

Curriculum Vita

Susan Chambers Cantrell

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ACADEMIC BACKGROUND

Ed.D. University of Kentucky, College of Education, Lexington, KY,
Instruction & Administration, (Reading Emphasis)
M.A. Georgetown College, Georgetown, KY,
Elementary Education
B.A. University of Kentucky, College of Education, Lexington, KY,
Early Elementary Education, High Distinction

PROFESSIONAL EXPERIENCE

2003-present University of Kentucky, College of Education, Department of Curriculum and
Instruction (Current Rank: Professor)
2015-2016 Interim Chair, Department of Curriculum and Instruction
2003-2015 Collaborative Center for Literacy Development, University of Kentucky
(2003-2008: Executive Director, 2008-2015: Director of Research)
1999-2003 Georgetown College, Georgetown, KY
(1999-2001: Visiting Assistant Professor, 2001-2003: Assistant Professor)
1997-1999 Assistant Professor, Northern Kentucky University, Highland Heights, KY
1995-1997 Graduate Assistant, University of Kentucky, College of Education
(1995-1997: Research Assistant, Institute on Education Reform; 1996-1997:
Teaching Assistant, Literacy Intervention Clinic)
1990-1995 Teacher, Clark County Schools, Winchester, KY
(1990-1992: Chapter 1 Reading, 1992-1995: Primary grades teacher)

ADMINISTRATIVE EXPERIENCE

2015-2016 Interim Chair, Department of Curriculum and Instruction
2003-2015 Collaborative Center for Literacy Development, University of
Kentucky(2003-2008: Executive Director, 2008-2015: Director
of Research)

ADDITIONAL LEADERSHIP EXPERIENCE (Recent)

- UK's Office of Transdisciplinary Educational approaches to Advance Kentucky (TEK),
Director, 2023-present
- UK Quality Enhancement Plan, Co-chair (Appointed), 2022-present
- Search Committee, UK Provost (Appointed), 2022
- University Senate Council (Elected), 2019-2022
- Principal Investigator, Project Director Project PLACE, 2017-2023

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- Principal Investigator, Project Director Project ExCEL, 2021-present
 - Chair, College of Education Faculty Council (Elected), 2018-2020
 - Chair, Senate Research and Graduate Education Committee (Appointed), 2019, 2020
 - Search Committee, Associate Provost for Graduate Education & Dean of Martin School of Public Policy (Appointed), 2020-2021
 - UNITE Research Priority Area Advisory Committee (Appointed), 2020-present
 - UK-VPR Research Advisory Group (Appointed), 2020
 - UK Resumption of Research Committee (Appointed), 2020

PROFESSIONAL DEVELOPMENT EXPERIENCES

SACSCOC Annual Conference, 2022

SACSCOC Summer Conference, 2022

Bluegrass Education Consortium Academic Leadership Academy, 2020

University of Kentucky Chair's Academy, 2015-2016

College of Education Online Design Bootcamp and Quality Matters Training, Summer 2017

HONORS & AWARDS

University Research Professor, University of Kentucky, 2022

Outstanding Book Award—Honorable Mention, Society for Education Professors, 2022

Teacher Who Made a Difference Award, University of Kentucky, 2017

Cynthia L. Peterson Outstanding Article Award, *Journal of College Reading and Learning*, College Reading and Learning Association, 2014

Wethington Research Award, University of Kentucky, 2004-present (each consecutive year)

Kentucky Colonel, 2010

Phi Delta Kappa Outstanding Dissertation Award Finalist, 1998

PROFESSIONAL PUBLICATIONS

JOURNAL ARTICLES

Cantrell, S. C., Perry, K. H., & Manion, B. (in press). I'm pretty sure we did every idea": Teachers' experiences with external coaches and their relation to transformative learning. *Teacher Development*.

Cantrell, S. C., Sampson, S. O., Perry, K. H., & Robersshaw, K. (2022). The impact of professional development on inservice teachers' culturally responsive practices and students' reading achievement. *Literacy Research and Instruction*, 1-27.

Gunn, A. A., Bennett, S. V., Alley, K. M., Barrera IV, E. S., Cantrell, S. C., Moore, L., & Welsh, J. L. (2021). Revisiting culturally responsive teaching practices for early childhood preservice teachers. *Journal of Early Childhood Teacher Education*, 42(3), 265-280.

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- Cantrell, S. C. & Rintamaa, M. (2019). Literacy intervention in rural high schools: The nature of reading engagement. *Reading and Writing Quarterly*, 36(4), 297-319.
- Howell, P., Cantrell, S. C., & Rintamaa, M. (2019). Setting the stage for action: Teaching social justice in the middle school classroom. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 92(6), 185-192.
- Malo-Juvera, V., Correll, P., & Cantrell, S. (2018). A mixed methods investigation of teachers' self-efficacy for culturally responsive instruction. *Teaching and Teacher Education*, 74, 146-156.
- Cantrell, S. C., Rintamaa, M., Anderman, E., & Anderman, L. (2018). Rural students' reading motivation, achievement, and behavior across the transition to high school. *Journal of Educational Research*, 111, 417-428.
- Powell, R., Cantrell, S. C., & Correll, P. (2017). Power and agency in a high poverty elementary school: How teachers experienced a scripted reading program. *Journal of Language and Literacy Education*, 13(1), 93-124.
- Cantrell, S.C., Pennington, J., Rintamaa, M., Osborne, M., Parker, C., & Rudd, M. (2017). Supplemental literacy instruction in high school: What students say matters for reading engagement. *Reading and Writing Quarterly*, 33(1), 54-70.
- Powell, R., Cantrell, S. C., Malo-Juvera, V., & Correll, P.* (2016). Operationalizing culturally responsive instruction: Preliminary findings of CRIOP research. *Teacher's College Record*, 118(1), 1-46.
- Cantrell, S. C., Almasi, J.F., Rintamaa, M., & Carter, J. C. (2016). Supplemental reading strategy instruction for adolescents: A randomized trial and follow-up study. *Journal of Educational Research*, 109(1), 7-26.
- Cantrell, S. C., Madden, A*., Rintamaa, M., Almasi, J. F., & Carter, J. C. (2015). The development of literacy coaches' efficacy beliefs in a dual-role position. *Journal of School Leadership*, 25(4), 562-591.
- Cantrell, S. C., Almasi, J.F., Rintamaa, M., Carter, J. C., Pennington, J. G.*, & Buckman, M.*(2014). The impact of supplemental instruction on low-achieving adolescents' reading engagement. *Journal of Educational Research*, 107, 36-58.
- Cantrell, S. C., Powers, S. W., Roth, N. P.* (2013). Intensive instruction in reading components: A comparison of instructional focus in two early reading programs. *Research in the Schools*, 20(1), 23-28.

* denotes publication or presentation with student(s)

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- Powell, R., Cantrell, S. C., & Rightmyer, E. (2013). Teaching and reaching all students: An instructional model for closing the gap. *The Middle School Journal*, 44, 22-30.
- Cantrell, S. C., Almasi, J. F., Carter, J. C, and Rintamaa, M. (2013). Reading intervention in middle and high schools: Implementation fidelity, teacher efficacy, and student achievement. *Reading Psychology*, 34 (1), 26-58.
- Cantrell, S. C., Correll, P*., Clouse, P*., Creech, K*., Bridges, S*., Owens, D*. (2013). Patterns of self-efficacy among students in developmental reading. *Journal of College Reading and Learning*, 44, 8-34. *awarded the Cynthia L. Peterson Outstanding Article Award from the College Reading and Learning Association.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A*. (2010). The impact of a strategy-based reading intervention on the comprehension and strategy use of struggling adolescent readers. *Journal of Educational Psychology*. 102, 257–280.
- Cantrell, S. C., Burns, L., & Callaway, P.* (2009). Middle and high school content area teachers' perceptions about literacy teaching and learning. *Literacy Research and Instruction*, 48, 76-94.
- Cantrell, S. C. & Carter, J. C. (2009). Relationships among learner characteristics and adolescents' perceptions of reading strategy use. *Reading Psychology*, 30, 195-224.
- Cantrell, S. C. & Hughes, H. K. (2008). Teacher efficacy and content literacy implementation: An exploration of the effects of extended professional development with coaching, *Journal of Literacy Research*, 40, 95-127.
- Cantrell, S. C. & Callaway, P.* (2008). High and low implementers of content literacy instruction: Portraits of teacher efficacy. *Teaching and Teacher Education*, 24, 1739-1750.
- Cantrell, S. C. & Awbrey, A. (Spring, 2008). Content literacy teaching and learning: An approach for middle and high school teachers. *Kentucky Reading Journal*, 1, 5-11. (Invited)
- Cantrell, S. C. (2004). Early reading intervention: Lessons learned from Kentucky's Early Reading Incentive Grant program. *Kentucky Reading Journal*, 1, 19-26.
- Cantrell, S. C. (2002). Promoting talk: A framework for reading discussions in teacher education courses. *Journal of Adolescent and Adult Literacy*, 45, 642-651.
- Powell, R., Cantrell, S., & Adams, S. (2001). Saving Black Mountain: The promise of critical literacy in a multicultural democracy. *The Reading Teacher*, 54, 772-781
* Reprinted in G. Moss (Ed.) *Critical reading in the content areas* (pp. 12-19). Dubuque, IA: McGraw-Hill/Duskin.

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- Cantrell, S. C. (1999). The effects of literacy instruction on primary students' reading and writing achievement. *Reading Research and Instruction, 39*, 3-26.
- Cantrell, S. C. (1999). Effective teaching and literacy learning: A look inside primary classrooms. *The Reading Teacher, 52*, 370-378.
- Smith, L., Cantrell, S., Goetz, P. (1998). Genre specific peer conferencing: Helping students and parents better understand writing. *Kentucky Reading Journal, 1*, 26-31.
- Bridge, C., Compton-Hall, M., & Cantrell, S. (1997). Classroom writing practices revisited: The effects of statewide reform on writing instruction. *Elementary School Journal, 98*, 151-169.
- Cantrell, S. C., Pappas, C., & Lindle, J. (1997, Spring). Preliminary findings on writing and reading instruction in elementary schools: Results from the first year of a five-year multiple-case study. *Kentucky Reading Journal, 1*, 26-28. (Invited)

BOOK REVIEWS

- Cantrell, S. C. (2021). Review of *Building, Maintaining, and Repairing Relationships: This Room of Earth and Sky*, by Jerry Worley and Logan Roshell. *Teachers College Record*, Date Published: March 01, 2021 <https://www.tcrecord.org> ID Number: 23617, Date Accessed: 3/19/2021 7:05:53 PM

EDITED BOOKS

- Cantrell, S. C., Walker-Dalhouse, D., & Lazar, A. (2022). *Culturally sustaining literacy pedagogies: Honoring students' heritages, literacies, and languages*. Teachers College Press.
- Powell, R. & Cantrell, S. C. (2021). *A Framework for Culturally Responsive Practices: Implementing the CRIOP Model in K-8 Classrooms*. Myers Education Press. (Society for Education Professors Outstanding Book Award—Honorable Mention, 2022)

BOOK CHAPTERS

- Perry, K. P., Cantrell, S.C., Saberimogghadam, S. & Manion, B. (in press). Listening to, linking with, and learning from families: Professional development for culturally responsive relationships with parents and caregivers. In Lee, V. & Lewis, K. Eds. *Advancing Culturally Responsive and Socially Just Approaches to Multilingual Family - School Partnerships*.
- Cantrell, S. C., Walker-Dalhouse, D. & Lazar, A. (2022). Enacting culturally sustaining literacy practices: Toward more socially just teaching. In Cantrell, S. C., Walker-Dalhouse, D. & Lazar, A. Eds. *Culturally sustaining pedagogies: Honoring students' heritages, literacies, and languages* (pp. 159-170). Teachers College Press.

- Lazar, A., Cantrell, S. C. & Walker-Dalhouse, D. (2022). Culturally sustaining literacy pedagogy: From relevance to permanence. In Cantrell, S. C., Walker-Dalhouse, D. & Lazar, A. Eds. *Culturally sustaining literacy pedagogies: Honoring students' heritages, literacies, and languages* (pp. 1-17). Teachers College Press.
- Powell, R. & Cantrell, S. C. (2021). Introduction. In Powell, R. & Cantrell, S. C. (Eds.) *A Framework for Culturally Responsive Practices: Implementing the CRIOP Model in K-8 Classrooms*. Myers Education Press.
- Cantrell, S. C. & Wheeler, T. (2021). Culturally and linguistically responsive instructional practices. In Powell, R. & Cantrell, S. C. (Eds.) *A Framework for Culturally Responsive Practices: Implementing the CRIOP Model in K-8 Classrooms*. Myers Education Press.
- Cantrell, S. C., Almasi, J. F., & Rintamaa, M. (2017). Improving adolescents' reading comprehension and engagement through strategy-based interventions. In Mokhtari, K. (Ed.) *Improving reading comprehension through metacognitive reading strategies instruction*, (pp. 131-151). Lanham, MD: Rowman & Littlefield Publishers.
- Powell, R., Cantrell, S. C., & Correll, P. (2016). "How are we going to be testing that?": Challenges to implementing culturally responsive literacy instruction. In P. G. Schmidt & A. Lazar (Eds.), *Reconceptualizing literacy in the new age of multiculturalism and pluralism (2nd ed.)* (pp. 425-446). Charlotte, NC: Information Age Publishing.
- Cantrell, S. C. & Wheeler, T. (2011). Pedagogy/instruction: Beyond "best practices". In Powell, R. & Rightmyer, E. (Eds.), *Literacy for all students: An instructional framework for closing the gap* (pp. 152-189). New York: Routledge.

TECHNICAL REPORTS

- Cantrell, S. C., Malo-Juvera, V., Cornelius, C., & Davis, J. (2017). *Evaluation of CRIOP professional development 2016-2017*. Report prepared for the U.S. Department of Education Office of English Language Acquisition, Washington, D. C.
- Cantrell, S. C., Malo-Juvera, V., Cornelius, C., & Davis, J. (2016). *Evaluation of CRIOP professional development 2015-2016*. Report prepared for the U.S. Department of Education Office of English Language Acquisition, Washington, D. C.
- Cantrell, S. C., Correll, P.*, Malo-Juvera, V., Cornelius, C.*, & Ivanyuk, L.* (2015). *Evaluation of CRIOP professional development 2014-2015*. Report prepared for the U.S. Department of Education, Office of English Language Acquisition, Washington, D. C.
- Xiaoliang Q.*, Cantrell, S. C. (2014). *Observing Standards in Action: An analysis of Kentucky Adult Education program leaders' instructional observations and perceptions*. Report prepared for Kentucky Council on Postsecondary Education, Frankfort, KY.

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- Cantrell, S. C., Correll, P.* , Malo-Juvera, V., & Ivanyuk, L.* (2014). *Evaluation of CRIOP professional development, 2013-2014*. Report prepared for the U.S. Department of Education Office of English Language Acquisition, Washington, D. C.
- Cantrell, S. C., Murphy, M.* , Davis, J., Cunningham, J., Sun, L.* , & Xiaoliang, Q.* (2014). *Evaluation of Kentucky's Read to Achieve program: 2013-2014*. Report prepared for the Kentucky Department of Education, Frankfort, KY.
<http://www.kentuckyliteracy.org/research>
- Cantrell, S. C., Correll, P.* , & Malo-Juvera, V. (2013). *Evaluation of CRIOP professional development, 2012-2013*. Report prepared for the U.S. Department of Education, Office of English Language Acquisition, Washington, D.C.
- Cantrell, S. C., Murphy, M.* , Cunningham, J., & Davis, J. (2013). *Evaluation of Kentucky's Read to Achieve program: 2012-2013*. Report prepared for the Kentucky Department of Education. Frankfort, KY. <http://www.kentuckyliteracy.org/research>
- Cantrell, S. C., Rintamaa, M., Murphy, M. A.* , Cunningham, J. (2012). *Evaluation of Kentucky's Read to Achieve program: 2011-2012*. Report prepared for the Kentucky Department of Education, Frankfort, KY. <http://www.kentuckyliteracy.org/research>
- Cantrell, S. C., Rintamaa, M., Sun, L.* , Carter, J., Pennington, J. & Zigler, W.* (2012). *Striving Readers Cohort 2 evaluation report: Kentucky Department of Education*. Report prepared for the U. S .Department of Education, Washington, D. C.
- Cantrell, S. C., Almasi, J. F., Carter, J. C. & Rintamaa, M. (2011). *Striving Readers evaluation report: Danville, KY, Addendum*. Research report prepared for the U. S. Department of Education, Washington, D. C.
- Cantrell, S. C., Carter, J. C., & Rintamaa, M. (2011). *Striving Readers Cohort 2: Kentucky Department of Education evaluation report*. Research report prepared for the U. S. Department of Education, Office of Elementary and Secondary Education, Washington, D. C.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (2010). *Striving Readers final evaluation report: Danville, KY*. Washington, D. C.: U.S. Department of Education, Office of Elementary and Secondary Education.
<http://www2.ed.gov/programs/strivingreaders/performance.html>
- Cantrell, S. C., Almasi, J. F., Carter, J. C. & Rintamaa, M. (2010). *Striving Readers evaluation report: Danville, KY, Years 1 through 3*. Research report prepared for the U. S. Department of Education, Washington, D. C.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (2008). *Striving Readers Years 1 & 2*
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evaluation report, Danville, KY. Research report prepared for the U.S. Department of Education/Institute for Education Sciences, Washington, D.C.

Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (2008). *Kentucky Striving Readers: Year One Preliminary Impact Memo.* Research report prepared for the U. S. Department of Education/Institute for Education Sciences, Washington, D. C.

Rightmyer, E. C., Cantrell, S. C., Carter, J. C., Greenwalt, Y., Roth, N. P., Aiello, R.E. *, & Johnson, S. E.* (2008). *Evaluation of student achievement in Kentucky's Read to Achieve Program.* Research report prepared for Governor Steve Beshear, the Kentucky General Assembly, and the Kentucky Board of Education.

Rightmyer, E. C. & Cantrell, S. C. (2007). *Evaluation of One-to-One: Practicing Reading with Students.* Research report commissioned by the Partnership for Successful Schools, Lexington, KY.

Cantrell, S. C., Rightmyer, E., Carter, J., & Powers, S. (2006). *Evaluation of Kentucky's Read to Achieve program.* Report submitted to Governor Ernie Fletcher, Kentucky General Assembly, and Kentucky Board of Education.

Cantrell, S. C., Hughes, J., & Carter, J. (2006). *Expanding content literacy in middle and high school classrooms.* A report of research submitted to Kentucky's Council on Postsecondary Education.

Cantrell, S. C., Hughes, H., & Carter, J. (2005). *Content Literacy Professional Development: An Intensive Program for Middle and High School Teachers.* A report of research submitted to the Kentucky Council on Postsecondary Education.

Carter, K., Cantrell, S. C., & Garber, D. (1999). *Administrators' perceptions of Northern Kentucky University graduates and their views about employment issues.* A report of research conducted for Northern Kentucky University's School of Education.

Winograd, P., Petrosko, J., Compton-Hall, M., & Cantrell, S. C. (1997). *The effects of KERA on Kentucky's elementary schools: Year one of a proposed five-year study.* A report of research conducted by the University of Kentucky/University of Louisville Joint Center for the Study of Educational Policy for the Kentucky Institute for Education Research, Frankfort, KY.

RESEARCH TOOLS

Powell, R., Cantrell, S. C., & Correll, P. (2017). *Culturally responsive instruction observation protocol (CRIOP): A training manual (2nd edition).*

Correll, P., Powell, R., & Cantrell, S. C. (2014). *Culturally responsive instruction observation protocol (CRIOP): A training manual.*

NATIONAL PRESENTATIONS

- Cantrell, S. C., Perry, K. P., Sampson, S. O. (April, 2023). *The impact of professional development on teachers' beliefs and practices*. Poster presentation at the annual OELA National Professional Development Program Director's Meeting, Arlington, VA.
- Cantrell, S. C. & Perry, K. P. (December, 2022). *Lessons learned from four National Professional Development grant projects*. Part of an alternative format session at the annual meeting of the Literacy Research Association, Phoenix, AZ.
- Cantrell, S. C., & Sampson, S. O. (April, 2022). *The Culturally Responsive Instruction Observation Protocol*. Classroom Observation SIG Business Meeting: Featuring a Panel Focused on Equity and Classroom Observations. (Invited).
- Cantrell, S. C., Perry, K., Sampson, S. & Robershaw, K. (April 2022). *Project PLACE: The Impact of Professional Development on Teachers' Practices and Students' Reading Achievement*. Poster presentation at the OELA National Professional Development conference, Arlington, VA.
- Cantrell, S. C., Perry, K. H. & Manion, B*. (December, 2021). *Lessons learned from listening to teachers reflect on their experiences with external coaches*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.
- Saberimoghaddam, S.*, Perry, K. H., & Cantrell, S. C. (December, 2021). *The influence of teachers' beliefs and self-awareness on implementing family and community collaboration*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.
- Cantrell, S. C., Perry, K., & Sampson, S. (April, 2021). *Teachers' Perceptions of Culturally Responsive Practices in the Context of Professional Development*. Paper accepted for the annual meeting of the American Educational Research Association conference, virtual.
- Sampson, S., Robershaw, K., & Cantrell, S. C., (April 2021). *Building a Culturally Responsive Instruction Scale from an Observation Protocol (CRIOP)*. Paper accepted for the annual meeting of the American Educational Research Association conference, virtual.
- Cantrell, S. C., Sampson, S., Perry, K., & Robershaw, K. (December, 2020). *The Impact of a Coaching-Based Professional Development on Teachers and Students*. Paper presented at the annual meeting of the Literacy Research Association Conference, virtual.
- Rintamaa, M. & Cantrell, S.C. (October, 2020). *Classroom relationships: What do they look like and why are they important?* Paper presented at the annual meeting of the Association of Middle Level Educators, virtual.

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- Sampson, S., Robersshaw, K., & Cantrell, S. C. (April 2020). *A Simple and Instructive Approach to Examining Interrater Reliability*, American Educational Research Association, canceled.
- Cantrell, S.C., Perry, K., & Sampson, S. (December, 2019) *Teachers' Efficacy for and Implementation of Culturally and Linguistically Responsive Practices*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Gunn, A. M., Bennett, S., Alley, K. M., Cantrell, S. C., & Smith, P. (December, 2019). *Navigating the job search*. Alternative format session at the annual meeting of the Literacy Research Association, Tampa, FL.
- Cantrell, S. C., Graham, A., & Manion, B. (October, 2019). *Strategies for culturally responsive instruction in the content areas*. Paper presented at the annual meeting of the Association of Middle Level Educators, Nashville, KY.
- Correll, P, Malo-Juvera, V., Cantrell, S. C., & Powell, R. (April, 2019). *I see more improvement in their learning: An investigation of culturally responsive instruction and English Learners*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Cantrell, S. C. & Correll, P. (December, 2018). *Family collaboration and professional learning: How teachers think, practice, and change*. Paper presented at the annual meeting of the Literacy Research Association, Palm Springs, CA.
- Howell, P., Rintamaa, M., & Cantrell, S.C. (October, 2018). *Culturally responsive instruction for middle level teacher candidates*. NAPOMLE Best Practice Session. Annual meeting of the Association of Middle Level Educators, Orlando, FL.
- Malo-Juvera, V., Cantrell, S.C., Correll, P., & Powell, R. (April, 2018). *The development and validation of the final version of the Culturally Responsive Instruction Observation Protocol*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Cantrell, S. C., Malo-Juvera, V., Powell, R., Correll, P., & Ivanyuk, L.* (December, 2017). *Culturally responsive instruction: An exploration of what matters most for student achievement*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Cantrell, S. C. & Rintamaa, M. (April, 2017). *Motivating literacy engagement: Teachers' beliefs and practices in a secondary intervention setting*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.
- Cantrell, S. C., Malo-Juvera, V., & Correll, P*, Powell, R., & Ivanyuk, L.* (December, 2016). *Moving in the right direction on the way to transformation: The impact of coaching-*
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- based professional learning on teachers' efficacy and practice with culturally responsive literacy instruction.* Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Cantrell, S. C. & Rintamaa, M. (December, 2016). *Barriers to implementing an engagement model of reading intervention in high school.* Roundtable presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Malo-Juvera, V., Correll, P.,* Cantrell, S. C. (April, 2016). *A mixed methods investigation of elementary teachers' self-efficacy for culturally responsive instruction.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Mallozzi, C., Cantrell, S. C, Rintamaa, M. (April, 2016). *Female struggling adolescent readers and hegemonic masculinities: A necessary focus.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.
- Mallozzi, C., Cantrell, S.C., Rintamaa, M. (December, 2015). *(Not) one of the boys: A female adolescent struggling reader negotiating hegemonic masculinities.* Paper presented at the annual meeting of the American Reading Forum, Sanibel, Florida.
- Cantrell, S., Rintamaa, M., Pennington, J. (December, 2014). *A qualitative investigation of reading engagement in the context of a high school supplemental intervention course.* Annual meeting of the American Educational Research Association, Marco Island, FL.
- Correll, P.*, Powell, R., Cantrell, S. C., & Malo-Juvera, V. (December 2014). *Teachers' perceptions and implementation of culturally responsive instruction.* Paper presented at the annual meeting of the Literacy Research Association Conference, Marco Island, FL.
- Cantrell, S.C., Rintamaa, M., Anderman, E.A., Anderman, L.H. (April, 2014). *Transition from middle school to high school: Rural adolescents' reading motivation and its prediction of achievement and behavior.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Powell, R., Cantrell, S. C., Malo-Juvera, V., & Correll, P.* (December, 2013). The intersection of beliefs and practices: Elementary teachers' self-efficacy, expectancies, and implementation of culturally responsive instruction. In S. Cantrell (Organizer) *Culturally Responsive Instruction Observation Protocol (CRIOP): A Framework for Design, Implementation, and Evaluation of Teacher Preparation and Development.* Symposium presented at the annual meeting of the Literacy Research Association, San Francisco, CA.
- Malo-Juvera, V., Powell, R., & Cantrell, S. C. (April, 2013). *Validation of the Culturally Responsive Instruction Observation Protocol.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cantrell, S. C., Rintamaa, M. & Carter, J. C. (December, 2012). *The impact of supplemental*
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- reading instruction on high school students' motivation, self-efficacy and achievement.* Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Powell, R. & Cantrell, S. C. (December, 2012). Assessing culturally responsive instruction. In E. McIntyre (Chair), *Perspectives on culturally responsive reading instruction*. Symposium presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Cantrell, S. C., Bridges, S.*, Clouse, J.*, Creech, K.*, Correll, P.*, & Owens, D.* (April, 2012). *College students' self-efficacy in developmental reading courses*. Poster session presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (December, 2011). *The impact of a strategy-based reading intervention on students' achievement, strategy use, and motivation: Results from one Striving Readers site*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Cantrell, S. C., Madden, A.* , Almasi, J. F., Carter, J. C., & Rintamaa, M. (April, 2011). *The development of teacher efficacy in a dual-role literacy coaching position*. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.
- Almasi, J. F., Cantrell, S. C., Carter, J. C., Rintamaa, M. & Grewe, J.* (December, 2010). *Variations in the strategic processing of expository text by proficient and struggling sixth grade readers over time*. Paper accepted for the annual meeting of the Literacy Research Association/National Reading Conference, Fort Worth, TX.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (December 2009). *The impact of intervention on adolescents' cognitive and affective reading development: Findings from one Striving Readers site*. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Almasi, J. F., Cantrell, S. C., Carter, J. C., & Rintamaa, M. (March, 2009). *Striving Readers: Results from Kentucky: Years one and two*. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (March, 2009). *Reading Intervention in middle and high schools: Relationships among teacher professional development, implementation fidelity, and student achievement*. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Almasi, J.F., Cantrell, S. C., Carter, J. C., & Rintamaa, M. (December, 2008). *Impacts of a Striving Readers whole-school intervention on middle and high school teachers' efficacy:*
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- year one findings*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Rightmyer, E. C., Cantrell, S. C., Powell, R., Powers, S., Cox, A., & Carter, Y. (December, 2008). Learning to measure culturally responsive instruction in early elementary classrooms. *National Reading Conference*, Orlando, FL.
- Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (April, 2008). *The impact of Striving Readers on the achievement, motivation, and strategy use of struggling adolescent readers*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Belcher, K., Overturf, B., Awbrey, A., Cantrell, S. C., & Almasi, J. F. (May, 2008). *Kentucky Striving Readers Year One*. Presentation at the annual meeting of the International Reading Association, Atlanta, GA.
- Cantrell, S. C., & Callaway, P. (December, 2007). *High and low implementers of content literacy instruction: Portraits of teacher efficacy*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Rightmyer, E. C. & Cantrell, S. C. (December, 2007). *Early reading intervention and the scarcity of culturally-responsive instruction*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Cantrell, S. C., Rightmyer, E., Carter, J., & Powers, S. (April, 2007). Reading intervention instruction and student achievement. In Cantrell, S. (Chair), *Large-scale reading intervention: A multi-lense look at one state's efforts*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Cantrell, S. C., Burns, L., & Callaway, P. (December, 2006). *Middle and high school content area teachers' beliefs about literacy teaching and learning*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.
- Cantrell, S. C., & Hughes, H. (April, 2006). *An exploration of teacher efficacy, collective teacher efficacy and innovation implementation in an intensive literacy professional development program*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Cantrell, S. C., Carter, J., & Hughes, H. (December, 2005). *The relationship between adolescents' self-reported strategy use and reading achievement*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Embry, J., Cantrell, S. C., Harmon, L, Kelly, D., & Lowe, K. (April, 2005). *Read to Achieve: Achievement of a state's plan for early intervention*. Presentation at the 2005 North

American Leadership Academy and Teacher Leader Institute, Washington, DC.

- Cantrell, S. C. (December, 2004). Introduction to the Kentucky Reading Project. In J. Almasi (Chair), *We're in this thing together: Collaborating to implement statewide change in literacy instruction*. Alternative format conducted at the annual meeting of the National Reading Conference, San Antonio, TX.
- Cantrell, S. C., & Pappas, C.A. (March, 2004). Reading professional development that promotes family involvement. In S. Yero (Chair), *Family literacy in the elementary school*. Symposium conducted at the National Center for Family Literacy's annual conference, Orlando, FL.
- Cantrell, S. C., Marcum, A., & Franks, T. (May, 2003). A kaleidoscope of reading practices: Integrated reading instruction at Arlington Elementary School, Lexington, KY. In Shake, M. & B. Binz (Chairs), *Teaching as a researching profession*. Special interest group presentation at the annual meeting of the International Reading Association, Orlando, FL.
- Smith, L., Cantrell, S. C., Razor, A., Dozier, S., Herald, P., & Heidelberg, D. (April, 2001). *Promoting family involvement in literacy: Parent nights and transition programs*. Micro-workshop conducted at the annual meeting of the International Reading Association in New Orleans, LA.
- Cantrell, S. C., Jones, D., Powers, S., McIntyre, E., Newsome, F. (December, 2000). A statewide bill supporting early literacy. In S. Powers (Chair), *Early reading interventions: The implementation and effects of several models*. Symposium conducted at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Cantrell, S. C., Page, P., Pappas, C., Shake, M., Smith, L. (December, 2000). *A state-wide literacy agenda: The Kentucky Reading Project*. Alternative session presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Cantrell, S. C. (April, 2000). CARDS: A reading discussion group strategy for graduate students. In D. Grisham (Chair), *Linking theory and practice through literature response circles in teacher education*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cantrell, S. C. & Willis, M. (December, 1999). The Kentucky Reading Project. In E. McIntyre (Chair), *Kentucky's Collaborative Center for Literacy Development*. Symposium presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Cantrell, S. C. (December, 1998). *They're not just for kids: Reading discussion groups in graduate literacy education classes*. Roundtable presented at the annual meeting of the National Reading Conference, Austin, TX.
- Cantrell, S. C. (December, 1997). The effects of Kentucky's primary school programs on

student achievement. In P. Winograd (Chair), *Reading, writing, and reform: More stories from Kentucky*. Symposium conducted at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Winograd, P., Petrosko, J. & Compton-Hall, M. & Cantrell, S. C. (April, 1997). The effects of Kentucky's statewide reform on elementary schools: The results of case studies of 24 selected schools. In R. Pankratz (Chair), *The effects of six years of state-mandated school reform in Kentucky*. Symposium presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Winograd, P., Bridge, C., Compton-Hall, M., & Cantrell, S. C. (December, 1996). *Is reform working? Examining the effects of systemic reform on students' growth in literacy*. Roundtable presented at the annual meeting of the National Reading Conference, Charleston, SC.

Bridge, C., Compton-Hall, M., & Cantrell, S. C. (December, 1995). Classroom writing practices revisited: The effects of statewide reform on classroom writing practices. In M Lipson (Chair), *Statewide writing assessments: Lessons from Kentucky, Indiana, and Vermont*. Symposium presented at the annual meeting of the National Reading Conference, New Orleans, LA.

STATE CONFERENCE PRESENTATIONS/PAPERS

Cantrell, S. C. & Correll, P. (2015). Culturally Responsive Instruction Observation Protocol: A Framework for Closing the Gap. Roundtable presentation at the College of Education/College of Agriculture Research Symposium on Diversity and Inclusiveness, Lexington, KY.

Parker, C., Osborne, M., Cantrell, S. C. & Rintamaa, M. (October, 2012). *Implementing effective literacy interventions for adolescents: Lessons from the Kentucky Cognitive Literacy Model (KCLM)*. Presentation at the annual meeting of the Kentucky Reading Association Conference, Lexington, KY.

Cantrell, S. C. (October, 2011). CCLD's research agenda: An overview. In S. Cantrell (Chair) *CCLD's research agenda: Study findings and implications for the field*. Symposium presented at the annual meeting of the Kentucky Reading Association Conference, Lexington, KY.

Cantrell, S. C. , Almasi, J. F., Carter, J. C., Rintamaa, M., Parker, C., Osborne, M., & Bronger, L. (October, 2011). Supplemental reading interventions for adolescents: Strategies and results from Striving Readers. Presentation at the annual meeting of the Kentucky Reading Association Conference, Lexington, KY.

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- Belcher, K., Bronger, L., Cantrell, S. C., Parker, C., & Rubin, C. (September, 2007). *Kentucky Striving Readers: Year One*. Presentation at the annual meeting of the Kentucky Reading Association, Lexington, KY.
- Rightmyer, E., Cantrell, S. C., Carter, J., & Powers, S. (September 2006). *Evaluation of Kentucky's Read to Achieve program*. Paper presented at the annual meeting of the Kentucky Reading Association, Louisville, KY.
- Awbrey, A., Maloney, C., & Cantrell, S. C. (March, 2006). Paper presented at the Kentucky Teaching and Learning Conference, Louisville, KY.
- Awbrey, A., Maloney, C., & Cantrell, S. C. (March, 2005). *Content literacy in Kentucky middle and high schools: Lessons learned*. Paper presented at the Kentucky Teaching and Learning Conference, Louisville, KY.
- Cantrell, S. C. (1999). *Effective literacy instruction in Kentucky's primary programs and beyond*. Invited paper presented at the Kentucky Association of Teachers of English/Language Arts, Louisville, KY.
- Smith, L., Cantrell, S. C., & Goetz, P. (1998). *Genre specific peer conferencing*. Paper presented at the annual meeting of the Kentucky Reading Association, Lexington, KY.
- Cantrell, S. C. (1997). *Student literacy learning in Kentucky's primary programs*. Paper presented at the annual meeting of the Kentucky Reading Association, Louisville, KY.
- Cantrell, M., Stein, P., & Cantrell, S. C. (1997). *Parent involvement in reading*. Paper presented at the annual meeting of the Kentucky Association of Early Childhood Educators, Louisville, KY.

RESEARCH TO PRACTICE: PRESENTATIONS TO POLICY MAKERS

- Cantrell, S. C. (June, 2010). *Kentucky Striving Readers: Insights from Years 1-3*. Presentation at the Striving Readers Spring Conference attended by First Lady Jane Beshear, State Education Commissioner Terry Holliday, U.S. Department of Education representative Dennis Bega, and Representative Tom Harmon.
- Cantrell, S. C., Awbrey, A., Overturf, B., & Bronger, L. (August, 2008). *Striving Readers*. Report to the Kentucky State Board of Education, Frankfort, KY.
- Cantrell, S. C. (April, 2008). *The Adolescent Literacy Coaching Project*. Report to the Kentucky State Board of Education, Frankfort, KY.
- Cantrell, S. C. (August, 2007). *The Kentucky Reading Project: Professional development for*

elementary teachers, Presentation to the Kentucky General Assembly Interim Joint Committee on Elementary and Secondary Education, Frankfort, KY.

Cantrell, S. C. (June, 2007). *Report on the Collaborative Center for Literacy Development*. Presentation to the Kentucky State Board of Education, Frankfort, KY.

Cantrell, S. C. (February, 2005). Intervention for the prevention of reading difficulties. Presentation to the Kentucky House of Representatives Education Committee, Frankfort KY.

Cantrell, S. C. (February, 2005). *Intervention for the prevention of reading difficulties: Second presentation*. Presentation to the Kentucky Senate Education Committee, Frankfort, KY.

Cantrell, S. C. (January, 2005). *Intervention for the prevention of reading difficulties*, Presentation to the Kentucky Senate Education Committee, Frankfort, KY.

Cantrell, S. C. (October, 2005). Report on Kentucky's Early Reading Incentive Grant Program, Presentation to the Kentucky State Board of Education, Frankfort, KY.

Cantrell, S. C. (October, 2003). Report on Kentucky's Early Reading Incentive Grant Program, Presentation to the Kentucky State Board of Education, Frankfort, KY.

Cantrell, S. C. (September, 2003). Annual report of the Collaborative Center for Literacy Development: Early Childhood through Adulthood. Presentation to the General Assembly's Legislative Subcommittee on Elementary and Secondary Education of the Interim Joint Committee on Education, Frankfort, KY.

FUNDED GRANTS

LRA More than a Conference: Culturally Sustaining Literacy Pedagogy, 2023-2024, Literacy Research Association, with R. Savitz, J. Paulick, D. Walker-Dalhouse, T. Ross, D. Lozano, S. Field, A. Lazar, S. Bennett, \$750

Project ExCEL: Expertise for Classroom Engagement through Literacy, 2021-2026, U.S. Department of Education, Office of English Language Acquisition (PR/AWARD NO. T365Z210014) Principal Investigator, \$3.2 million (With K. Perry, S. Sampson, S. Ke, N. Paul)

Qualcomm Wireless Reach: US Education Project, 2020-present, Qualcomm Incorporated, Co-Investigator, 175,733 (PI L. Young).

Project PLACE: Partnerships for Learning, Achievement and Classroom Engagement, 2017-2022, U.S. Department of Education, Office of English Language Acquisition (PR/AWARD NO. T365Z170121), Principal Investigator, \$2.7 million (with K. Perry, S. Sampson, & F. Bailey)

[Dept. of Modern & Classical Languages, College of Arts & Sciences])

Preparing Teachers for Urban Settings, 2016-2017, University of Kentucky Women in Philanthropy, \$37,000 (with R. Dawson, K. McCormick, C. Coleman, & L. Young)

Evaluation of Center for Culturally Responsive Pedagogy, 2012-2017, U. S. Department of Education Office of English Language Acquisition (PR/AWARD NO. T365Z120064), Grantee: Georgetown College, Principal Investigator, \$454,312

Striving Readers Cohort 2 Evaluation, 2009-2012, U.S. Department of Education Office of Elementary and Secondary Education (PR/AWARD NO. S371A0900003), Grantee: Kentucky Department of Education, Principal Investigator, \$1.3 million

Striving Readers Cohort 1 Evaluation, 2006-2010, U.S. Department of Education, Office of Elementary and Secondary Education (PR/AWARD NO. S371A060090), Grantee: Danville Independent Schools, Principal Investigator, \$3.165 million

Expanding Content Literacy in Middle and High School Classrooms, April 2005-July 2006, Council on Postsecondary Education, Improving Educator Quality grants, Principal Investigator, \$200,000

Integrating Content Literacy in Middle and High Schools, April 2004-July 2005, Council on Postsecondary Education, Improving Educator Quality Grants, Principal Investigator, \$ 288,750

Integrating Children's Literature into Reading Methods Course, January 2002-May 2002, Henlein Faculty Development Grant, Georgetown College, Project Director, \$2587

Students' Acquisition of Basic Literacy Skills in Kentucky's Primary School Programs, July, 1996-June, 1997, Institute on Education Reform, University of Kentucky, \$800

GRANT PROPOSALS NOT FUNDED

Spencer Foundation: Listening to teach: teaching teachers to negotiate barriers to communication in the classroom, Co-Investigator, (November 2020), Spencer Foundation, \$50,000 (PI Kevin MacGowan, Dept. of Linguistics, College of Arts & Sciences).

The Impact of Culturally Responsive Teaching on Student Outcomes, Institute for Education Sciences, Co-principal Investigator, \$199,466 sub-award, with Center for Collaborative Education, Boston, MA (Andresse St. Rose, Principal Investigator)

LAC Reads Capacity Program. 2014, U.S. Agency for International Development, Co-Investigator (L. Henry, Principal Investigator).

Preparing Elementary Teachers to Work in High Poverty Settings, (August 2016). UK Women & Philanthropy, Principal Investigator (with R. Dawson & K. McCormick).

All Children Reading: Innovation through Family Literacy and Mobile Technology. Submitted 2012. U.S. Agency for International Development, Co-Principal Investigator (K. McCormick, Principal Investigator), \$300,000

Evaluating a Coaching Model of Culturally Responsive Literacy Instruction. 2011-2014, U.S. Department of Education –Institute on Education Sciences, Principal Investigator, 1.3 million

Evaluating the Impact of the Kentucky Reading Project on Reading Achievement in Grades K-5, July 2005-June 2008, U.S. Department of Education – Institute of Education Sciences, Co-Principal Investigator (Janice Almasi, Principal Investigator), \$1.5 million

The Effects of Advanced Preparation in Literacy on Teacher Practices, June 2004-June 2005, Education Professional Standards Board Teacher Quality Enhancement, Principal Investigator (Janice Almasi, Co-PI), \$74,998.26

NON-COMPETITIVE GRANTS

Kentucky Adult Education Professional Development, 2004-2008, Kentucky Adult Education, Maintenance and oversight

Evaluation of Kentucky Reading First, 2004-2009, U.S. Department of Education, Kentucky Department of Education, Maintenance and oversight

Evaluation of the One-to-One Tutoring Program, 2006-2007, Partnership for Successful Schools \$69,000, Principal Investigator (Elizabeth Rightmyer, Lead Researcher)

Evaluation of Reading Programs for North Carolina Reading First, 2006-2007, West Virginia Education Policy Institute, \$50,000, Acquisition and oversight

Adolescent Literacy Coaching Project, 2006-2010, Kentucky Department of Education, \$2.2 million per year, Acquisition, maintenance, and oversight

TEACHING EXPERIENCE

University of Kentucky 2004-present

EDC 327: *Teaching Content Area Reading in the Middle Grades*

EDC 329: *Teaching Reading and Language Arts in the Elementary Grades*

EDC 330: *Writing Across the Content Areas*

EDC 339: *Designing a Reading and Language Arts Program for the Elementary Grades*

EDC 347:	<i>Methods of Teaching Middle Level Language Arts</i>
EDC 447:	<i>Advanced Methods in Teaching Middle Level Language Arts</i>
EDC 537:	<i>Advanced Study of Teaching Writing</i>
EDC 617:	<i>Effective Teaching in Culturally and Linguistically Diverse Classrooms</i>
EDC 618:	<i>Advanced Study in the Teaching of Reading</i>
EDC 625:	<i>Literacy Leadership P-12</i>
EDC 777:	<i>Seminar in Curriculum & Instruction: Literacy Engagement and Motivation</i>
EDC 781:	<i>Independent Study in Curriculum & Instruction</i>

Georgetown College 1999-2003

EDU 329:	<i>Teaching Reading and Literature in the Elementary Grades</i>
EDU 317:	<i>Teaching Language Arts in the Elementary Grades</i>
EDU 501:	<i>Teaching Reading in the Early Elementary Grades</i>
EDU 562:	<i>Assessing & Facilitating Students' Literacy Development I</i>
EDU 563:	<i>Assessing & Facilitating Students' Literacy Development II</i>

Northern Kentucky University 1997-1999

EDU 302:	<i>Teaching Reading in the Elementary Grades</i>
EDU 304:	<i>Introduction to Education</i>
EDG 630:	<i>Language and Learning Across the Curriculum</i>
EDG 632:	<i>Language and Literacy</i>
EDG 637:	<i>Analysis of Reading Problems and Related Disorders</i>
EDG 639:	<i>Correction of Reading Problems and Disorders</i>

GRADUATE STUDENT MENTORING

- *denotes co-authored publications with the student
- #denotes PI on grant that funded the student's assistantship

DOCTORAL COMMITTEES

Degrees Conferred—Committee Chair

Brittany Manion, 2023
 Laura Manning, 2021
 Brittany Worthen, 2021

Degrees Conferred—Committee Member

Laura Bray, Health Sciences, 2022
 Janelle McClure, EDL, 2023
 Catherine Vanatter, EDL, 2022
 Jacqueline Hamilton (Morehead State University), 2022

Christy Cartwright, 2021
 Na Liu, 2021, Faculty
 Kelly Cua, EDL, 2020
 Lara Campbell, ISD, 2020
 Lin Zhu, EDSRC, 2019
 Meredith Brewer, EPE, 2018
 #Colleen Cornelius, EDP, 2017
 *Pamela Jane Clouse, EPE, 2017
 Jennifer Green, EDL, 2016
 *#Pamela Correll, 2016
 Shayla Mettile, 2015
 *Kimberly Creech, 2014
 Melinda Harmon, 2013
 Susan Hart, 2011
 Amy Smith, 2010
 Lisa Bosley, 2009
 *#Patricia Callaway
 Su-yun Chang, 2009
 *#Angela Madden, 2010
 Judith Steinbach, 2008

Current Students—Committee Chair

Tonya May
 Sheila Cochran

Current Students—Committee Member

*#Sara Saberimoghaddam
 Jasmin Perry
 Dongyang Yuan
 Christa Roney
 Chi Ma
 Sarah Hendrix, EDL
 Hughes, Mikah, EDP
 Ellen Cordeiro, EDL
 Laura Mirochna, EPE

Outside Examiner

Haeran Jae	2006	College of Business and Economics
Kiley Goggins	2010	College of Business and Economics
*#Melissa Murphy	2013	College of Education: School Psychology
Kyle Lee	2015	Department of Educational Leadership
Ann Ingram	2017	Department of Educational Leadership
Bobby Lee	2018	Department of Educational Leadership

MASTERS PORTFOLIO/THESIS COMMITTEES

Liz Pelfrey, 2005	Stephanie Perkins, 2005
Shonequa Oden, 2005	Rhiannon Simpson, 2005
J. Michael Price, 2005	
Stephanie King, 2005	Angel Peavler, 2006
Janet Bertram, 2007 (chair)	Miah Confer, 2007
Jessica Culver, 2007	Dana Bransford, 2007
Jennifer Jones, 2008 (chair)	Kevin Jones, 2009
Mallory Warren, 2010	*Sharon Bridges, 2011
Elizabeth Warren, 2011	*Danielle Owens, 2012
Helen Jones, 2012 (chair)	Ryan Conyers, 2013
Jennifer Seewer, 2014 (chair)	Lin Zhu, 2015 (chair)
Lisa Dartt, 2015	Holly Vogler, 2015
Heather Sanders, 2015	Hannah Morgan, 2015
Elizabeth Smith, 2016	Keith Lyons, 2016
Taylor Patrick, 2016 (co-chair)	Chelsea Meiners, 2016
Erin Seiniki, 2016 (chair)	LeAnn Ward, 2022 (chair)

SERVICE ACTIVITIES*Nation and Other States*

Literacy Research Association (formerly National Reading Conference)

- Albert J. Kingston Service Award Committee, appointed 2020-2022
- Student Outstanding Research Award Committee, appointed 2016-2019
- Study Group Organizer, Culturally Responsive Literacy Instruction, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022
- Policy and Legislative Committee, appointed 2008-2011
- Area 11 Program Chair, appointed 2006-2008
- Proposal Reviewer, 2009, 2010, 2012, 2013, 2015, 2016, 2017

Journal Editorial Boards

- *Journal of Adolescent and Adult Literacy*, 2015-2019
- *Reading & Writing Quarterly*, 2010-present
- *Journal of Teacher Education*, 2015-2017

Journal Reviewer

- *Journal of Adolescent and Adult Literacy*, 2020
- *The Reading Teacher*, 2019, 2021

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- *Reading Psychology*, 2017, 2018
 - *Learning and Individual Differences*, 2017
 - *Teaching and Teacher Education*, 2015, 2016, 2017, 2019
 - *Psychological Bulletin*, 2015
 - *Journal of Educational Psychology*, 2014
 - *Asia Pacific Journal of Education*, 2012
 - *Journal of Reading Research*, 2011
 - *Journal of Research in Childhood Education*, 2011, 2012
 - *Journal of Applied Developmental Psychology*, 2010

Book Proposal Reviewer

- Teacher's College Press, 2017
- Rowman & Littlefield, 2016

External Reviewer for Promotion and/or Tenure

- Amy Brommel, University of Tennessee (promotion to full professor), Summer 2020
- Susan Bennett, University of South Florida, St. Petersburg, Summer 2018
- AnnMarie Gunn, University of South Florida, St. Petersburg, Summer 2016

Consultant

- Whetstone Education, Inc., Consultation on use of CRIOP; Agreement on webinar series for 2021, November/December 2020
- Mission Hills School, Boston Independent School District, Boston, MA, Consultation on use of the CRIOP, December 2020
- University of Arkansas, National Professional Development Grant, Training on the Culturally Responsive Instruction Observation Protocol (CRIOP), May 2018
- Westat (Rockville, MD), CRIOP Training for Evaluation of New York Teach for America, December 2017
- CNA Regional Educational Laboratory, research agenda development, 2013, 2014
- Alliance for Educational Excellence, Washington, D.C., Advisory Panel, June 2008

Association of Middle Level Educators

- Session Facilitator, *Leading in Literacy: Implementing Strategies to Build School Wide Effective Literacy Teaching and Learning*, AMLE annual conference, Orlando, FL, October 2018

American Educational Research Association

- Proposal Reviewer, Division C, 2007
- Proposal Reviewer, Division C, 2006

International Reading Association

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- Policy and Legislative Workshop, Lobbied on Capitol Hill for IRA, 2006

State and Local

- Professional Development Session, Central Kentucky Education Cooperative, *Leading for more Equitable Schools*, September 28, 2022
- Presentation, World Refugee Summit, Kentucky Refugee Ministries, with Kristen Perry, June 21, 2018
- Presentation, KEEP Conference, May 21, 2018, “Enhancing Instruction and Engaging Families: A PD Model for Supporting English Learners”, with Kristen Perry
- Reviewer, Kentucky Reading Association, Classroom Grants, October 2016
- Presenter, Culturally Responsive Instruction Observation Protocol, Institutions of Higher Education Senate Bill 1 Training, June, 2015
- Vice President, Clark County Public Library Board of Trustees 2014-2017
- Presenter, Proficiency/Gap Workshop, Kentucky Department of Education, November 8, 2013
- UK COE Representative, Unbridled Learning Conference, April 12, 2010
- UK COE Representative, Assessment for Learning Training, September 29-30, 2009
- Facilitator, “Supporting Early Readers: Response to Intervention and Multi-tier Intervention in the Primary Grades” Conference, Regional Educational Laboratory, May 12, 2009
- Presentation, Year 1 Results from Kentucky Striving Readers, Educational Leadership Development Collaborative, 2008
- Member, Kentucky Adolescent Literacy Task Force, 2008-2009
- Member, Reading Diagnosis and Intervention Steering Committee, 2004-2008
- Member, Educational Leadership Development Collaborative, 2004-2008
- Presenter, Kentucky Mathematics Intervention Steering Committee, October 2005
- Reviewer, *Kentucky Reading Journal*, 2004, 2005
- External Tenure Reviewer, Dr. Cindy Gnadinger, Bellarmine University
- Field Observer, Educational Leadership Development Collaborative Leadership Conference, October 2004

University-level

- Search Committee, Associate Provost for Graduate Education & Dean of Martin School of Public Policy (Appointed), 2020-2021
- UNITE Research Priority Area Advisory Committee (Appointed), 2020-2021
- UK-VPR Research Advisory Group (Appointed), 2020
- Resumption of Research Committee (Appointed), 2020
- Community Based Research Review Panel (Appointed), 2020
- University Senate Council (Elected), 2019-2022

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- University Senate, College of Education Faculty Senator (Elected), 2017-2020
 - Chair, Senate Research and Graduate Education Committee (Appointed), 2019, 2020
 - Kirwan Prize Selection Committee (University Award for Outstanding Research, Appointed), 2016
 - Discussion Leader, UK's Common Reading Experience, August 2009—Lead incoming freshman in a discussion of *The Color of Water* during K Week activities
 - President's Worklife Committee for Career Advancement and Professional Development 2006-2007

College-level

- Panelist, COE New Faculty Mentoring Group, 2019
- College of Education Dean Search Committee (Appointed), 2018-2019
- Faculty Council (Elected)
 - Ex-Officio member (Elected Senate Representative), 2020-2022
 - Chair, 2018-2020; Vice-Chair, 2017-2018;
 - College of Education At-Large Representative, 2016-2019
 - Department of Curriculum & Instruction Representative, 2011-2014
- Faculty Performance Review Appeals Committee (Elected), 2017-present
- College of Education Evaluation Center Advisory Board (Appointed), 2013-2018
- Advisory Committee on Promotion and Tenure (Elected), 2013-2016
- Dean's Task Force on Professional Development (Appointed), 2009
- Early Childhood Teacher Education Program Faculty, 2004-2008

Department-level

Committees

- Committee on Self-authored textbooks (appointed), 2019, 2020
- Advisory Committee on Performance Reviews (Elected), 2019
- Ad Hoc Committee on Professional Development, 2017
- Ad Hoc Committee on Standards of Evidence Development for Research Faculty, 2016
- Search Committee, Curriculum & Instruction Department Chair, 2014-2015
- Search Committee, Elementary Clinical Faculty Position, 2014
- Ad Hoc Committee on Faculty Governance, 2012-2013
- Literacy Search Committee, 2008-2009
- Literacy Search Committee, Spring 2005
- English Education Search Committee, University of Kentucky, Spring 2004

Peer Mentoring, Reviews, and Support

- Peer Teaching Review for Dr. Ryan Crowley, 2016
- Peer Teaching Review for Dr. Margaret Rintamaa, 2016, 2019
- Peer Teaching Review for Ms. Joni Meade, 2016

Program Faculty

- Middle Level Teacher Education Program Faculty, 2016-present
- Literacy Program Faculty, 2004-present
- Early Elementary Teacher Education Program Faculty 2004-2016

Service While at Other Institutions, 1998-2003

- Reviewer, Proposals for the annual meeting of the National Reading Conference, 1999
- Consultant and qualitative data analyst, *Teacher Preparation Survey*, West Virginia Education Fund, Charleston, WVA, August, 1997
- Reviewer, *Indiana Reading Journal*, 2000
- Co-director: Kentucky Reading Project, University of Kentucky, 2003-2004
- Co-director: Kentucky Reading Project, University of Kentucky, 2002-2003
- Reviewer: *Kentucky Reading Journal*, 2003
- Advisory Committee, Collaborative Center for Literacy Development, 2002-2003
- Faculty In-service: “Authentic Assessment” Montgomery County Schools, May 2002
- Board of Directors, High Street Neighborhood Center, 2001-2002
- Reviewer: *Kentucky Reading Journal*, 2002
- Advisory Committee, Collaborative Center for Literacy Development, 2001-2002
- Faculty In-service: “Authentic Assessment” Region 5 Continuous Progress Institute, October 2001
- Consultant: Collaborative Center for Literacy Development Research Think Tank, Fall 2001
- Research consultant on an evaluation of Kentucky’s Early Reading Incentive Grant program (E. McInyre, PI), 2000-2001
- Advisory Committee, Collaborative Center for Literacy Development 2000-2001
- Faculty consultant, “Project BEST” Harrison County Schools, 1999-2000
- Advisory Committee, Collaborative Center for Literacy Development 1999-2000
- Presenter: “Literature Discussion Groups”, Kentucky Reading Project, Kentucky State University, June 2000
- Presenter: “Content-Area Reading Instruction”, Kentucky Reading Project, University of Kentucky, June 1999
- Reviewer, *Kentucky Reading Journal*, 1999
- Curriculum Design Committee, Kentucky Reading Project, 1998-1999
- Comprehensive Research Project Committee, Collaborative Center for Literacy Development, 1998-1999
- Field researcher: *The Effects of KERA on Kentucky’s Elementary Schools, Year Two of a Five-Year Study*, UK/UofL Joint Center for the Study of Educational Policy. Evaluated implementation of Extended School Services, 1997-1999
- Field researcher, *The Effects of Primary Program Implementation*

on Student Achievement, Kentucky Institute for Education Research and Western Kentucky University Center for Gifted Studies. Evaluated implementation of Primary School Programs, 1997-1998

- Grant proposal reviewer, *Goals 2000 Education Grants*, Kentucky Department of Education, Frankfort, KY, August 1997
- Consultant and qualitative data analyst, *The Effects of KERA on Kentucky's Elementary Schools*, Institute on Education Reform, Lexington, KY, August 1997
- Research consultant: "Observing in Primary Classrooms", Kentucky Institute for Education Research and Western Kentucky University Center for Gifted Studies, Bowling Green, KY, August 1997
- Presenter and consultant, *Write more, learn more: Writing across the curriculum*, Clark County School District, Winchester, KY, August 1993
- Central Kentucky Education Consortium curriculum development committee, July 1993
- Women's Studies Committee, Georgetown College, 2002-2003
- VIP Days Representative, Georgetown College 2002
- Teacher Education Committee, Georgetown College, 2001-2002
- VIP Days Representative, Georgetown College 2001
- Women's Studies Program Design Committee, Georgetown College, 2000-2001
- "Recess" Conference Committee, Georgetown College, 2000-2001
- Teacher Education Committee, Northern Kentucky University, 1999-2000
- NCATE Standard 1 Committee (Chair), Spring 2003
- Designer: Original Folio for Reading and Writing Endorsement Program, Georgetown College, 2000
- Generalist Search Committee, Northern Kentucky University, Spring 1999
- Masters Project Committee for Jackie Kaldmo, Dec. 1998- Summer 1999
- Kentucky Education Association Student Program Faculty Advisor, 1998-1999

Revised April 2023