Alicia A. Stewart, Ph.D.

University of North Carolina at Charlotte
Reading and Elementary Education Department
Cato College of Education
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APPOINTMENTS

8/2022 – present ***Assistant Professor***
University of North Carolina at Charlotte
Reading and Elementary Education Department, Cato College of Education
Tenure-Track, Full-Time Faculty appointment

8/2019 - 8/2022 ***Assistant Professor***
Central Connecticut State University
Department of Special Education and Interventions, School of Education and Professional Studies
Tenure-Track, Full-Time Faculty appointment

EDUCATION

2019 University of Texas at Austin
Ph.D., Learning Disabilities and Behavior Disorders

2012 California State University Channel Islands
M.A., Special Education

2010 California State University Channel Islands
Education Specialist Credential (K-12)

2008 California State University Channel Islands
B.A., Sociology

2005 Cuesta College, San Luis Obispo, California
A.S., Science

FUNDING

Funding Details to Date (October 20, 2026)
Total Funding Secured: $1,519,707.38
Total Funding Proposals Submitted and Not Funded: $2,082,960

Stewart, A. A., Bastian, K., Miesner, H. R., Washburn, E. K., Pilonieta, P., Fuller, S., LaSerna, J., Marks, J. (Principal Investigator) (2027-2029). *From Insight to Impact: Identifying Literacy Bright Spots and Leveraging Coaching to Improve Practice.* North Carolina Collaboratory ($700,000).

Colonnese, M. & **Stewart, A. A.** (Co-Principal Investigator) (2026; not funded). *An Analysis of an Inclusive Summer Camp: Perceptions of Coaches, Participants, and Families*. Cato College of Education Faculty Research Grant, ($7,960).

Stewart, A. A. (2025). *Expanding the view of implementation research in special education.* University of North Carolina at Charlotte Cato College of Education Just in Time Funding, ($1,000).

Stewart, A. A., Pilonieta, P., Washburn, E. K., & Fitzgerald, M. S. (Principal Investigator). (2026; not funded). *Advancing reading comprehension with AI-enhanced coaching*. Spencer Foundation, ($75,000).

Washburn, E.K., Kingsbery, C. R., & **Stewart, A. A.** (Co-Principal Investigator) (2025-2027). *Scaling the UNC Charlotte Reads Program: Expanding literacy initiatives through enhanced clinical experiences and partnership with NC education preparation programs for statewide impact.* Belk Foundation, ($256,008.38).

Filderman, M., & **Stewart, A. A.** (Co-Principal Investigator). (2024; not funded). *Supporting Educators' Data Use to Intensify Reading Comprehension Intervention.* Spencer Foundation, ($500,000)

Bastian, K., Pilonieta, P., **Stewart. A. A.**, Rhyne, A., (Co-Principal Investigator). (2024; not funded). *Improving K-5 Instructional Practice and Student Reading Outcomes: The Impacts of Professional Learning, Coaching, and Curriculum Reform within a System of Literacy Supports*, Institute of Education Sciences, ($1,000,000).

Filderman, M., & **Stewart, A. A.** (Co-Principal Investigator). (2023; not funded). *Supporting Educators' Data Use to Intensify Reading Comprehension Intervention.* Spencer Foundation, ($500,000)

Pilonieta, P., **Stewart, A. A.**, Washburn, E., Putman, M. (2022-2024) *Project READS NC (Reading Evaluation Across Diverse Stakeholders in North Carolina)*, The North Carolina Collaboratory and The North Carolina Department of Public Instruction, ($500,000).

Stewart, A. A. Nicoll-Senft, J. (2022) *Pacific Coast Research Conference Presentation and Professional Development*. Central Connecticut State University, ($4000).

Stewart, A. A. (Principal Investigator). (2021-2022). *Investigating Teacher Knowledge and Preparedness of Implementing Evidence-Based Reading Instruction Across Content Areas for Students with Inattention.* American Association of University Professors (AAUP) Faculty Research Grant, ($2,500).

Filderman, M., & **Stewart, A. A.** (Co-Principal Investigator). (2021-2023). *Investigation of the Intensification of a Comprehension Intervention Using Student Data*. Spencer Foundation, ($50,000).

Stewart, A. A., Nicoll-Senft, J. & Whitbread, K. (Principal Investigator). (2020-2021). *Effective Reading Comprehension Instruction for Students with Intellectual Disabilities.* Carnegie Foundation, ($2,500).

Stewart, A. A., Foshay, J. (Co-Principal Investigator). (2020, summer). *Enhancing the Application of Action Research and Data-Based Individualized Instruction for Special Education Teachers.* Central Connecticut State University, ($3,699).

RESEARCH REASSIGNED TIME AWARDS

Reduction in Teaching Load due to Research Activity: 2:2 teaching load granted (2024-2026). University of North Carolina at Charlotte.

Effective Reading Comprehension Instruction for Students with Intellectual Disabilities: 3 credits (2020, fall). Central Connecticut State University.

PEER-REVIEWED PUBLICATIONS

Impact to date (August 29, 2026)
h-index=11
i10-index=13
Most cited work = 131
Total citations = 546

#Data-based, *With Graduate Student(s)

#Filderman, M. J., Barnard-Brak, L, **Stewart, A. A.,** & Cramer, A. (2026). Progress monitoring of reading comprehension: Comparing the accuracy of content-specific and general outcome measurements. *Journal of Psychoeducational Assessment.* Advance online publication. https://doi.org/10.1177/07342829261468668

#**Stewart, A. A.**, Pilonieta, P., Washburn, E. K., & Hart, B. S. (2026). Examining the small-group reading instruction of k-5 teachers who completed science of reading-aligned professional development. *Reading and Writing*. Advance online publication. https://doi.org/10.1007/s11145-026-10862-w

#* **Stewart, A. A**., Scammacca, N. K., Lee, Y. R., Cappelli, P. (2025). Exploring Differences Between Cognition, Reading, Math, and Attention Scores in Students with Disabilities: A Systematic Review. *Learning Disability Quarterly*, *49*(1), 39–53. https://doi.org/10.1177/07319487251318352

#* Filderman, M. J., **Stewart, A. A.**, Cramer, A., Hughes Berheim, S., Swanson, E. (2025). Intensification of a Reading Comprehension Intervention using Student Data: A Pilot Study**.** *Remedial and Special Education*, *46*(5), 382–394. https://doi.org/10.1177/07419325241249767

#Stevens, E. A., **Stewart, A. A.**, Lee, Y. R., Swanson, E.A., & Vaughn, S. V. (2024). Effects teir 2 reading comprehension intervention aligned to tier 1 instruction for fourth graders with inattention and reading difficulties. *Journal of School Psychology, 105*(2024), 101320, 1–14. https://doi.org/10.1016/j.jsp.2024.101320

#Swanson, E., **Stewart, A. A.**, Stevens, E. A., Scammacca, N. K., Capin, P., Hamilton, B. J., Roberts, G., & Vaughn, S. (2024). The efficacy of two models of professional development mediated by fidelity on fourth grade student reading outcomes. *Journal of Research on Educational Effectiveness, 17*(2), 288–317. https://doi.org/10.1080/19345747.2023.2181897

#**Stewart, A. A.**, & Swanson, E. A. (2024). Supporting reading comprehension for students with inattention. *TEACHING Exceptional Children, 56*(5), 386–395. https://doi.org/10.1177/00400599221087434

#Stevens, E. A., Capin, P., **Stewart, A. A.,** Swanson, E., & Vaughn, S. (2023). Examining the type and direction of feedback provided in fourth grade classrooms to inform teacher preparation. *Elementary School Journal, 124*(1). https://doi.org/10.1086/725668

#**Stewart, A. A.,** Vaughn, S., Scammacca, N. K., & Swanson, E. (2022). Evidence-based instruction on the reading outcomes of students with inattention: A pilot study. *Remedial and Special Education, 44*(4), 294–307 https://doi.org/10.1177/0741932522111729

#Vaughn, S., Swanson, E., Fall, A-M., Roberts, G., Capin, P., Stevens, E. A., & **Stewart, A. A.** (2022). The efficacy of school and researcher provided professional development on English learners' literacy. *Journal of Educational Psychology*, *114*(2), 257–272. https://doi.org/10.1037/edu0000684

#Swanson, E., Vaughn, S., Fall, A.-M., Stevens, E. A., **Stewart, A. A**., Capin, P., Roberts, G. (2021). The differential efficacy of a professional development model on reading outcomes for students with and without disabilities. *Exceptional Children*, *87*(4), 497–516. https://doi.org/10.1177/00144029211007149

#Capin, P., Stevens, E. A., **Stewart, A. A**., Swanson, E., & Vaughn, S. (2021). Examining vocabulary, comprehension, and content knowledge instruction during fourth grade social studies teaching. *Reading and Writing*, *34*(5), 1143–1170. https://doi.org/10.1007/s11145-020-10106-5

#Swanson, E., Austin, C. R., **Stewart, A. A.**, & Scammacca, N. (2020). A meta-analysis examining the effect of e-book use on literacy outcomes for students in grades K-12. *Reading & Writing Quarterly, 36*(5), 480–496. https://doi.org/10.1080/10573569.2019.1696724

#**Stewart, A. A**., & Austin, C. R. (2020). Reading interventions for students with or at-risk of attention deficit/hyperactivity disorder: A systematic review. *Remedial and Special Education*, *41*(5), 352–367. https://doi.org/10.1177/0741932519849660

#Hall, C., Vaughn, S., Barnes, M. A., **Stewart, A. A.**, Austin, C.R., & Roberts, G. (2020) The effects of inference instruction on the reading comprehension of English learners with reading comprehension difficulties. *Remedial and Special Education*, *41*(5), 259–270. https://doi.org/10.1177/0741932518824983

#Swanson, E., Stevens, E. A., Capin, P., Scammacca, N. K., **Stewart, A. A.**, & Austin, C. R. (2017). The impact of tier 1 reading instruction on reading outcomes for students in grades 4-12: A meta-analysis. *Reading and Writing*, *30*, 1639–1665. https://doi.org/10.1007/s11145-017-9743-3

Under Review

#Lemons, C. J., Lembke, E. S., Clemens, N., Doabler, C. T., Jordan, N. C., Kearns, D. M., Ketterlin-Geller, L., Lee, J., Lin, X., McMaster, K. L., Namkung, J. M., Powell, S. R., Stevens, E., & **Stewart, A. A.** (2026). *The impact of special education research: A pre-mortem*. [manuscript in review]. Graduate School of Education, Stanford University.

#Swanson, E., & **Stewart, A.A.** (2026). *STRIVE to Improve Social Studies Knowledge for Upper Elementary Students with Learning Disabilities.* [Manuscript in review]. Department of Special Education, University of Texas at Austin.

Washburn, E.K., Kingsbery, C.R., Gesel, S.A., **Stewart, A.A.**, Baker, L.A., & Pilonieta, P. (2026). *Reimagining clinical experiences to optimize teacher preparation and supplemental literacy instruction* [manuscript in review]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

In Preparation

#*Stewart, A. A., Pilonieta, P., Fisher, A. (2026). *Literacy Coaching and Its Impact on Teacher and Student Outcomes in Grades K-12: A Systematic Review*. [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

#Pilonieta, P., **Stewart, A. A**., & Washburn E. K. (2026). *What should small group instruction look like?* [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

#Washburn, E. K., Pilonieta, P., **Stewart, A. A.** (2026). *Teachers' knowledge after participating in a*

state-mandated literacy professional development. [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

#* Chambrè, S. J., Kingsbury, C., Baker, L. A., Washburn, E. K., **Stewart, A. A.** (2026). *Preservice teachers' dyslexia knowledge sources and misconceptions: Directions for teacher preparation.* [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

#* Washburn, E. K., Kingsbery, C. R., **Stewart, A. A.**, Pilonieta, P., Baker, L. A. (2026). *Strengthening teacher preparation and early reading outcomes through an enhanced clinical experience.* [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

INVITED TEXTBOOK CHAPTERS

Washburn, E.K., Pilonieta, P., **Stewart, A. A.** (in press). Preparing US teacher candidates in the Science of Reading: Rethinking, responding, revising. In N. Flynn (Ed.), *International Handbook of Literacy Teaching.* London: Bloomsbury.

Stewart, A. A., & Vaughn, S. (2020). Graphic organizers: Scaffolding academic success. In R. T. Boon, M. D. Burke, & L. Bowman-Perrott (Eds.), *Literacy instruction for students with emotional and behavioral disorders: Research-based interventions for classroom practice*. Information Age Publishing

PUBLISHED GUIDANCE DOCUMENTS AND TECHNICAL REPORTS

* Pilonieta, P., **Stewart, A. A.**, Washburn, E. K., Putman, S. M., Hart, B., Bastian, K. C., Mikkelsen C. N., Meisner, H. R., La Serna, J. (2025). *Analyzing K-5 Small Group Reading Instruction After LETRS Professional Development*, North Carolina State Policy Brief.

* Meisner, H. R., La Serna, J., Mikkelsen C. N., Hart, B., Bastian, K. C., Pilonieta, P., **Stewart, A. A.**, Washburn, E. K., Putman, S. M. (2025). *District Facilitation and Teacher Perceptions of LETRS PD Implementation in North Carolina*, North Caroline State Policy Brief.

* La Serna, J., Meisner, H. R. Mikkelsen C. N., Hart, B., Bastian, K. C., Pilonieta, P., **Stewart, A. A.**, Washburn, E. K., Putman, S. M. (2025). *The Implementation of Science of Reading Aligned Practices Following Statewide LETRS PD*, North Caroline State Policy Brief.

Swanson, E. & **Stewart, A. A.** (2021). *Delivering professional development that sticks: A guide for school leaders.* Austin, TX: Meadows Center for Preventing Educational Risk.

Stewart, A. A., & Swanson, E. (2019). *Turn and talk: An evidence-based practice teacher's guide.* Austin, TX: Meadows Center for Preventing Educational Risk.

PROFESSIONAL PRESENTATIONS

*With Graduate Student(s)

*__Stewart, A. A.__, Washburn, E. A., Baker, L. A., Kingsbery, C. (Proposal submitted and accepted). *Enhanced Clinical Experiences in Literacy: Advancing Toward Feasibility and Impact* [multi-paper session]. Teacher Education Division of the Council for Exceptional Children Conference (TED), Denver, CO.

Pilonieta, P., Washburn, E. K., **Stewart, A. A.**, Hart, B. S., Miesner, H. (2026, April 8-12). *K-5 Teachers' Knowledge, Beliefs, and Practice: Influence of Science of Reading PD in North Carolina*. [Symposium]. American Educational Researcher Association. Los Angeles, CA.

Lemons, C. J., Stevens, E. A., **Stewart, A. A.** Lembke, E.S., Clemens, N., & Jordan, N. (2026, February 4-6). *The Impact of Special Education Research: A Pre-Mortem*. [Opening Session]. Pacific Coast Research Conference, Long Beach, CA.

Stewart A. A., Stevens, E. A. (2026, February 4-6). Aligned T1 and T2 Reading Instruction for Students with Inattention. In McMaster, K. L. [Chair], *Individual Differences in Children's Reading: Implications for Assessment and Instruction.* [Symposium]. Pacific Coast Research Conference, Long Beach, CA.

Stewart, A. A., Pilonieta, P., Washburn, E. K. (2025, December 10-11). *Enhancing Clinical Experiences: Feasible and Sustainable Considerations*. [Presentation]. North Carolina Department of Public Instruction Education Preparation Summit

* Pilonieta, P., **Stewart, A. A.**, Washburn, E. K., Hart, B., & Putman, M. (2025, December 3-6). *A Peek at Small Group Reading Instruction After Completion of Science of Reading Professional Development.* [Paper presentation]. Literacy Research Association Annual Conference, Las Vegas, NV.

* Hart, P., Pilonieta, P., Washburn, E. K., **Stewart, A. A.**, & Putman, M. (2025, December 3-6). *Analyzing the Impact of a State-Mandated Literacy PD on Teacher Knowledge, Perceptions and Practice.* [Paper presentation]. Literacy Research Association Annual Conference, Las Vegas, NV.

* Washburn, E. K., Pilonieta, P., **Stewart, A.A.**, & Hart, B. (2025, July). *The impact of LETRS professional development on teacher knowledge and practice*. In K. Lambright (Chair), *Improving literacy knowledge in schools: Supporting principals, coaches, inservice and preservice teachers* [Symposium]. 32nd Annual Meeting of the Society for the Scientific Study of Reading, Calgary, Canada.

* **Stewart, A. A.,** Pilonieta, P., Washburn, E. K., Hart, B., & Bastian, K. C. (2025, February 5-7). *Impact of a state-wide professional development on elementary teachers' reading instruction: Knowledge, perceptions, and practice.* In **A. A. Stewart** [chair], *Improving*

teachers' reading instruction: considerations surrounding the chasm between policy and practice [Symposium]. Pacific Coast Research Conference, Coronado, CA.

* **Stewart, A. A.**, Hart, B., Pilonieta, P., & Washburn, E. K. (2025, February 5-7). *Examining the impact of LETRS on elementary teachers' reading instruction.* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Stewart, A. A., & Pilonieta, P. (2024, December 4-7). *The impact of clinical placement on teacher candidates' literacy knowledge and self-efficacy.* [Paper session]. Literacy Research Association Annual Conference, Atlanta, GA.

* Hart, B., Reilly, A., Mikkelsen, C., Pilonieta, P., **Stewart, A. A.**, & Washburn, E. (2024, November 7-9). *Finding The Time: Barriers and Facilitators to Statewide Literacy Professional Development.* [Presentation]. Association of Literacy Educators and Researchers annual conference in Orlando, FL.

Austin, C. R., & **Stewart, A. A.** (2024, October 15-17). Understanding the Orton-Gillingham meta-analysis: How does this fit within the science of teaching reading? [Paper presentation]. The Reading League (TRL) Conference, Charlotte, NC.

Stewart, A. A. (2024, March 13 – 16). What is gradual release of responsibility and how do I implement it during reading instruction? In E. Stevens (Chair) *Pressure points: Three practices for high-quality reading instruction.* Council for Exceptional Children Convention and Expo. San Antonio, TX.

Stevens, E. A., **Stewart, A. A.** (2024, Jan 31 – Feb 2). *Aligning core and intervention instruction for students with inattention and reading difficulties.* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

* Filderman, M. J., **Stewart, A. A.**, Cramer, A. M. (2023, October). *How to intensify reading comprehension intervention: Findings and recommendations from a research study* [Paper presentation proposal submitted and accepted]. Alabama Literacy Association (ALA) Conference, Birmingham, AL.

* Filderman, M. J., **Stewart, A. A.,** Marques, A., Swanson, E. A., Berheim, S. H., & Ford, K (2023, March 1-4). *Using Student Data to Intensify Reading Comprehension Intervention.* [Paper presentation]. Council for Exceptional Children Convention and Expo. Louisville, KY.

* **Stewart, A. A.,** DeFilio, K., Sitaro, L. (2023, Feb 1-3). *Teacher knowledge of reading instruction for students with inattention.* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

* Filderman, M. J., **Stewart, A. A.**, Marques, A., & Swanson, E. A. (2023, Feb 1-3). *Intensification of reading comprehension instruction: Preliminary findings from a randomized controlled trial.* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Filderman, M. J., **Stewart, A. A.,** & Swanson, E. (2022, Feb 17-19). *Intensification of reading comprehension intervention using student data.* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

* **Stewart, A. A.**, Whitbread, K., Bengtson, M., Sirois, J., & Nicoll-Senf, J. (2022, Feb 17-19). *Investigating reading comprehension instruction for students with intellectual disabilities* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Stewart, A. A., & Swanson, E. (2021, March 3–6). *Examining sustainability of evidence-based literacy practices after professional development* [Poster presentation submitted and accepted]. Council for Exceptional Children Convention and Expo, Baltimore, MD

Stewart, A. A., & Swanson, E. (2020, February 20–22). *Social studies knowledge and reading comprehension with STRIVE*. In A. A. Stewart (Chair), *A variety of approaches to addressing reading comprehension in the middle grades* [Symposium]. Pacific Coast Research Conference, Coronado, CA.

Stewart, A. A. (2020, February 20–22). *Exploring the efficacy of evidence-based reading instruction on the reading outcomes of students with inattentive behaviors.* In **A. A. Stewart** [Chair], *A variety of approaches to addressing reading comprehension in the middle grades* [Symposium]. Pacific Coast Research Conference, Coronado, CA.

Stewart, A. A. (2020, February 20–22). *A variety of approaches to addressing reading comprehension in the middle grades* [Symposium Chair]. Pacific Coast Research Conference, Coronado, CA.

Swanson, E., & **Stewart, A. A.** (2020, February 5–9). *Boost vocabulary, knowledge, and comprehension: Social studies practices in upper elementary school* [Demonstration]. Council for Exceptional Children Convention and Expo, Portland, OR.

Stewart, A. A. (2019, October 24–26). *Exploring the efficacy of evidence-based reading instruction on the reading outcomes of students with inattentive behaviors* [Paper presentation]. Teacher Educators for Students with Children with Behavior Disorders, Tempe, AZ.

Swanson, E., & **Stewart, A. A.** (2019, October 2–5). *Establishing a strong tier I platform to support struggling readers* [Demonstration]. International Conference of Learning Disabilities, San Antonio, TX.

Stewart, A. A., & Swanson, E. (2019, February 21–23). *Exploring the efficacy of evidence-based reading instruction on the reading outcomes of students with inattentive behaviors* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Stewart, A. A., & Austin, C. R. (2018, July 18–21). *Reading interventions for students with or at risk of attention deficit/hyperactivity disorder: A systematic review* [Poster presentation]. Society for the Scientific Study of Reading, Brighton, UK.

Austin, C. R., & **Stewart, A. A.** (2018, February 1–3). *Response to intervention in reading for grades K-12: A synthesis of observation studies* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

McClelland, A. M., Toste, J. R., & **Stewart, A. A.** (2018, February 1–3). *Teacher-student relationships and the association with school-related outcomes* [Poster presentation]. Pacific Coast Research Conference, San Diego, CA.

Stewart, A. A., Capin, P., Stevens, E. A., Swanson, E. A. (2017, February 2–4). *Examining the effects of a professional development model on reading outcomes in 4th grade social studies classrooms* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Hall, C., Vaughn, S., **Stewart, A. A.**, & Austin, C. (2017, February 2–4). *The Effects of an Inference Instruction Intervention on the Inference Generation and Reading Comprehension of Struggling Readers in Grades 6 and 7* [Poster presentation]. Pacific Coast Research Conference, Coronado, CA.

Stewart, A. A., & Stevens, E. A. (2016, October 13–14). *A Synthesis of Teacher Perception Ratings for Students with Emotional and Behavioral Disorders in Different Educational Settings* [Poster presentation]. International Council of Learning Disabilities Conference, San Antonio, TX.

Professional K-12 District Presentation, Practitioner Presentations, In-services, and Workshops
*With Graduate Student(s)

Stewart, A. A., & Morgan, C. (2026, Mar. 10). *Chapter 7: Strengthening Fluency*. In The Reading League North Carolina Virtual Book Study Series on Lindsey, J. B. (2025) *Small Groups, Big Results: Evidence-Based Routines to Get Every Child Reading*.

Stewart, A. A. (2026, Mar. 3). *Chapter 6: Advanced Decoding Skills*. In The Reading League North Carolina Virtual Book Study Series on Lindsey, J. B. (2025) *Small Groups, Big Results: Evidence-Based Routines to Get Every Child Reading*.

* Cash, A., **Stewart, A. A.**, Sinclair, K. (2025, Jan. 20). *Promoting Literacy Proficiency in Cabarrus County.* North Carolina Practitioner Network Project Results Presentation with Cabarrus County Schools, Concord, NC.

Vintinner, J. & **Stewart, A. A.** (2026, April 2). *North Carolina Foundations of Reading Workshop*. University of North Carolina at Charlotte Workshop Series, Charlotte, NC

Vintinner, J. & **Stewart, A. A.** (2025, Nov. 3). *North Carolina Foundations of Reading Workshop*. University of North Carolina at Charlotte Workshop Series, Charlotte, NC.

Vintinner, J. & **Stewart, A. A.** (2025, July 30). *North Carolina Foundations of Reading Workshop*. University of North Carolina at Charlotte Workshop Series, Charlotte, NC.

Vintinner, J. & **Stewart, A. A.** (2025, April 8). *North Carolina Foundations of Reading Workshop*. University of North Carolina at Charlotte Workshop Series, Charlotte, NC.

Vintinner, J. & **Stewart, A. A.** (2024, Nov. 5). *North Carolina Foundations of Reading Workshop*. University of North Carolina at Charlotte Workshop Series, Charlotte, NC.

Stewart, A. A. (2024, Oct. 3) *Supporting Students' Comprehension of Informational Text.* Teacher Professional Development for Niner University Elementary School, University of North Carolina at Charlotte, NC**.**

Stewart, A. A. (2024, April 27) *Underutilized Elements of Explicit Instruction to Support Reading Comprehension*. Charlotte Literacy Summit, University of North Carolina at Charlotte, NC.

Stewart, A. A. (2023, April 17) *Supporting students' comprehension of informational text.* Charlotte Literacy Summit, University of North Carolina at Charlotte, NC.

Stewart, A. A. (2023, February 17) *Using data to drive instruction.* Teacher professional development for Crossway Academy, University of North Carolina at Charlotte, NC.

Stewart, A. A. (2022, June 6) *Using data to drive instruction.* Teacher professional development in the School District of Oconee County, Walhalla, SC.

Stewart, A. A. (2021, June 16) *Virtual reading comprehension instruction based on EBPs.* Virtual professional development at School District of Oconee County, Walhalla, SC.

Stewart, A. A. (2021, March 10) *Woodcock Johnson workshop part I: Standardized assessments and academic assessment reports*. Virtual professional development at Bristol Public Schools, Bristol, CT.

Stewart, A. A. (2021, April 14) *Woodcock Johnson workshop part II: Standardized assessments and academic assessment reports*. Virtual professional development at Bristol Public Schools, Bristol, CT.

Stewart, A. A. (2019, September 14) *STRIVE: Overview and training in case 1, 2, and 3 for comparison sites from cohort 1*. Teacher training at San Antonio ISD, New Braunfels, TX.

Stewart, A. A. (2019, January 9) *STRIVE: Preparing for case 3.* Teacher training at San Antonio ISD, San Antonio, TX.

Stewart, A. A. (2018, October 22) *STRIVE: Preparing for case 2.* Teacher training at San Antonio ISD, San Antonio, TX.

Stewart, A. A. (2018, September 8). *STRIVE: Overview and case 1*. Teacher training at San Antonio ISD, San Antonio, TX.

Stewart, A. A. (2018, August 25) *STRIVE: Overview and training in case 1, 2, and 3 for comparison sites from cohort 1*. Teacher training at Comal ISD, New Braunfels, TX.

Stewart, A. A (2018, January 10) *STRIVE: Preparing for case 3.* Teacher training at San Antonio ISD, San Antonio, TX.

Stewart, A. A. (2017, November 2) *STRIVE: Preparing for case 2.* Teacher training at Comal ISD, New Braunfels, TX.

Stevens, E. & **Stewart, A. A.** (2017, September 9). *STRIVE: Overview and case 1*. Teacher training at San Antonio ISD, San Antonio, TX.

Swanson, E., Capin, P., Stevens, E., **& Stewart, A. A.** (2017, August 18). *STRIVE: Overview and case 1*. Teacher training at Comal ISD, New Braunfels, TX.

Stewart, A. A. (2017, May 25). *STRIVE: Overview and training in case 1, 2, and 3 for comparison sites from cohort 1*. Teacher training at Southwest ISD, San Antonio, TX.

Vaughn, S., Stevens, E.A., & **Stewart, A.A.** (2016, October 18). *Teaching the critical elements of reading*. New York, NY. Department of Education. New York, NY.

Stevens, E. A. & **Stewart, A. A.** (2016, October 10). *STRIVE: Preparing for case 2*. Teacher training at San Antonio ISD and Southwest ISD, San Antonio, TX.

Stewart, A. A. (2016, September 9). STRIVE*: Overview and case 1.* Teacher training at Casey Elementary School for Austin ISD, Austin, TX.

Stewart, A. A. (2016, September 10). STRIVE*: Overview and case 1.* Teacher training at Southwest ISD, Austin, TX.

Invited Community Presentations, In-services, and Workshops

Stewart, A. A. (2025, August 23). *Basics of The Science of Reading*. Little Learners Literacy Fest. Invited guest speaker.

Stewart, A. A. (2024, November 2). *Basics of The Science of Reading*. Little Learners Literacy Fest. Invited guest speaker.

Suskind, R., Minhas, H., **Stewart, A. A.**, & Ofray, J. (2022, March 2). *An Evening with Author Ron Suskind*. Panel to discuss services for the autistic community at Central Connecticut State University.

Turner, J. P., Edwards, G. T., Jones, S., **Stewart, A. A.,** Cotto, R. (2021, January 11). *Keeping all our children engaged and motivated*. Facebook Live presentation and radio broadcast for the Tom Ficklin Radio Show, Channel 12 News, CT

Stewart, A. A. (2020, October 16). *GoReact Ideas and Suggestions*. Virtual Presentation delivered to fellow faculty at Central Connecticut State University through the Center for Teaching and Innovation

Stewart, A. A., Bengtson, M., Earnest, P. (2020, July 6). *Creating a familiar environment in a virtual world: Online learning supports for children with a wide range of needs.* Facebook Live presentation with the Ana Grace Project and the Center for Excellence in Social & Emotional Learning in the School of Education and Professional Studies at Central Connecticut State University

NATIONAL SERVICE

Peer Reviewer: Journals

- *Assessment for Effective Intervention:* 2024
- *BMC Psychology:* 2025, 2024
- *British Journal of Special Education*: 2024
- *Early Education and Development:* 2025, 2024
- *Education and Treatment of Children*: 2020
- *Elementary School Journal:* 2026, 2025
- *European Child & Adolescent Psychiatry*: 2024
- *Exceptionality*: 2019, 2018
- *Child Language Teaching and Therapy*: 2021
- *Journal of Applied School Psychology*: 2021, 2020
- *Journal of Child and Family Studies*: 2020
- *Journal of Learning Disabilities*: 2025, 2022, 2021
- *Journal of Research in Reading*: 2026, 2025, 2023
- *Reading and Writing*: 2025
- *Reading & Writing Quarterly: Overcoming Learning Difficulties:* 2025, 2022
- *Remedial and Special Education:* 2026, 2022
- *Research in Developmental Disabilities:* 2023
- *Review of Educational Research*: 2022, 2021, 2020, 2019, 2018
- *Teaching Exceptional Children*: 2021

Editorial Review Board

- *Elementary School Journal* (2024-current)
- *Reading & Writing Quarterly: Overcoming Learning Difficulties* (2026-current)

Curriculum Review

- Hunt Institute - served as independent reviewer for curricula (third party reviewers requested by the state of Indiana) - 2024
- Meadows Center for Preventing Educational Risk - served as independent syllabus reviewer for Educational Preparation Programs in the State of Ohio - 2025

STATE-LEVEL SERVICE

- Board member of the North Carolina state chapter of The Reading League (Spring 2024 – current)
    - Executive Board Member - Secretary of the State TRL Chapter (Spring 2025 – current)
- State of North Carolina - Supported teacher preparation program review process for the University of North Carolina at Asheville (literacy coursework revisions as per state evaluation; Fall 2024)

COMMUNITY SERVICE

- Niner University Elementary School - Support Professional Learning Communities in Grades 3-5 in integrating evidence based reading instruction within content area instruction (Fall 2024 - Spring 2025)

- Niner Summer Reading Camp (Supporting Faculty) – Helped facilitate summer reading camp at Niner University Elementary and Merry Oaks Elementary with students in Grades K-5; administered assessments and supported instruction (Summer 2024 – Summer 2025)

- MELC Summer Reading Camp (Co-Director) - Helped facilitate summer reading camp at Merry Oaks Elementary school with students in Grades K-5; administered assessments and supported instruction; supported data analysis and composing final report to share with interested parties (Summer 2026)

- John Crosland School (Charlotte, NC) - supporting intervention teacher with data-based individualization in the area of reading (Fall 2022 – Spring 2025)

- Crossway Academy (Charlotte, NC) – providing professional development on data-based individualization for teachers in order to support school-wide shift toward intentional data use to track student progress and drive instruction (Fall 2022 – Fall 2024)

UNIVERSITY SERVICE

University of North Carolina at Charlotte

- University Faculty Council – alternate (Fall 2024 – Spring 2026)
- Graduate School Summer Fellowship Proposal Reviewer (Spring 2025)

Central Connecticut State University

- University Institutional Review Board: committee alternate (Fall 2020 – Spring 2022)
- University Curriculum Committee (Fall 2021 – Spring 2022)
- University Information Technology Committee (Fall 2021 – Spring 2022)
- University Graduate Studies Committee: committee alternate (Fall 2021 – Spring 2022)
- University Equity Justice and Inclusion Committee (Fall 2021 – Spring 2022): Chair of Policies Subcommittee (Fall, 2021 – Spring 2022)

COLLEGE OF EDUCATION SERVICE

Cato College of Education at University of North Carolina at Charlotte

- Cato College of Education Research Advisory Committee (Spring 2026 – current)
- Cato College of Education Faculty Council (Fall 2025 – current)
    - Secretary of CCOED Faculty Council (Fall 2026 - current)

- Cato College Promotion and Tenure Revisions Taskforce (Fall 2025 – current)
- Teaching Award Committee (Spring 2024 – Spring 2026)
- Co-Program Coordinator for the Literacy Research Policy and Practice concentration within the Curriculum & Instruction PhD program (Spring 2025 – current)

School of Education and Professional Students (SEPS) at Central Connecticut State University

- Center of Excellence in Social & Emotional Learning Committee (Spring 2020 – Spring 2022)
- Central Teacher Education Network (Fall 2020 – Spring 2021); committee alternate (Fall 2021 – Spring 2022)
- District Partners' Advisory Board (Spring 2021 – Spring 2022)
- School of Education and Professional Programs Curriculum subcommittee: secretary of subcommittee (Fall 2021 – Spring 2022)

DEPARTMENT SERVICE

University of North Carolina at Charlotte: Department of Reading and Elementary Education

- Collaborate with colleagues to engage in a program evaluation of the Niner University Elementary cohort as it relates to the experiences of traditional, on-campus courses with a field experience component (Fall 2022 – Spring 2025)

Central Connecticut State University: Department of Special Education and Interventions

- Facilitate Capstone workflow within the department in collaboration with the department chair (Spring 2020 – Spring 2022)
- IRB Certified Education Instructor – approves Capstone projects according to IRB process within the department across three class sections (Fall 2020 – Spring 2022)
- Hiring Search Committee (Spring 2020 – Fall 2021)
- Professional Program course shell support for facilitating virtual interviews (Fall 2020 – Spring 2022)

UNIVERSITY TEACHING

* Indicates hybrid course (online and in-person sessions)
** Indicates online course

Instructor

University of North Carolina at Charlotte

- **READ 6260/EDCI 8256 (cross-listed course): Assessment and Intervention in Literacy (Spring 2026)
- READ 4161: Assessment, Design, and Implementation of Classroom Reading Instruction (Fall 2025, Fall 2026)
- READ 3224: Teaching Foundational Literacy (Fall 2022, Spring 2023, Spring 2024, Fall 2024, Spring 2025)
- **READ 5111: Essentials of Literacy Instruction (Fall 2022, Spring 2023, Spring 2024, Summer 2024, Fall 2024, Spring 2025, Summer 2025)
- Student Advising and Support
    - Honors Program Student Advisor: Spring 2025 - current

- Doctoral Student Portfolio Committee Member (Graduate School Designee): Spring 2025 – current
- Doctoral Student Dissertation Committee Member: Fall 2024 – current
- Communications Consultant Faculty : Fall 20254 – Spring 2025
- Office of Undergraduate Research Faculty Mentor – Summer 2025

Central Connecticut State University, New Britain, CT

- * SPED 515: Assessments in Special Education (Fall 2019, Spring 2020, Fall 2020, Spring 2021)
- * SPED 517: Reading Methods for Students with Disabilities (Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022)
- ** SPED 596: Capstone Intervention Project I (Fall 2019, Fall 2020, Fall 2021, Summer 2022)
- ** SPED 597: Capstone Intervention Project (Spring 2020, Spring 2021, Spring 2022, Summer 2022)
- * SPED 592: Effective Leadership for Equitable and Inclusive Schools (Summer 2021, Summer 2022)
- SPED 315: Introduction to Educating Learners with Exceptionalities (Spring 2022)
- SPED 598: Research in Special Education (Summer, 2022)

University of Texas at Austin, Austin, TX

- SED 372: Assessments in Special Education (Fall 2018)

Texas State University, San Marcos, TX

- SPED 5360: Survey of Exceptionalities (Summer 2019)
- SPED 4345: Teaching Language Arts to Students with Disabilities (Summer 2018)

Graduate Teaching Assistant

University of Texas at Austin, Austin, TX

- ALD 322: Individual Differences (Spring 2018)

Invited Lectures

University of Texas at Austin, Austin, TX

- ALD 322: Individual Differences, *Learning disabilities: Identification, characteristics, and instructional strategies (*Fall 2016, Spring 2017, Fall 2017)

OTHER TEACHING AND EDUCATIONAL EXPERIENCE

2012-2015 **Secondary Special Education Teacher, Sycamore Canyon Middle School (6-8), Newbury Park, CA**

- Served as special education lead teacher
- Collaborated with general education teachers to facilitate inclusion
- Taught English language arts and mathematics to students in grades 6 -8

2011-2012 **Secondary Special Education Teacher, Thousand Oaks High School (9-12), Thousand Oaks, CA**

- Served as coordinator/teacher for students with emotional and behavioral disorders
- Collaborated with general education teachers to facilitate inclusion

- Taught English language arts, mathematics, science, and social studies to students in grades 9-12

2010-2011 **Secondary Special Education Teacher, Sycamore Canyon Middle School (6-8), Newbury Park, CA**
- Collaborated with general education teachers to facilitate inclusion
- Taught English language arts, mathematics, science, and social studies to students in grades 6 -8

OTHER RESEARCH EXPERIENCE

2018-2019 **Project Director**, Meadows Center for Preventing Educational Risk, Austin TX; Strategies to Read Information texts and Vocabulary Effectively (STRIVE)
- Facilitate the implementation of all aspects of the research plan including research design decisions for the randomized control trial, data collection, database building, observation coding, and reporting results
- Collaborate with principal investigator and research team to develop intervention materials
- Provide professional development and ongoing coaching to participating teachers

2015-2018 **Graduate Research Assistant**, Meadows Center for Preventing Educational Risk, Austin, TX; Strategies to Read Information Texts and Vocabulary Effectively (STRIVE)
- Collaborated with principal investigator and research team to develop intervention materials
- Provided professional development to teacher participants
- Collaborated with participating districts and teacher participants to ensure intervention implementation

EDUCATION AWARDS

2025 Cato College of Education Excellence in Research Award

2021 Honor Roll Faculty Award
Central Connecticut State University

2020 Graduate Capstone Advisor of the Year for the 2019-2020 Academic Year
Central Connecticut State University

2015-2019 Office of Special Education Programming Doctoral Fellowship
University of Texas at Austin

PROFESSIONAL MEMBERSHIP

- Council for Exceptional Children
- Council for Exceptional Children: Division for Research
- Council for Exceptional Children: Teacher Education Division

OTHER PROFESSIONAL AFFILIATIONS

- Special Education Research Accelerator (SERA) Research Partner

CERTIFICATIONS AND OTHER TRAININGS

- California Licensure, Education Specialist (K-12)

- Completion of Language Essentials for Teachers of Reading and Spelling (LETRS) training

RESEARCH INTERESTS

Reading instruction for students with behaviors that interfere with learning, effective reading interventions for students with inattention, reading instruction utilizing informational text, the impact of teacher professional development on student reading outcomes, the connection between research and practice