel, R., & Lester, J. N. (March 2010). *Teacher educators' discursive construction of learning*

- disabilities. Poster presentation. Graduate Student Research Colloquium, College of Education, Health and Human Services, The University of Tennessee. Knoxville, TN.*
- *Sigma Xi Student Research Competition, 2nd place winner*
- Gabriel, R. & Allington, R. (2009). *Middle Schoolers and Magazines: Can they read difficult but self-selected texts?* National Reading Conference, Albuquerque, NM.
- Gabriel, R. (2009) *Anticipating and Supporting the Trajectory of Professional Growth: A qualitative study of beginning Teach For America teachers.* Pathways to Teaching Conference, Washington, DC.
- Gabriel, R. (2009) *Cutting Through The Controversy: TFA and The New Teacher Project go to Nashville.* University of Tennessee Graduate Student Symposium, poster presentation, Knoxville, TN.
- Gabriel, R. (2009) *Trajectories of Teachers' Perceptions of Professional Development Over The First Three Years of Teaching: A Pilot Study of Teach For America teachers in a DC Charter School.* Educational Symposium for Research and Innovation, George Washington University, Washington, DC.

Papers Presented at Regional Professional Conferences

- Gabriel, R. (2017). Discourses of dyslexia in state education policy. New England Research on Dyslexia Society annual meeting. Storrs, CT.
- Finiguerra, M. & Gabriel, R. (2017). Promoting coastal literacy in Connecticut Schools. Southeastern New England Marine Educators Association, Groton, Ct.
- Gabriel, R. (2017) Goals, SLOs and IAGDs: Learning-Centered Goal-Setting for Literacy Teacher Evaluation. Connecticut Reading Association, Cromwell, CT.
- Wenz, C. & Gabriel, R. (2015) An integrative review of disciplinary literacy. College Reading and Learning Association, Fitchburg, MA.
- Gabriel, R. & Wenz, C. (2014). *Disciplinary literacy: What, why and how?* Connecticut Reading Association, Cromwell, CT.
- Gabriel, R. (2013). *Teacher Evaluation Policies & Literacy Professionals.* Connecticut Reading Association, Cromwell, CT.
- Gabriel, R. (October, 2012). *RTI in Middle & High School.* Connecticut Reading Association, Cromwell, CT.
- Dostal, H. & Gabriel, R. (October, 2012). *Analyzing Student Writing: Formative Assessment within the Common Core.* Connecticut Reading Association, Cromwell, CT.

GRANTS & CONTRACTS

Funded: Running total: \$2,375,047

- Esmaili, A., (2021) Encouraging the Participation of Neurodiverse Students in STEM Graduate Programs to Radically Enhance the Creativity of the Professional Workforce. National Science Foundation: Innovations in Graduate Education. \$500,000.
- Chrysochoou, M.; Gabriel, R., Diplock, P., Esmaili, A., Bagtzoglou, A. (2019). IUSE/PFE:RED *Innovation Beyond Accommodation: Leveraging Neurodiversity for Engineering Innovation.* National Science Foundation. \$2,000,000.
- Igarashi, Y., & Gabriel, R. (2019). University of Connecticut Humanities Institute Colloquium Support: *The Future of Reading.* \$2,000.
- Dostal H., & Gabriel, R. (2018) Provost's academic plan mini-grant. *Evidence-based*

- understandings & practical knowledge for literacy instruction*. University of Connecticut Provost's academic plan mini grant. \$3,780.
- Gabriel, R. (2017-2018). *Inquiry for Literacy Improvement in the Windsor Public Schools*. Funded by Windsor Public Schools. \$33,000.
- Gabriel, R. (2015-2017). *Developing Supports for Literacy Instruction*. Funded by Windsor Public Schools. \$88,996.
- Finiguerra, M., & Gabriel, R. (2016-2018). *A collaborative approach to integrating research and practice in promoting coastal literacy in high school classroom*. Funded by Connecticut Sea Grant. \$149,905.
- Gabriel, R. (January-May 2016). *Portraits of English/Language Arts instruction with high and low evaluation ratings*. Funded by the University of Connecticut Office of Undergraduate Research - Social Sciences, Humanities and Arts Research Experience (SHARE). \$2,000.
- Gabriel, R., (2014-2015). *Building Capacity for Disciplinary Literacy Instruction*. Funded by Windsor Public Schools. \$62,366.
- Gabriel, R., Donaldson, M., Lechasseur, K., & Woulfin, S. (2013-2014). *Levels of interactional focus for teacher evaluation: an exploration of contrasting protocols*. Funded by the National Academy of Education/Spencer Foundation. \$25,000.
- Gabriel, R., & Lester, J. (2012-2013). *The role of teacher language in mediating student understanding during reading comprehension instruction*. Elva Knight Research Grant funded by the International Reading Association. \$8,000.

PUBLIC ENGAGEMENT ACTIVITIES

Radio, Podcast and Webinar Broadcast Appearances

1. Classroom Caffeine Podcast: [Rachael Gabriel](#)
2. Phenomenal Student Podcast:
3. <https://podcasters.spotify.com/pod/show/jeremiah-short0/episodes/Phenomenal-Conversations-WMr--Short-Rachael-Gabriel-e1tf5ad>
4. To the Classroom with Jen Serravallo: [To the Classroom Episode 9: Rachael Gabriel \(Transcript\) — Jennifer Serravallo](#)
5. Have you Heard Podcast: [152 The Reading Wars Are Older Than You Think](#)
6. The Teachers Talk Shop Podcast:
 - a. [Ep025 The Sciences of Reading and The Whole Child](#) (ep 25)
 - b. [Equity and the Sciences of Reading The Teachers Talk Shop Podcast](#) (ep. 22)
7. Reading Research Quarterly Live with the Author: [Science of Reading Special Issue](#) with Sarah Woulfin & Rachael Gabriel:
8. Roberts, K. & Gabriel, R. (April, 2020). [How to Find your Footing in the Ed Debates](#). EdCollab Gathering: Online webinar, streamed live.
9. TEP Talks, The Education Partners: “about research and the science of reading.” October 20, 2020 Retrieved from: <https://www.buzzsprout.com/1087346/5967565>
10. Smart Speech Therapy, Tatyanna Ellesef: Dyslexia Policy Narratives: public education, privatization & other possibilities. September 21, 2020 Retrieved from <https://www.facebook.com/watch/?v=608661103144251> *with more than 3,200 views
11. Read By Example, Matt Renwick: [How to make teacher evaluation and supervision work](#) with Rachael Gabriel & Sarah Woulfin. September 29, 2020. Retrieved from:
12. WITE, Avi Wolfman-Arent: “Meet the ‘crazy’ moms saying one of PA’s top-rated school

districts can't teach reading." February 6, 2019. Retrieved from:
<http://www.witf.org/news/2019/02/meet-the-crazy-moms-saying-one-of-pas-top-rated-school-districts-cant-teach-reading.php>

13. Loud Mute Radio, [*Effective Teaching*](#), Barb Rentenbach & Lois Prislovsky (parts 1 and 2).
14. NPR, *All Things Considered*, Cori Turner: "Common Core: The Struggle over Struggle." November, 13, 2014. Retrieved from
<http://www.npr.org/blogs/ed/2014/11/13/359331057/common-core-reading-the-struggle-over-struggle>

PROFESSIONAL SERVICE

Board Member

- International Literacy Association, 2019-2022
- Connecticut Association for Reading Research, 2019-2021
- Reading Recovery Council of North American, 2020-2022

Podcast Host

- *The Literacy Fellows Podcast*, host of series 1-3, 2020.
<https://literacyfellows.podbean.com/>

Journal Editor

- *The Reading Teacher*, Editor in Chief, 2023-present
- *The Elementary School Journal*, Associate Editor, 2019-2020
- *Education Administration Quarterly*, Associate Editor, 2013-2018
- *Catalyst: A social justice forum*, Founding Editor, Editor in Chief, 2010-2017

Editorial Review Board Member

- *Review of Educational Research*, Editorial Review Board Member, 2022-present
- *Education Researcher*, Editorial Review Board Member, 2022-present
- *The Reading Teacher*, Editorial Review Board Member, 2019-2020
- *Journal of Literacy Research*, Editorial Review Board Member, 2016-2019
- *Reading & Writing Quarterly*, Editorial Review Board Member, 2013-2016
- *American Educational Research Journal*, Editorial Review Board Member, 2016-2019
- *Education Policy Analysis Archives*, Editorial Review Board Member, 2016-2018
- *The Qualitative Review*, Editorial Board Member, 2015-2016
- *National Network for Educational Renewal*, Editorial Review Board Member, 2015-2018

Special Issue Editor

- *Education Policy Analysis Archives*, Science of Reading Policies: International impacts and impressions, (in process)
- *Education Policy Analysis Archives*, Discourse & Policy Analysis, Vols. 1 & 2, 2016/17

Ad hoc Reviewer

- National Science Foundation, DRK12
- Israel Science Foundation

- International Literacy Association Grants
- Bloomsbury Press
- Corwin Press
- Solution Tree Press
- Rowman & Littlefield Publishers
- *Reading Research Quarterly*
- *Journal of Allergy and Clinical Immunology: In Practice.*
- *Sociological Forum*
- *Studies in Educational Evaluation*
- *International Journal of Bilingual Education and Bilingualism*
- *Qualitative Studies in Education*
- *Educational Policy Analysis Archives*
- *International Journal of Science Education*
- *Qualitative Psychology*
- *International Journal of Bilingual Education*
- *Journal of Education Policy*
- *Urban Education*
- *The Teacher Educator*
- *Journal of Teacher Education*
- *Journal of Early Childhood Literacy*
- *PowerPlay: A journal of social justice*

Conference Co-Chair

- *American Educational Research Association, Division K, section 9, 2019-present*
- *Literacy Research Association Area 4: Assessment, Evaluation & Public Policy, 2015-2018*

Conference Proposal Reviewer

- American Educational Research Association, 2012-present
- National Reading Conference/Literacy Research Association, 2009-present

Consulting

- Greenwich Public Schools, Scientific Research-Based Intervention system development, 2020-present
- East Windsor Public Schools, Reading Curriculum Audit, 2023
- Rocky Hill Public Schools, Independent Reading Evaluations, 2023
- Connecticut Technical High School System, Scientific Research-Based Intervention system development, 2019-present
- Jamaican Association for the Deaf, instructional leadership for literacy learning, 2018-present
- Columbia Public Schools, Scientific Research-Based Intervention system evaluation, 2018-2020
- Fairfield Public Schools, Scientific Research-Based Intervention system redesign, 2017-2019
- Madison Public Schools, Response to Intervention system evaluation and redesign,

2015-present

- E.O. Smith High School, Literacy Center & English curriculum redesign, 2014-2019
- Big Fun Education, research design consultant, Madison, CT 2012-2014
- Springboard Collaborative, Literacy curriculum consultant, Philadelphia, PA 2012
- Freedom Schools, Literacy Consultant, Knoxville, TN, 2010
- Teach For America Summer Institute Curriculum designer, reviewer. 2008-2010

Committee Member

- Promotion, Tenure & Reappointment Committee, Neag School of Education, 2022-present
- Committee, Curriculum and Courses Committee, Neag School of Education, 2022-present
- Faculty Council, Neag School of Education, 2018-present, **Chair:** 2020-present
- University Interdisciplinary Courses Committee, alternate, 2016-2020
- University Bookstore Advisory Committee, 2016-2017
- Teacher Education Admissions Redesign Committee, 2015-2016
- Teacher Leadership Certificate Exploratory Committee, 2015-2016
- Qualitative Research Exploratory Committee, 2014-2016
- Collaborative for Effective Educator Development, Accountability & Reform, 2014-2015
- School Partnership Redesign Committee, **Co-chair**, 2014-2016
- Literacy Research Association Legislative and Policy Committee, 2014-present
- Neag School of Education Curriculum & Courses Committee, 2013-present
- Neag School of Education Online Learning Committee, 2012-present
- Teacher Education Diversity Steering Committee, 2012-present
- Neag School of Education Assessment Committee, 2012-present
- Admissions committee: Graduate Elementary Education, EDCI, 2012-present
- Admissions committee: Integrated Bachelors/Masters, EDCI, 2012-2017