

## **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**

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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**

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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**

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**Stewart, A. A.**, Pilonieta, P., Washburn, E. K., & Fitzgerald, M. S. (Principal Investigator). (2026-2027; under review). *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; under review). *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).

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## **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.

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## **PEER-REVIEWED PUBLICATIONS**

- 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 Disabilities Quarterly*. Advance online publication. <https://doi.org/10.1177/07319487251318352>
- Filderman, M. J., **Stewart, A. A.**, Cramer, A., Hughes Berheim, S., Swanson, E. (2024). Intensification of a Reading Comprehension Intervention using Student Data: A Pilot Study. *Remedial and Special Education*. Advance online publication. <https://doi.org/10.1177/07419325241249767>
- Stevens, E. A., **Stewart, A. A.**, Lee, Y. R., Swanson, E.A., & Vaughn, S. V. (2024). Effects of I STRIVE on students with inattentive behaviors. *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>
- 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).
- 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>
- Stewart, A. A.**, & Swanson, E. A. (2022). Supporting reading comprehension for students with inattention. *TEACHING Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00400599221087434>
- 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. doi: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. doi:10.1007/s11145-017-9743-3

### Under Review

Swanson, E., & **Stewart, A.A.** (2025). *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.

Filderman, M. J., Barnard-Brak, L, **Stewart, A. A.**, & Cramer, A. (2025). *Progress monitoring of reading comprehension: Comparing the accuracy of content-specific and general outcome measurements*. [Manuscript in review]. Department of Special Education, University of Alabama.

### In Preparation

Pilonieta, P., **Stewart, A. A.**, & Washburn E. K. (2025). What should small group instruction look like? [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

Pilonieta, P., Washburn, E. K., & **Stewart, A. A.** (2025). Small group instruction in 44 classrooms: A descriptive analysis. [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

**Stewart, A. A.**, Pilonieta, P., & Washburn, E. K. (2025). An analysis of comprehension instruction during small group lessons. [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

**Stewart, A. A.**, Washburn, E. K., & Pilonieta, P. (2025). Tenants of professional development and its sustainability. [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

Washburn, E. K., Pilonieta, P., **Stewart, A. A.** (2025). 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.

Washburn, E. K., **Stewart, A. A.**, Pilonieta, P. (2025). The relationship between professional development, teachers' knowledge, and teachers' practice. [Manuscript in preparation]. Department of Reading and Elementary Education, University of North Carolina at Charlotte.

**Stewart, A. A.**, Whitbread, K., Bengtson, M., Sirois, J., Nicoll-Senft, J. (2024). *Investigating Reading Comprehension Instruction for Students with Intellectual Disabilities*. [Manuscript in preparation]. Department of Special Education and Interventions, Central Connecticut State University.

**Stewart, A. A.**, Whitbread, K., Bengtson, M., Sirois, J., Nicoll-Senft, J. (2024). *Reading Comprehension Instruction for Students with Intellectual Disabilities*. [Manuscript in preparation]. Department of Special Education and Interventions, Central Connecticut State University.

**Stewart, A. A.**, Filderman, M. J., DeFilio, K. M., Sitaro, L. A. (2024). *Investigating teacher knowledge and preparedness of implementing evidence-based reading instruction across content areas for students with inattention*. [Manuscript in preparation]. Department of Special Education and Interventions, Central Connecticut State University.

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#### **INVITED TEXTBOOK CHAPTERS**

Washburn, E.K., Pilonieta, P., **Stewart, A. A.** (accepted). 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

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#### **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 Carolina 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 Carolina 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**

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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 accepted]. 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 accepted]. 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 4<sup>th</sup> 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 Practitioner Presentations, In-services, and Workshops**



- 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.** (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

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#### **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*: 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*: 2023
- *Reading and Writing*: 2025
- *Reading & Writing Quarterly: Overcoming Learning Difficulties*: 2025, 2022
- *Remedial and Special Education*: 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

#### **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**

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- 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**

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- 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 (Co-Director) – Helped facilitate summer reading camp at Niner University Elementary school with students in Grades K-5; developed instructional materials, trained reading tutors, administered assessments, and supported instruction (Summer 2024, Summer 2025)

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

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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**

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Cato College of Education at University of North Carolina at Charlotte

- Teaching Award Committee (Spring 2024 - Spring 2026)
- Co-Program Coordinator for the Literacy Research Policy and Practice concentration within the Curriculum & Instruction PhD program

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**

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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**

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

\*\* Indicates online course

### **Instructor**

University of North Carolina at Charlotte

- READ 4161: Assessment, Design, and Implementation of Classroom Reading Instruction (Fall 2025)
- 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)
- 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 2025 – 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**

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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**

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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**

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|-----------|---|
| 2021      | Honor Roll Faculty Award<br>Central Connecticut State University  |
| 2020      | Graduate Capstone Advisor of the Year for the 2019-2020 Academic Year<br>Central Connecticut State University |
| 2015-2019 | Office of Special Education Programming Doctoral Fellowship<br>University of Texas at Austin                  |

## **PROFESSIONAL MEMBERSHIP**

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

## **OTHER PROFESSIONAL AFFILIATIONS**

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- Special Education Research Accelerator (SERA) Research Partner

## **CERTIFICATIONS AND OTHER TRAININGS**

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- California Licensure, Education Specialist (K-12)
- Completion of Language Essentials for Teachers of Reading and Spelling (LETRS) training

## **RESEARCH INTERESTS**

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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