Marla King Robertson, Ph.D.

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**EDUCATION**

Doctor of Philosophy in Reading Education with Curriculum and Instruction emphasis, Texas Woman’s University, 2014.

Dissertation: *Influences on Teacher Decision-Making about Writing Instruction in a High-Stakes Writing Assessment Grade*

Chair: Connie Briggs, Ph.D.

Master of Education, Southern Utah University, 2008.

Creative Project: *Literacy Program for At-Risk 3rd Grade Readers*

Chair: Deborah Hill, Ph.D.

Bachelor of Science in Business Management, Brigham Young University.

**RESEARCH INTERESTS**

My research agenda centers on the intersection of literacy, professional development, assessment policies and practices, and teacher education. I am interested in better understanding how teachers negotiate complex education systems and continue to learn and grow as decision-making professionals. I have interests in complex adaptive systems and human systems dynamics as applied to education systems, writing instruction, and the use of nonfiction children’s literature in classrooms.

**PROFESSIONAL WORK EXPERIENCE**

Assistant Professor – Elementary Education & Literacy, School of Teacher Education and Leadership, Emma Eccles Jones College of Education & Human Services, Utah State University, Roosevelt/Vernal, Utah

August 2016 to present

Visiting Assistant Professor – Literacy Studies, Department of Curriculum and Instruction, University of Texas at Arlington, Arlington, Texas

September 2015 to May 2016

Post-Doctoral Research Associate/Assistant Project Coordinator, Teacher Education Department, University of North Texas, Denton, Texas

September 2014 to July 2015

Co-Instructor, North Star of Texas Writing Project Summer Institute, Denton, Texas

June 2014 to July 2014, June 2016

Part-Time Instructor, Department of Reading, Texas Woman’s University, Denton, Texas

January 2013 to December 2014

Graduate Teaching Assistant, Department of Reading, Texas Woman’s University, Denton, Texas

October 2012 to December 2012, June 2013 to August 2013

Graduate Research Assistant, Department of Reading and Reading Recovery University Training Center, Texas Woman’s University, Denton, Texas, January 2011 to December 2012

First Grade Teacher, Denton Independent School District, Denton, Texas, August 2009 to August 2010.

Third Grade Teacher, Denton Independent School District, Denton, Texas, August 2008 to August 2009

Third Grade Teacher, Washington County School District, Hurricane, Utah, August 2005 to August 2008

Title 1 Reading Aide, Washington County School District, Hurricane, Utah, September 2003 to May 2005

IT Principal Analyst, Dallas Independent School District, Dallas, Texas

**CERTIFICATIONS**

Utah Teacher Certification: Level 3 - Elementary Education (1-8)

Current through 2025

Texas Teacher Certifications: Generalist (EC-4), English Language Arts and Reading (4-8), English as a

Second Language Supplemental (EC-12), Reading Specialist (EC-12)

Current through 2026

Reading Recovery: Literacy Lessons Certification

Human Systems Dynamics Professional Certification

**PUBLICATIONS**

**Peer-Reviewed Articles:**

Smith, J.M., & **Robertson, M.K.** (2021). (Info)Graphically inclined: A framework for infographic learning. *The Reading Teacher.* Prepublication online <https://doi.org/10.1002/trtr.1966>

**Robertson, M.K.,** & Smith, J.M. (2020). Visuals and text in nonfiction: A process for nonfiction author studies. *Voices from the Middle, 28*(2), 37-42*.* ISSN: 10744762

**Robertson, M.K.,** Sharp, L., Raymond, R.D., & Piper, R.E. (2020). An exploration of teacher preparation practices with foundational knowledge. *Northwest Journal of Teacher Education*, 15(3), Article 2. DOI 10.15760/nwjte.2020.15.3.2 [doi.org/10.15760/nwjte.2020.15.3.2](https://doi.org/10.15760/nwjte.2020.15.3.2)

Sharp, L., **Robertson, M.K.,** Raymond, R.D., Piper, R.E., Piotrowski, A., Bender-Slack, D., & Young, T. (2020). Meeting Standards 2017? A national survey of classroom teacher preparedness for literacy instruction. i.e.: *inquiry in education, 12*(1), Article 10. <https://digitalcommons.nl.edu/ie/vol12/iss1/10/>

Sharp, L., **Robertson, M.K.,** Piper, R.E., Young, T., & Raymond, R. (2019). How do literacy teacher educators engage as literacy leaders? *The Advocate*, *25*(1), <https://doi.org/10.4148/2637-4552.1134>.

Smith, J.M., & **Robertson, M.K.** (2019). Navigating award-winning nonfiction children’s literature. *The Reading Teacher, 73*(2), 195-204*.* Doi:10.1002/trtr.1811

**Robertson, M.K.,** Patterson, L., Briggs, C., & Simpson, A. (2018). Reading Recovery and complex adaptive systems: Widening circles for sustainable implementation. *Journal of Reading Recovery, 18*(2),43-52.

Smith, J., & **Robertson, M.K.** (2017).Influence of online book clubs on pre-service teacher beliefs and practices. *The Reading Professor, 40*(2), Article 22. <https://scholar.stjohns.edu/thereadingprofessor/vol40/iss2/22>

**Robertson, M.K.,** & Smith, J. (2017). Exploring one preservice teacher’s emerging pedagogical beliefs during an online book club. *International Journal of Technology in Teaching and Learning, 13*(2), 78-90. ISSN: EISSN-1551-2576 <https://eric.ed.gov/?id=EJ1211991>

Piotrowski, A., & **Robertson, M.K.** (2017). Engagement across the miles: Using videoconferencing with small groups in synchronous distance courses. *Journal on Empowering Teaching Excellence,* *1*(2), Article 8. <https://doi.org/10.26077/xks7-8833>

**Robertson, M.K. &** Goss, A. (2016). Can we do it? Developing student’s identities as readers and writers in today’s high-stakes classrooms. *English in Texas, 46*(1), 30-35. <https://eric.ed.gov/?id=EJ126287>

**Robertson, M.**, & Patterson, L. (2016). Complexity, conceptual models, and teacher decision-making research. *Emergence: Complexity and Organization, 18*(2), <https://journal.emergentpublications.com/article/complexity-conceptual-models-and-teacher-decision-making-research/>. doi: 10.emerg/10.17357.fa6ec4e6ef0c66be07c001a2a0d474c0.

**Robertson, M.** (2013). Unfinished. *English in Texas, 43*(1), 42. ISSN: 04250508 Accession: 101301430

**Robertson, M.,** & Simpson, A. (2012). Learning communities and leadership: What teachers say about shared classroom implementations. *Journal of Reading Recovery, 12*(1), 27-35.

**Contributions to Edited Books:**

**Robertson, M.K.,** & Piotrowski, A. (2019). Authentic inquiry with undergraduate preservice teachers in synchronous interactive video conferencing courses. In J. Yoon and P. Semingson (Eds.) *Educational Technology and Resources for Synchronous Learning in Higher Education* (pp. 109-128)*.* Hershey, PA: ICI Global.

**Robertson, M.,** Patterson, L., & Wickstrom, C. (2016). Powerful writing instruction: Seeing, understanding, and influencing patterns. In E. Ortlieb, E. H. Cheek, & W. Verlaan (Eds.) *Literacy Research, Practice and Evaluation Volume 7: Writing Instruction to Support Literacy Success* (pp. 241-261). Emerald Group Publishing Limited.

Smith, J. M., & **Robertson, M.K.** (2016). Going beyond text structure in informational text: It’s more than just a table of contents and an index. In E. Martinez, & J. Pilgrim (Eds.) *Literacy Summit Yearbook Volume 2* (pp. 32-37).San Antonio, TX:Specialized Literacy Professionals and Texas Association for Literacy Education. ISSN: 2168-0019.

Semingson, P., Hurlbut, A., Owen, D., & **Robertson, M.** (2016). Scaffolding digital writing and storytelling in online-only teacher education courses. In J. Keengwe & G. Onchwari (Eds.) *Handbook of Research on Learner-Centered Pedagogy in Teacher Education and Professional Development* (pp. 104-127). Hershey, PA: IGI Global*.*

**Conference Proceedings:**

Semingson, P., Collins, D, Hungerford-Kresser, H., Hurlbut, A., Myers, J., Owens, D., & **Robertson, M.** (2016). Digital teacher induction via webinar and social media. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2016* (pp. 371-376)*.* Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

**Book Reviews:**

**Robertson, M.K.** (2015). *The importance of read-aloud.* Book review of *In defense of read aloud: Sustaining best practice* by Steven L. Layne. *English in Texas, 45*(2), 60-61. ISSN: 04250508 Accession: 111954157

**Manuscripts Under Review:**

**Robertson, M.K.,** Piotrowski, A., & Smith, J. (under review). Preservice teachers as inquirers and website creators: The multigenre digital inquiry project. Manuscript submitted to *Literacy Research and Instruction.*

**Works in Progress:**

**Robertson, M.K.,** Sharp, L., Raymond, R. (in progress). *Challenges in literacy teacher education programs.* Manuscript in progress.

**Robertson, M.K.,** & Smith, J.M. (in progress). Changes in nonfiction texts for children: A call for a focus on multimodal, visual, and graphical literacies instruction. Manuscript in progress for submission to *Language Arts.*

**Robertson, M.K.** (under review). Systemic influences of assessment policies and practices on writing instruction: Understanding schools as complex human systems. Manuscript in progress.

**Non-Refereed Publications or Other Creative Achievements:**

**Reports:**

Anderson, N., **Robertson, M.K.,** Ramirez-Robertson, J., & Taylor, N. (2013). *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Reading Recovery Teacher Learning: Blended Environments.* Report to National Trainers Group of the Reading Recovery Council of North America.

Anderson, N., & **Robertson, M.K.** (2013). *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Innovation: Analysis of Adaptive Expertise and Self-Analysis of Teaching Videos Influence on Teacher Leaders’ Adaptive Expertise Related to Reading Recovery*. Report to National Trainers Group of the Reading Recovery Council of North America.

Simpson, A., & **Robertson, M.K.** (2012). *Texas Woman’s University Reading Recovery and Descubriendo la Lectura 2011-2012 Executive Summary.*

Rodriguez, Y., & **Robertson, M.K.** (2011). *Texas Woman’s University Reading Recovery and Descubriendo la Lectura 2010-2011 Executive Summary.*

**Curriculum:**

Genova, H., Vaughan, P., Atkins, B., Lemieux, R., **Robertson, M**., Thompson, K., Curtis, J., Wickstrom, C., & Patterson, L. (2015, 2016). *Finding True North: Lesson Frameworks to Support Powerful Writing: English I Expository Writing.* Developed and adapted forLewisville Independent School District Summer Writing Camp, Lewisville, Texas.

Genova, H., Vaughan, P., Atkins, B., Lemieux, R., **Robertson, M**., Thompson, K., Curtis, J., Wickstrom, C., & Patterson, L. (2015, 2016). *Finding True North: Lesson Frameworks to Support Powerful Writing: English II Persuasive Writing*. Developed and adapted for Lewisville Independent School District Summer Writing Camp, Lewisville, Texas.

**Webinars***:*

Patterson, L., **Robertson, M.,** Wickstrom, C., & Holladay, R. (2016). *Teacher Stories for Change: Monthly Webinar Series for Teachers.* Human Systems Dynamics Institute, February 4, 2016. Audience: National, teachers and preservice teachers interested in complexity theories and teaching, approximate attendance: 20

Patterson, L., Holladay, R., & **Robertson, M.** (2015). *Engage in Joyful Practice! Sustaining Stamina and Smiles in Spite of Everything.* Webinar Series: Simple Rules for Change Makers. Human Systems Dynamics Institute. April 16, 2015. Audience: International, members of the institute interested in complexity theories and national and world issues, approximate attendance: 30

**Newsletters:**

**Robertson, M.** (Fall, 2013). Do you need to be an advocate for yourself? *Doctoral Student Innovative Community Group Newsletter,* Literacy Research Association.

**Robertson, M.,** & Isbrand, S.P. (Summer, 2012). I get by with a little help from my friends. *Doctoral Student Innovative Community Group Newsletter,* Literacy Research Association.

**PEER-REVIEWED PRESENTATIONS**

**International & National Conferences:**

**Robertson, M.** & Smith, J. (December, 2020). *A content analysis of two award-winning nonfiction author/illustrators’ books for children.* Houston, TX (moved to virtual): Literacy Research Association Annual Conference.

Smith, J., & **Robertson M.** (November, 2020). *Teaching English education across modalities through digital literacies – Infographics in student research: A confluence of ideas & images.* Denver, CO (moved to virtual): National Council of Teachers of English Annual Convention.

Piotrowski, A., **Robertson, M.,** & Smith, J. (November, 2019). *SLAM 2019: The power of authentic inquiry in literacies and multimedia – Bringing inquiry into teacher education courses: The multigenre digital inquiry project.* Baltimore, MD: National Council of Teachers of English Annual Convention.

**Robertson, M**., & Smith, J. (November, 2019). *Inquiring minds want to know: Using genre, author, and illustrator studies in the classroom.* Baltimore, MD: National Council of Teachers of English Annual Convention.

Sharp, L., **Robertson, M.,** Piper, R., Raymond, R., Bender-Slack, D., & Young, R. (November, 2019). *Are we meeting professional standards for literacy teacher preparation?* Corpus Christi, TX: Association of Literacy Educators and Researchers Annual Conference.

Hauptman, A., **Robertson, M.,** & Smith, J., & Hasty, M. (October, 2019). *A Conversation with Emma Otheguy: The ILA 2019 Children’s and Young Adults’ Book Awards.* New Orleans, LA:International Literacy Association Annual Conference.

Sharp, L., **Robertson, M.,** Piper, R., Raymond, R., Bender-Slack, D., & Young, R. (October, 2019). *Literacy teacher preparation among classroom teachers: Results from a national analysis.* New Orleans, LA:International Literacy Association Annual Conference.

**Robertson, M.,** & Smith, J. (October, 2019). *(Info)Graphically inclined: Preparing students to analyze and create real world graphics in informational texts.* New Orleans, LA:International Literacy Association Annual Conference.

Piotrowski, A., **Robertson, M.,** & Smith, J. (July, 2019). *Preparing preservice ELA teachers to push beyond traditional literacies.* Fayetteville: AK: English Language Arts Teacher Educators Summer Conference.

Smith, J., **& Robertson, M.** (November, 2018).*Award-winning nonfiction children's literature: Changes over time.* Indian Wells, CA: Literacy Research Association Annual Conference.

Piotrowski, A., & **Robertson, M.** (November, 2018).*Preservice teachers’ learning about writing instruction through the multigenre digital inquiry project.*Houston, TX: National Council of Teachers of English Annual Convention.

**Robertson, M.** & Piotrowski, A. (July, 2018). *Real world writing using technology: Using multigenre inquiry projects to prepare preservice teachers to teach writing and meet writing standards.* Austin, TX:International Literacy Association Annual Conference.

**Robertson, M.** & Smith, J. (July, 2018). *Exploring changes in award-winning nonfiction books: Changes for literacy teacher education.* Austin, TX:International Literacy Association Annual Conference.

Smith, J. & **Robertson, M.** (July, 2018). *Calling all Autobots! Transforming how we engage students with nonfiction texts using innovative reading and writing strategies.* Austin, TX:International Literacy Association Annual Conference.

**Robertson, M.** (July, 2018). *Incorporating technology with a multigenre inquiry project.* Austin, TX:International Literacy Association Annual Conference.

**Robertson, M.** (December, 2017). *Creating websites to showcase multigenre inquiry projects on teaching writing.* Tampa, FL: Literacy Research Association Annual Conference.

**Robertson, M.** (December, 2017). *Crossover and negotiation among influences: A complex account of teacher decision-making and writing instruction.* Tampa, FL: Literacy Research Association Annual Conference.

**Robertson, M.** (November, 2017). *Analyzing emerging patterns and adaptive action: A complex account of teacher decision-making and teaching writing.* St. Petersburg, FL: Association of Literacy Educators and Researchers Annual Conference.

Smith, J., & **Robertson, M.** (July, 2017). *Pow! Bam! Wham! Crank up the thinking in your content area classroom with engaging discussion and writing opportunities for students with informational and nonfiction text.* Orlando, FL:International Literacy Association Annual Conference.

**Robertson, M.,** & Pole, K. (July, 2017). *#LiteracyPLNReimagined: Taking charge of your professional learning network,* Orlando, FL:International Literacy Association Annual Conference.

Smith, J., & **Robertson, M.** (December, 2016). *Exploring the use of online book clubs with preservice teachers using professional books.* Nashville, TN: Literacy Research Association Annual Conference.

**Robertson, M.,** Wickstrom, C., & Patterson, L. (December, 2016). *Setting conditions for teacher adaptation and transformation.* Nashville, TN: Literacy Research Association Annual Conference.

Pole, K. & **Robertson, M.** (December, 2016)*.* *“Tweeting in class because our professor told us to”: Using Twitter to build professional learning networks in an undergraduate teacher education course in disciplinary literacy.* Nashville, TN: Literacy Research Association Annual Conference.

**Robertson, M.** (December, 2016). *Complexity, conceptual models, and teacher decision-making research.* Nashville, TN: Literacy Research Association Annual Conference.

**Robertson, M.,** & Wickstrom, C. (November, 2016). *Adaptive teaching and complexity: Teacher knowledge that makes a difference in writing instruction.* Myrtle Beach, SC: Association of Literacy Educators and Researchers Annual Conference.

**Robertson, M.,** Wickstrom, C., & Patterson, L. (November, 2016). *Are you protected from mayhem? Using commercials to teach expository and persuasive writing using the Finding True North lesson framework.* Atlanta, Georgia: National Council of Teachers of English Annual Convention.

**Robertson, M.** (July, 2016). *Writing teachers’ decision-making through a complex systems lens* for Outstanding Dissertations Session. Boston, Massachusetts:International Literacy Association Annual Conference. [Invited]

Patterson, L., **Robertson, M.,** Simpson, A., & Briggs, C. (July, 2016). *Reading Recovery & complex adaptive systems: Widening circles for sustainable implementation.* Vancouver, British Columbia, Canada: International Reading Recovery Institute.

Semingson, P., Collins, D., Hungerford-Kresser, H., Hurlbut, A., Myers, J., Owens, D., & **Robertson, M.** (April, 2016). *Digital teacher induction via webinars and social media.* Atlanta, Georgia: Society for Information Technology and Teacher Education (SITE) 2016 Annual Conference.

Smith, J., & **Robertson, M.** (January, 2016). *Going beyond text structure in informational text: It’s more than a table of contents and an index.* San Antonio, Texas: 2016 Literacy Summit.

Adams, M., Genova, H., & **Robertson, M.** (November, 2015). *The power of remediation through writing: Growing young writers and raising test scores*. Minneapolis, Minnesota: National Writing Project 2015 Annual Meeting.

**Robertson, M.,** Patterson, L., Wickstrom, C., Wilson-Youngblood, A., Goss, A., & Young, W. (November, 2015). *Responsibility, creativity, and adaptive action: How literacy educators navigate complex systems.* Minneapolis, Minnesota: National Council of Teachers of English Annual Convention.

Smith, J., & **Robertson, M.** (July, 2015). *Expanding the conversation through online book clubs.* St. Louis, Missouri:International Literacy Association Annual Conference.

**Robertson, M.** (July, 2015). *Influences on teacher decision-making in high-stakes assessment contexts.* St. Louis, Missouri:International Literacy Association Annual Conference.

**Robertson, M.** (December, 2014). *Assessment policies influence on teacher decisions about writing.* San Marcos Island, Florida: Literacy Research Association Annual Conference.

**Robertson, M.,** Smith, J., Ramirez-Robertson, J., & Vaughan, P. (April, 2013). *Catching fire: Using inquiry to ignite learning in a writing classroom*. San Antonio, Texas: International Reading Association Annual Meeting.

Patterson, L**., Robertson, M.,** Dixon, K., Martin, T., & Izbrand, S. (December, 2011). *Blogging as a tool for political action: New literacies and the 2011 Save Our Schools March*. Jacksonville, Florida: Literacy Research Association Annual Conference.

**Regional, State, and Local Conferences:**

**Robertson, M.** (October, 2019). *Creative graphics, designed text, supplemental information: Notable changes in award-winning nonfiction children’s literature.* Sandy, Utah: Presented to inservice teachers and administrators at the 2019 Utah Literacy Association Annual Conference.

Piotrowski, A., & **Robertson, M.** (August, 2019). *Engaging students through inquiry and project-based learning in interactive video conferencing courses.* Logan, Utah: Presented to faculty at the USU Faculty Empowering Teaching Excellence 2019 Conference.

**Robertson, M**., & Piotrowski, A. (April, 2019). *Teaching using inquiry and project-based learning in IVC environments.* Price, Utah: Presented to faculty at the USU Statewide Campus Faculty Workshop.

Piotrowski, A., & **Robertson, M**. (March, 2019). *Bringing authentic inquiry into the classroom – the multigenre digital inquiry project.* Roosevelt. Utah: Presented to in-service teachers at the 2019 Uintah Basin Education Summit.

Piotrowski, A., & **Robertson, M**. (August, 2018). *Using videoconferencing to engage students in IVC courses.* Logan, Utah: Presented to faculty at the USU Faculty at the Empowering Teaching Excellence 2018 Conference.

Piotrowski, A., & **Robertson, M**. (April, 2018). *Engaging students in IVC courses with videoconferencing.* Price, Utah: Presented to faculty at the USU Regional Campus Faculty Workshop.

**Robertson, M.,** & Piotrowski, A. (March, 2018). *Incorporating real world writing in the classroom while still meeting the standards.* Vernal, Utah: presented to in-service teachers at the 2018 Uintah Basin Education Summit.

Piotrowski, A., Cuch, M., & **Robertson, M.** (March, 2018). *A career in education from USU-Uintah Basin.* Vernal, Utah: Presented to education leaders and teachers at the Uintah Basin Education Summit.

**Robertson, M.** (May, 2017). *Playing with multigenre inquiry projects.* Keller, Texas: presented to in-service teachers at the EL Play Inquiry Day for the North Star of Texas Writing Project.

**Robertson, M.** (April, 2017). *Developing adaptive and reflective teachers of writing.* Vernal, Utah: presented to researchers at the Uintah Basin Research Conference.

Piotrowski, A., **Robertson, M.,** & Cuch, M. (March, 2017). *A career in education from USU-Uintah Basin.* Vernal, Utah: Presented to education leaders and teachers at the Uintah Basin Education Summit.

Simpson, A., Briggs, C., Patterson, L., & **Robertson, M.** (November, 2016). *Looking inside schools: What contributes to strong implementations.* Hurst, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

**Robertson, M.,** & Pole, K. (February, 2016). *#LiteracyLearningforTeachers: Creative ways to increase your professional learning network.* Denton, Texas: Presented to pre-service, elementary, and secondary teachers at Texas Woman’s University for the 50th Annual Rose Spicola Forum in Reading.

**Robertson, M.** (September, 2015). *Am I there yet?* Denton, Texas: Presented to in-service and pre-service teachers at the 14th Annual Texas Association for the Improvement of Reading Conference, University of North Texas.

**Robertson, M.,** & Thompson, K. (February, 2015). *You mean I have to teach writing too!* Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman’s University for the 49th Annual Rose Spicola Forum in Reading.

Smith, J., & **Robertson, M.** (February, 2015). *Extending the classroom walls: Exploring the use of online book clubs.* The Woodlands, Texas: Presented to literacy teachers and administrators at the Texas Association for Literacy Education Spring Conference.

Smith J., & **Robertson, J.** (November, 2015). *Are online book clubs for you?* Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

**Robertson, M.** (September, 2014). *Writing is learning.* Denton, Texas: Presented to pre-service and in-service teachers at the 13th Annual Texas Association for the Improvement of Reading Conference, University of North Texas.

**Robertson, M.,** & Ramirez-Robertson, J. (February, 2014). *Writing all the livelong day*. Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman’s University for the 48th Annual Rose Spicola Forum in Reading.

**Robertson, M.,** & Ramirez-Robertson, J. (November, 2014). *Never hear “I don’t have anything to write about” again.* Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

**Robertson, M.,** Smith, J., Ramirez-Robertson, J, & Vaughan, P. (November, 2103). *Persuading prose from persnickety pupils*. Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

**Robertson, M.** (February, 2013). *The benefits of daily writing in all grades: It's not just for 4th and 7th grade STAAR prep.* Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman’s University for the 47th Annual Rose Spicola Forum in Reading.

**Robertson, M.,** & Vaughan, P. (November, 2012). *Winning writers’ workshop.* Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

**Robertson, M.** (September, 2012). *Sharing shared writing*. Denton, Texas: Presented to in-service and pre-service teachers at the 11th Annual Texas Association for the Improvement of Reading Conference, University of North Texas.

Simpson, A., & **Robertson, M.** (November, 2012). *Sharing success with shared classrooms and Reading Recovery*. Dallas, Texas: Presented to in-service elementary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

Simpson, A., & **Robertson, M.** (November, 2012). *Is the i3 grant for our school?* Dallas, Texas: Presented to school administrators at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

**Robertson, M.** (February, 2012). *Winning writers’ workshop*. Denton, Texas: Presented to pre-service, elementary, and secondary literacy teachers at Texas Woman’s University for the 46th Annual Rose Spicola Forum in Reading.

Peterson, D., Cahill, M., & **Robertson, M.** (November, 2011). *Technology in the elementary classroom.* Dallas, Texas: Presented to in-service elementary and secondary teachers at the Billie J. Askew Reading Recovery and K-6 Literacy Institute.

**Robertson, M.** (February, 2011). *Writers’ workshop in the elementary classroom.* Denton, Texas: Presented to pre-service and elementary literacy teachers at Texas Woman’s University for the 45th Annual Rose Spicola Forum in Reading.

**OTHER PRESENTATIONS**

**Invited Presentations**

**Robertson, M.** (July, 2016). *Writing teachers’ decision-making through a complex systems lens* for Outstanding Dissertations Session. Boston, Massachusetts: International Literacy Association Annual Conference. Approximate audience: 20, conference attendees interested in current literacy research and doctoral students looking for ideas for doctoral research

Rumenapp, J., Muhammad, G., Robertson, M., Chamber-Schuldt, L., and Stewart, M. (December, 2015). *Academia 101: Navigating the journey from graduate student to professional.* Carlsbad, California: Literacy Research Association Annual Conference. Approximate audience: 100, doctoral students and mentors looking for ways to complete the dissertation and be prepared for a future position in the field

**Professional Development Presentations:**

**Robertson, M.** (October, 2019). *The DRIVE Model:**A comprehensive model of reading:* Vernal, Utah. Presented to in-service teachers at Davis Elementary in Uintah County School District.

**Robertson, M.** (September, 2019). *Changes in recent nonfiction texts for children.* Vernal, Utah. Presented to in-service teachers at Davis Elementary in the Uintah County School District.

**Robertson, M.,** & Patterson, L. (June, 2016). *Writing and writing instruction the North Star of Texas Writing Project and National Writing Project way.* Lewisville, Texas. Presented to in-service teachers.

**Robertson, M.,** & Patterson. L. (June, 2016). *“Finding True North” writing camp.* Lewisville, Texas. Presented to in-service teachers and students.

Vaughan, P., Genova, H., Smith, R., **Robertson, M.,** & Ramirez-Robertson, J. (April, 2016). *“Finding True North” writing camp.* Gainesville, Texas: Presented to in-service teachers and students.

Jacobs, D., Patterson, L., Ramirez-Robertson, J., Thompson, K., & **Robertson, M**. (February, 2014). *Writing journeys.* Mesquite, Texas. Presented to in-service teachers.

**Robertson, M.,** & Thompson, K. (August, 2014). *Write for Texas elementary launch: Disciplinary literacy.* Rio Hondo, Texas: Presented to in-service teachers and administrators.

Revelle, C., **Robertson, M.,** & Thompson, K. (August, 2014). *Write for Texas intermediate launch: Disciplinary literacy.* Rio Hondo, Texas: Presented to in-service teachers and administrators.

**Robertson, M.,** & Cato, H. (April, 2014). *Re-visioning: Imagine and create; look, think and act. If at first you don’t succeed, iterate and iterate again.* Lewisville, Texas: Presented to in-service teachers and teacher consultants at the North Star of Texas Writing Project Inquiry Day.

**Robertson, M.** (March, 2013). *The benefits of shared and collaborative writing experiences*. Grapevine, Texas: Presented to in-service teachers and teacher consultants at the North Star of Texas Writing Project Spring Saturday Session.

**Robertson, M.** (October, 2012). *Shared writing: Benefits for individual student writing.* Grapevine, Texas: Presented to in-service teachers and teacher consultants at the North Star of Texas Writing Project Fall Saturday Session.

**Invited Addresses:**

**Robertson, M.** (October, 2018). *Generating ideas for writing.* Vernal, Utah. Address to Vernal Middle School students, Uintah School District.

**Robertson, M.** (October, 2015). *Alternative presentation formats: Ignite and Pecha Kucha.* Arlington, Texas. Address to College of Education Faculty, University of Texas at Arlington.

Patterson, L. & **Robertson, M.** (October, 2015). *Reading Recovery and system-wide implementation: Seeing, understanding, and influencing patterns in complex systems.* Denton, Texas: Address to Reading Recovery University Training Center’s Teacher Leader Institute, Texas Woman’s University.

**Robertson, M.** (November, 2014). *Publishing options in the field of literacy.* Denton, Texas: Address to Doctoral Collaborative, Texas Woman’s University.

**Robertson, M.** (October, 2013). *Writing a journal article: From idea to publication.* Denton, Texas: Address to Doctoral Collaborative, Texas Woman’s University.

Patterson, L., Wickstrom, C., Martin, T., & **Robertson, M.** (April, 2013). *Sustaining the good stuff: Use Human Systems Dynamics to build adaptive capacity.* Denton, Texas: Address to Teacher Education faculty at the Reading Federation Forum, University of North Texas.

**Guest Lectures:**

**Robertson, M.** (October, 2020). *Research present and future 2020.* Utah State University. Guest lecture for curriculum and instruction doctoral course.

**Robertson, M.** (September, 2019). *Research past and future 2019.* Utah State University. Guest lecture for curriculum and instruction doctoral course.

**Robertson, M.,** & Patterson, L. (February, 2019). *Complex systems, leadership, and research: Set conditions for sustainable learning.* Texas Woman’s University, Guest lecture for literacy policy doctoral course.

**Robertson, M.,** & Piotrowski, A. (September, 2018). *Research with small groups during synchronous Interactive Video Conferencing classes and research on the Multigenre Digital Inquiry Project.* Utah State University, Guest lecture for curriculum and instruction doctoral course.

**Robertson, M.** (June, 2018). *Innovative writing research on multigenre digital inquiry projects.* Utah State University. Guest lecture for literacy special topics doctoral course on writing research.

**Robertson, M.** (October, 2016). *Research and literacy*. Utah State University, Guest lecture for curriculum and instruction doctoral course.

**Robertson, M.** (March, 2015). *Complexity and literacy research*. Texas Woman’s University, Guest lecture for doctoral policy course.

**Robertson, M.** (March, 2014). *Qualitative quest*. University of North Texas, Guest lecture for doctoral qualitative research methods course.

**Robertson, M.** (October, 2013). *My doctoral journey: Participant observation in dissertation research.* University of North Texas, Guest lecture for doctoral qualitative research methods course.

**SPONSORED PROJECTS**

Principal Researcher (2019-2020), *Davis Dives into Books*, project supported ($2,465) by The Honor Society of Phi Kappa Phi 2019 Literacy Grant. Marla Robertson, Ph.D., Principal Developer.

*Project description:* This project involved a K-6 school and university partnership on working with nonfiction children’s literature in classrooms. The project focused on the work of Steve Jenkins, Don Brown, and Melissa Sweet, award-winning authors of nonfiction books for children. The partnership included working with grade level teams (1st through 5th) and individual teachers at Davis Elementary in the Uintah School District.

Principal Researcher (2017-2019), *Teaching Writing Through Multigenre Digital Inquiry Projects*, research study partially supported ($9,105) by Academic and Instructional Services, Utah State University. Marla Robertson, Ph.D., Principal Investigator.

*Project description:* The project involved incorporating a multigenre digital inquiry project into preservice teacher coursework and was partially funded by a USU grant. The project began as a funded project, but eventually was expanded to include other researchers. The expanded project is listed below under Projects.

Post-doctoral Research Associate/Assistant Project Coordinator (September 2014-July 2015), *Write for Texas*, contract with the University of Texas at Austin and the Texas Education Agency ($450,000) through the University of North Texas to promote writing in south Texas. Carol Wickstrom, Ph.D., Project Coordinator.

*Project description:* This project was awarded to UNT through the state to work with districts in the southern part of the estate on inservice teacher professional development to improve writing instruction and outcomes in those districts. Most of the work was done with secondary English teachers, but there were also components with elementary teachers as well. This involved writing, presenting, and coordinating professional development among the participant districts.

Research Assistant (September 2010-August 2013), *Reading Recovery: Scaling Up What Works i3 Grant* (funded 10/10 for 5 years, 2010-2015), USDOE supported ($3,700,000), Texas Woman’s University. Anne Simpson, Ph.D., Principal Investigator.

*Project description:* This project was awarded as part of an i3 grant through The Ohio State University involving the scale up of Reading Recovery in districts that met the criteria (Title 1, rural, or high EL population). Each participating university had funding for their area of the country. TWU worked with Texas, Louisiana, Colorado, New Mexico, and Washington. The project included recruiting teachers in eligible districts, coordinating coursework and other professional development activities, as well as evaluation by an external evaluator.

Research Assistant (2012-2013), *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Innovation: Analysis of Adaptive Expertise and Self-Analysis of Teaching Videos Influence on Teacher Leaders’ Adaptive Expertise Related to Reading Recovery*, Innovation research study from the Reading Recovery: Scaling Up What Works Investing in Innovation Grant, Texas Woman’s University. Anne Simpson, Ph.D., Principal Investigator.

Research Assistant (2011-2013), *Exploring Technological Innovations in the Training and Ongoing Professional Development of Reading Recovery Educators, Reading Recovery Teacher Learning: Blended Environments*, Innovation research study from the Reading Recovery: Scaling Up What Works Investing in Innovation Grant, Texas Woman’s University. Anne Simpson, Ph.D., Principal Investigator.

Research Assistant (2011-2013), *Effectiveness of Descubriendo la Lectura*, Innovation research study from the Reading Recovery: Scaling Up What Works Investing in Innovation Grant, Texas Woman’s University. Anne Simpson, Ph.D., Principal Investigator.

**PROJECTS**

Co-researcher, *A Content Analysis of Notables Social Studies Books for Children* with Rachel Turner and Amanda Deliman, study beginning 2020, ongoing

*Project description:* This is a collaborative project with three professors at USU. The project involves a content analysis of the 2015-2020 Notables Social Students Books for Children, with a particular focus on the books designated in the Contemporary Concerns category (n=75). Each researcher is focusing on these texts in a unique way: Dr. Deliman is focusing on how to use these texts with social emotional learning standards; Dr. Turner is focusing on using these books with the social studies standards; and Dr. Robertson is focusing on using these books with the ELA standards. This project is in progress.

Researcher, *Graphics in Children’s Informational Texts for 5th and 6th Graders: A Content Analysis,* study beginning 2020, ongoing

*Project description:* This project is an updated version of a previous project researching the types of graphics used in texts available for 5th graders including textbooks, trade books, and magazines. The purpose of the study is to focus on texts published in 2018 or newer to see if there are changes in the types of graphics seen in these texts from previous studies and what that might mean for classroom instruction of informational text with graphics. The project provides opportunities for work with literacy doctoral students. This project is in progress.

Co-researcher. *Nonfiction Graphic Novels: A Content Analysis* with Jennifer Smith, study beginning 2020, ongoing

*Project description:* This project is a collaboration with a colleague at TCU. We are conducting a content analysis of nonfiction graphic novels by popular middle grades authors to determine the differences between nonfiction and fiction graphic novels for children, noting particular features of this genre and differences in illustrative styles between the two authors that might be challenging for readers. This project is in progress.

Co-researcher, *Nonfiction Author Studies,* co-researcher with Jennifer Smith, study beginning 2019, completed 2020

*Project description:* This research was a collaboration with my colleague at TCU. We conducted a content analysis of nonfiction children’s books by Steve Jenkins, Don Brown, and Melissa Sweet, noting particular text features and illustration styles. As part of this study, we developed a process for teachers to follow in conducting a nonfiction author study with elementary or middle grade students. A journal article from this project is published in *Voices from the Middle*.

Co-researcher, *Creating Visual Representations of Learning: Infographics,* co-researcher with Jennifer Smith, study beginning 2018, completed 2020

*Project description:* This collaborative project with my TCU colleague was an extension of the previous Orbis Pictus project. During the analysis phase of the previous project, we noticed an increased use of complex graphics such as infographics in children’s trade books. To extend the previous project, we analyzed recent children’s literature that incorporated infographics and conducted a literature review on the use of these types of graphics in recent years in texts increasingly read by children. During the study, we developed a process for studying infographics for elementary school teachers. A journal article from this study is published in *The Reading Teacher.*

Co-researcher, *An Analysis of K-12 Literacy Teacher Education Preparation,* co-researcher with Laurie Sharp, Rebekah Piper, Laney Bender-Slack, Roberta Raymond, Teresa Young, and Amy Piotrowski, study beginning 2017, completed 2019

*Project description:* This collaborative project with professors from five different universities was designed to survey literacy teacher educators across the country to discover how their work preparing classroom teachers aligns with the most recent standards published by the International Literacy Association titled *Standards for the Preparation of Literacy Professionals 2017*, an updated version of standards for classroom teachers, literacy coaches, and literacy teacher education programs. The research focused on the seven overarching standards: foundational knowledge, curriculum and instruction, assessment and evaluation, diversity and equity, learners and the literacy environment, and professional learning and leadership. I am involved with three journal articles published from this research (*The Advocate*; *Northwest Journal of Teacher Education*, *i.e. inquiry in education),* with a fourth in progress.

Co-researcher, *A Content Analysis of the Orbis Pictus Award and Honor Books from 2000-2018*, co-researcher with Jennifer Smith, study beginning 2017, completed 2019

*Project description:* This collaboration with my colleague at TCU was designed to study changes across time in award-winning nonfiction books for children. During the course of the project, we employed content analysis techniques on award-winner and honor books from the Orbis Pictus Award list published by the National Council of Teachers of English (N=112). During analysis, we focused on book topics, format, and traditional text features, in addition to changes that emerged in books published since 2014, such as an increase in design elements, etc. The journal article in *The Reading Teacher* published from this study focused on our findings regarding atypical text, graphics with information, and supplemental expository information.

Co-researcher, extension of previously funded project, *Teaching Writing Through* *Multigenre Digital Inquiry Projects with Preservice and Inservice Teachers*, co-research with Amy Piotrowski and Jennifer Smith, study beginning 2018, completed 2020

Project description: The project originally began as an individual project but eventually became a collaboration with two other professors, one from USU and one from TCU. This project was partially funded by a USU New Faculty Success in Scholarship Grant. For my part, a multigenre digital inquiry project assignment replaced a multigenre paper in an elementary education English Language Arts methods course that focused on teaching writing. The new assignment incorporated digital writing and technology as a way to incorporate “learning by doing” into the coursework. Dr. Piotrowski and Dr. Smith indicated interest in incorporating a similar project in their courses, so the project was expanded to study the three different implementations. This combined project began in fall of 2018. A journal article is under review sharing the findings from the project from all three researchers’ courses.

Co-researcher, *Reading Recovery and System-wide Implementation: Seeing, Understanding, and Influencing Patterns in Complex Systems* study,co-researcher with Anne Simpson and Leslie Patterson for the Texas Woman’s University Reading Recovery Training Center, study beginning 2014, completed 2017

Project description: This project was a collaboration between university professors, an expert in Human Systems Dynamics, and me. One of the challenges of reading interventions on a large scale is implementation. This project used complex systems theories to understand the implementation of Reading Recovery in four different districts across three states. The findings are published in *The Journal of Reading Recovery.*

Co-researcher, *Coaching Teachers to Set Conditions for Generative Learning: A Research Project*, co-researcher with Carol Wickstrom and Leslie Patterson for the North Star of Texas Writing Project, study beginning 2014, completed 2018

Project description: This project was a collaboration between the North Star of Texas Writing Project and teachers during a summer reading intervention. It included professional development with teachers who were teaching as part of a summer reading program for high school students who had not passed the state reading and or writing assessments. Findings from this study are published in a chapter in an edited book, *Literacy Research, Practice and Evaluation Volume 7: Writing Instruction to Support Literacy Success.*

Co-researcher, *Pre-service Teachers Participation in an Online Discussion and Its Influence on Instruction and Beliefs* research study, co-researcher with Jennifer Smith, study beginning 2014, completed 2017

Project description: This project involved adding an online discussion on nonfiction books into undergraduate reading methods courses. My co-researcher and I both taught the same course. The findings from this study are published in the *International Journal of Technology in Teaching and Learning* and *The Reading Professor.*

Principal Researcher, *Influences on Teacher Decision-making about Writing Instruction in a High Stakes Writing Assessment Grade* doctoral dissertation research study, Principal Researcher, study beginning 2013, completed 2014

Project description: This is a dissertation project. This qualitative study investigated the complex influences on a high school English teacher’s decision-making related to writing instruction. Interviews with agents in the system (district language arts coordinator, principal, teacher), observations of teaching, and artifacts were all data sources. The findings from this study are published in dissertation format, and an additional journal article is published in *Emergence: Complexity and Organization.*

**GRANTS**

**Funded**

*Davis Dives into Books,* grant submitted with partner Cris Labrum (principal at Davis Elementary, Uintah School District)for the 2019 Literacy Grant, The Honor Society of Phi Kappa Phi, $2,456, **project funded.**

*Grant Description:* The Literacy Grants program was initiated to mobilize members and resources of Phi Kappa Phi and the higher education community to champion literacy initiatives. This grant provided over 200 high-quality nonfiction books to teachers and the library at Davis Elementary from award-winning authors Steve Jenkins, Don Brown, Melissa Sweet, and others. Part of the grant consisted of offering professional development at the school on how to teach comprehension of informational texts using high-quality children’s literature. The grant funds purchased the books, and the professional development was pro bono. I met many times with grade level teams and with individual teachers, in addition to faculty professional development. Face-to-face interactions were cut short due to the COVID-19 pandemic. However, all requirements for this grant were successfully completed.

*Implementing and Presenting Preservice Teacher Research on Teaching Writing Through Multigenre Inquiry Projects,* project submitted for the Academic and Instructional Services New Faculty Success in Scholarship Grant (NFSSG), Utah State University, $10,000, **project funded** at $9,105.

*Grant Description:* This grant provided funding for designing and implementing a multigenre digital inquiry project as a tool to help pre-service teachers be better writers and teachers of writing or as an alternative to a traditional literature review. The objectives included opportunities to increase my knowledge by attending a multigenre writing summer course with the expert in the field on teaching multigenre writing (Dr. Tom Romano), attending a Central Utah Writing Project summer institute, presenting at a research and at a practitioner conference, and submitting at least two manuscripts for publication. The MDIP assignment was incorporated into my university course when the project was funded and is still a major component of the course several years later. All requirements for this grant were successfully completed.

Synergistic collaboration, *Representational Connections in Algebraic Reasoning*, project submitted with Kribs, C., Rhoads, K., Jorgensen, T., and Pole, K. for the Texas Teacher Quality Grant program, $554,514, **project partially funded.**

*Grant Description:* This grant was a collaboration between faculty at University of Texas at Arlington. My portion was helping write components to provide professional development for preservice/inservice teachers on how to incorporate writing in the content area of math. I was hired at Utah State University just after this project was partially funded and before the project was implemented.

**Not Funded**

*Teaching Using Informational Texts by Award-winning Authors and Illustrators,* project submitted for the Academic and Instructional Services Excellence in Teaching and Learning Grant (ETLG), Utah State University, $9,814, project not funded.

*Award-Winning Nonfiction Children’s Literature: Teaching Impacts of Changes Over Time,* project submitted for the Academic and Instructional Services Excellence in Teaching and Learning Grant (ETLG), Utah State University, $9,114, project not funded.

*Changes Across Time in Nonfiction Award Winning Books,* grant submitted with Smith, J.for the 2018 Literacy Grant, The Honor Society of Phi Kappa Phi, $2,500, project not funded.

**COURSES TAUGHT**

**Utah State University**

**Graduate**

Research in Educational Settings TEAL 7545 (graduate – doctoral program)

Online format: Spring 2021

*Course Description:* This course explores research methods such as action research, teacher research, journey maps, and photovoice that can be conducted by teachers, administrators, and others in educational settings with the purpose of gaining information and seeking improvement.

Designing and Conducting Literacy Research: A Capstone Experience TEAL 7326 (graduate – doctoral program)

Independent study format: Spring 2021, Fall 2020, Fall 2018

*Course Description:* This is an advanced course examining the design, methods, analytical tools and reporting of literacy research. Students will develop expertise in designing and critiquing literacy research as a part of their dissertation proposal development.

Literacy Research Apprenticeship TEAL 7327 (graduate - doctoral program)

Internship format: Summer 2020, Fall 2020, Spring 2021

*Course Description:* The Literacy Research Apprenticeship provides students with directed experiences in research. Each student works directly with selected faculty members to experience the conduct of research. It requires 75 apprenticeship hours per credit hour.

Dissertation Research for Students in the Research and Evaluation Specialization TEAL 7970 (graduate - doctoral program)

Independent study format: Spring 2021, Fall 2020, Summer 2020, Fall 2019, Summer 2019, Spring 2019, Fall 2018, Summer 2018, Spring 2018, Fall 2017

*Course Description:* This course covers dissertation research for students in the Curriculum and Instruction specialization.

Qualitative Research Methods EDUC 6770 (graduate – distance doctoral cohort)

Blended format (face-to-face/online): Summer 2019, Summer 2017

*Course Description:* This is an introduction to qualitative research including foundations, research designs and strategies of inquiry (case studies, ethnography, phenomenology, grounded theory, biographical, historical, participative inquiry), sampling, fieldwork and data collection, and analysis.

Teaching with Literature and Informational Texts TEAL 6390/5390 (graduate – master’s program)

Online format: Summer 2020, Summer 2019, Summer 2018

Accelerated blended format (face-to-face/online for district cohort): Summer 2018

*Course Description:* This course focuses on selecting literature and informational texts to support standards-based language arts and content area instruction. The course will focus on strategies for strengthening students’ comprehension of these texts, building academic language through reading these texts, and selecting from a wide range of texts including those that represent the wide range of cultures and ethnicities in U.S. schools.

Research in Educational Settings (formerly Research for Classroom Teachers) TEAL 6545 (graduate – master’s program)

Online format: Spring 2021, Summer 2020, Spring 2020

Blended format (IVC/online): Spring 2018

*Course Description:* This course explores research methods such as action research, teacher research, journey maps, and photovoice that can be conducted by teachers, administrators, and others in educational settings with the purpose of gaining information and seeking improvement.

**Utah State University**

**Undergraduate**

Student Teaching Supervision - 12 students

Face-to-face format: Fall 2018 through Spring 2020

*Description:* Supervise student teachers in Elementary Education and Early Childhood Education in the Uintah Basin area (incorporating Uintah and Duchesne Counties)

Teaching Language Arts and Practicum ELED 4030/4031/4032

Blended format (IVC/online): Spring, 2021, Fall 2020, Spring 2020, Fall 2016

IVC format: Fall 2019, Spring 2019, Fall 2018, Spring, 2018, Fall 2017, Spring 2017

*CI Communications Intensive Designation*: The purpose of Communication Intensive courses is to help students achieve proficiency in both written and oral communication in a manner that is appropriate to their major discipline. USU requires two CI courses in upper division major areas.

*Course Description:* Students study language development in children, curriculum development, instructional methods, and assessment in the areas of writing and spelling.

*Practicum Component Description:*  Students apply instructional strategies in the curriculum areas of writing, mathematics, science, and social studies under the guidance of cooperating classroom teachers and university faculty.

Assessment and Instruction for Struggling Readers ELED 4040/4042

IVC format: Fall 2020, Spring 2020, Fall 2019

Blended format (IVC/online): Spring, 2019, Fall 2018

*CI Communications Intensive Designation:* The purpose of Communication Intensive courses is to help students achieve proficiency in both written and oral communication in a manner that is appropriate to their major discipline. USU requires two CI courses in upper division major areas.

*Course Description:* This course prepares undergraduate students to use data from reading assessments to identify students’ reading strengths and needs and plan interventions.

*Practicum Component Description:* Students use reading assessments to identify elementary students’ reading strengths and weaknesses and plan instruction. Special attention is given to providing explicit differentiated reading instruction to students who struggle with learning to read.

Classroom Reading Instruction ELED 3100

IVC format: Spring 2018, Fall, 2017, Spring 2017 (2 sections)

*Course Description:* This course introduces students to teaching and learning processes of reading instruction in elementary schools, emphasizing competencies for teaching phonological awareness, phonics, fluency, vocabulary, and comprehension while focusing on instructional techniques, methods, and materials for whole class reading instruction.

Beginning Classroom Management ELED 3005

IVC format: Fall 2016

*Course Description:* Explores essential principles of classroom motivation and management. Focuses on understanding a learning environment where children work well independently and collaboratively.

Intermediate Classroom Management ELED 4005

IVC format: Fall 2016

*Course Description:* This course explores essential principles of classroom motivation and management. The focus is on facilitating a learning environment where children work well independently and collaboratively, are self-governing, and make socially appropriate decisions.

**University of Texas at Arlington**

**Graduate**

Teaching the Writing Process LIST 5346 (graduate – master’s program)

Face-to-face format: Fall 2015/Spring 2016 - specially designed course for Dallas Literacy Academy

*Course Description:* Current research and theory on the writing process, how children develop as writers, the teacher's role, the learning environment, and motivation, assessment, and evaluation in writing. Current approaches to digital writing and multimodal writing will be explored.

Pre-Adolescent & Adolescent Literacy LIST 5326 (graduate – master’s program)

Online format: Fall 2015

*Course Description:* Focuses on literacy theory, research, and practice as it relates to pre-adolescents and adolescents. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Explores the development of curricular designs for teaching reading/language arts in middle and secondary schools including reading, writing, oral communication, literature, and digital literacy.

Designing Literacy Research LIST 5385 (graduate – master’s program)

Online format: Fall 2015

*Course Description:* This course is designed to build on the LIST 5325, Understanding Literacy Research, by providing an exploration of the process for quantitative, mixed methods or qualitative research design. Includes an examination of various research designs related to language and literacy development including models such as case studies, ethnography, observations and interviews. Students are lead through the research process including forming a theoretical epistemology, formulating research questions, reviewing literature, selecting methods of data collection, interpretation and analysis of data and writing a research proposal.

**University of Texas at Arlington**

**Undergraduate**

Content Area Reading and Writing LIST 4343

Face-to-face format: Spring 2016

*Course Description:* Explores methods of teaching reading, writing, and study skills across the curriculum in grades 4-12. Emphasis on text structure and the differences between narrative and expository text, graphic organizers for text structure, the reading/writing process as applied to informational text. Classroom adaptations for culturally and linguistically diverse populations in the content areas will also be addressed.

Middle Level Teaching – Reading, Writing, and Literature LIST 4378

Face-to-face format: Spring, 2016, Fall 2015

*Course Description:* Theory and practice in the teaching of the English language arts for the middle level, including various instructional approaches to reading, writing, listening, and speaking; motivating student readers and writers, the teaching of work level skills, vocabulary and comprehension, strategies for various writing modes, purposes, and audiences; strategies for developing rereading, revision and editing skills, basic components of assessment. Integration of literature suitable for the middle level; selection and evaluation of appropriate fiction, nonfiction, and poetry for instruction, as well as literature-based instructional methods. This course involves a two-hour lecture and two-hour application of lecture and two-hour application of lecture/theory. The two-hour application of lecture/theory will require students to spend time in a 4-8 classroom during normal school hours.

**Texas Woman’s University**

Supervision and Teaching of Reading READ 5523 (graduate – master’s program)

Graduate Teaching Assistant with Dr. Anne Simpson

Blended format (face-to-face/online): Summer 2013

*Course Description:* Problems in improvement of reading instruction; studies in organization and implementation of reading programs.

Integrated Language Arts 4-8 READ 4413 (undergraduate)

Face-to-face format: Spring 2014, Fall 2013, Spring 2013, Fall 2012

*Course Description:* Instruction and practice in the teaching of reading, writing, speaking, listening, viewing, and visually representing for teachers of early adolescents. This course includes a strong emphasis on integrating the language arts through process writing.

Literacy Assessment and Instruction, EC-6 READ 4453 (undergraduate)

Face-to-face format: Fall 2014, Spring 2014

*Course Description:* Examines characteristics and uses of a wide variety of evaluation and assessment tools. Students analyze data in order to plan appropriate instruction, identify children in need of in-depth intervention, and learn to communicate student literacy outcomes to various audiences.

Foundations of Literacy 4-8 READ 3423 (undergraduate)

Face-to-face format: Fall 2013

*Course Description:* Guidance and practice in planning and organizing for instruction in reading, writing, listening, speaking, viewing, and visually representing in grades four through eight. Reading and language arts theory, content, and methods.

**NEW COURSE DEVELOPMENT, PREPARATIONS, AND MAJOR COURSE REVISIONS**

**Utah State University**

**Graduate**

TEAL 7545 Research in Educational Settings (new course Spring 2021)

Created a doctoral level track for Research in Educational Settings in an online format to be cross listed with a similar master’s level course and taught as part of a qualitative methods track for doctoral students in the Curriculum and Instruction doctoral program, although any doctoral student in the university can take this course. Upgraded readings and assignments to include heavier research and writing requirements more appropriate for the doctoral level.

TEAL 6390 Teaching with Literature and Informational Texts (revision Summer 2019)

Revised existing Teaching with Literature and Informational Texts designed in an online format to be taught primarily face-to-face in an accelerated two-week format for the Ogden School District cohort. Updated course to use the newest version of the textbooks which required some reorganization of chapter readings and updated articles and chapters from more recent peer-reviewed journals on topics for discussion. Created course content for the ten four-hour blocks with modeling and application of lessons using children’s literature as resources. Adapted assignments for a face-to-face environment and to integrate into the accelerated format of this course.

TEAL 6545 Research for Classroom Teachers (revision Spring 2018)

Modified existing Research for Classroom Teachers course. Changes include: added readings from research in complex social systems, readings on theoretical/philosophical assumptions, and readings on other course-related topics; re-designed assignments to include memos updating student thinking across the semester; changed the final research proposal to an adaptive action progress report on an actual action research project begun during the semester

EDUC 6770 Qualitative Methods I (revision Summer 2017)

Modified existing Qualitative Methods I courses designed to be taught in a regular face-to-face semester to be taught as a blended intensive six-week summer course for the distance doctoral cohort. Adapted assignments and daily tasks to incorporate inquiry projects.

**Utah State University**

**Undergraduate**

ELED 4030/4032 Teaching Language Arts and Practicum (revision Spring 2020)

Revised existing Teaching Language Arts and Practicum broadcast format to an every-other-week broadcast/online format (six broadcast/six online) with a three-week practicum at the end of the semester.

ELED 4040/4042 Assessment and Instruction for Struggling Readers and Practicum (revision Spring 2020)

Revised existing Assessment and Instruction for Struggling Readers designed a twelve-week broadcast format with a three-week practicum at the end to a fifteen-week broadcast format with an embedded practicum component arranged by each student.

ELED 4040/4042 Assessment and Instruction for Struggling Readers and Practicum (revision Fall 2019)

Revised existing Assessment and Instruction for Struggling Readers designed in a broadcast/online every- other-week format with a three-week practicum at the end to a twelve-week broadcast format with a three- week practicum at the end.

ELED 4031 Teaching Language Arts (revision – Spring 2018)

Modified existing Teaching Language Arts course to integrate into the new elementary education lanes program being implemented in Spring 2018. This course needed to be redesigned to be a 2 credit course the is taught in line with a newly designed literacy practicum.

ELED 4041 Assessment and Instruction for Struggling Readers (revision Spring 2018)

Modified existing Assessment and Instruction for Struggling Readers course to integrate into the new elementary education lanes program being implemented in Spring 2018, with a specific focus for the regional campus section(s). This course needed to be redesigned to be a 2-credit course that is taught in line with a newly designed literacy practicum,

ELED 40XX Literacy Practicum (new course Spring 2018)

Helped design a new literacy practicum syllabus with Cindy Jones to coincide with the implementation of the new elementary education lanes program being rolled out in Spring 2019.

ELED 4030 Teaching Language Arts (revision Spring 2017)

Modified existing Teaching Language Arts course to add more writing and technology integration by including a Multigenre Inquiry Project that required creating a variety of writing genres uploaded to a website to share learning. Added small group discussions with students in multiple sites through synchronous videoconferencing software to model small group discussion and learning.

ELED 3100 Classroom Reading Instruction (revision Fall 2017)

Modified existing Classroom Reading Instruction course designed for face-to-face to be taught in an IVC format to multiple sites across the state of Utah. Changes included modifications to reading responses, addition of small group discussions through synchronous videoconferencing software, and other weekly updates to assist in course delivery through IVC.

**The University of Texas at Arlington**

**Graduate**

LIST 5346 Teaching the Writing Process (revision Fall 2015-Spring 2016)

Developed a writing pedagogy course specifically for the Dallas Literacy Academy for the Dallas Independent School District. This was one in a series of three courses for this Academy. The course was a combination of two online masters’ courses offered at UTA on writing re-designed for a face-to-face format to cross from the fall to the spring semester.

**STUDENT ADVISEMENT COMMITTEES**

**Doctoral Dissertation Chair**

**Complete**

Priestley, K. Lea. (defended 2020). *Exploring the Influence of Peer-Assisted Learning Strategies (PALS) in Increasing Reading Comprehension of Grade-Level Biology Text and Biology Self-Efficacy in Students with Learning Disabilities: A Formative Experiment,* School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Chair

Ivie, Tara. (defended 2020). *An Analysis of Degree Completion Among Female Students at Utah Valley University: A Demonstration Case for an Individualized Analysis Model in Higher Education,* School of Teacher Education and Leadership, Curriculum and Instruction: Instructional Leadership, Utah State University, Chair

Reina, Laura. (defended 2018). *Route-finding: Developing Curricular Knowledge and Impacting Practice Through a Collaborative Curriculum Mapping Process,* School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Co-Chair with Sylvia Read

Evans, Marianne Bristow. (defended 2018). *The Integration of Reading, Writing, Speaking, and Listening Skills in the Middle School Social Studies Classroom,* School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Co-Chair with Sylvia Read

**Doctoral Dissertation Chair**

**In Process**

Strong, Ashley. (defended proposal 2019). *Factors Influencing High School Biology Teachers’ Integration of Argumentation in the Context of Disciplinary Literacy Coaching,* School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Co-Chair with Amy Wilson-Lopez

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| --- | --- | --- | --- |
| Doctoral Student Name | Year Added as Chair | Role | Where in Program |
| Georgia Bunnell | 2021 | Chair | Writing proposal |
| Carrie Ashcraft | 2019 | Chair | Writing proposal |
| Nicole Parker | 2020 | Co-Chair | In coursework |
| Jenette De Oliveira | 2020 | Chair | In coursework |

**Doctoral Dissertation Committee**

**Complete**

Meisner, John. (defended 2019). *Understanding Preservice Teachers' Perceptions of Instructional Coaching During Student Teaching,* School of Teacher Education and Leadership, Curriculum and Instruction: Instructional Leadership, Utah State University, Steven Camicia, Chair

Dupree, Kami. (defended 2019). *Secondary Mathematics Teachers’ Responses to Pivotal Teaching Moments,* School of Teacher Education and Leadership, Curriculum and Instruction: Mathematics Education and Leadership, Utah State University, Patricia Moyer-Packenham, Chair \*winner of the USU Outstanding Dissertation of the Year

Horton, Zachary. (defended 2019). Questioning Questions: A Grounded Theory Investigation of Teacher Questioning in Seminary for the Church of Jesus Christ, School of Teacher Education and Leadership, Curriculum and Instruction: Instructional Leadership, Utah State University, Max Longhurst, Chair

Jorgensen, Alayne. (defended 2018). *Exploring the Influence of Digital Writing on Primary Students' Revisions of Informational Text: A Formative Experiment*, School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Kathleen Mohr, Chair

Day, Bryce. (defended 2017). *Exploring the Relationship Between the Use of a Selected Phonics Curriculum and the Oral Reading Fluency and Nonsense Word Fluency Scores of First-grade Students,* School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Kathleen Mohr, Chair

Neal, John. (defended 2017). *Examining the Read-to-Write Strategy and its Effects on Second Grader’s Writing of Sequential Text,* School of Teacher Education and Leadership, Curriculum and Instruction: Literacy Education and Leadership, Utah State University, Sarah Clark, Chair

**Doctoral Dissertation Committee**

**In Process**

Leitch, Michael, (defended proposal, 2020). *Teacher Learning of Fractions Division with Area Models,* School of Teacher Education and Leadership, Curriculum and Instruction: Mathematics Education and Leadership, Utah State University, Beth MacDonald, Chair

Frabasilio, Angela Maria. (defended proposal, 2020). *A Study to Examine the Relationship Between Adaptive Reasoning and Learner-Generated Drawings When Middle School Students Work with Partners on Mathematical Tasks,* School of Teacher Education and Leadership, Curriculum and Instruction: Mathematics Education and Leadership, Utah State University, Beth MacDonald, Chair

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Doctoral Student Name | Year Added to Committee | Concentration Area | Role | Where in Program |
| Nanette Watson | 2020 | Literacy Leadership | Committee member | Writing proposal |
| Matt Dias | 2019 | Instructional Leadership | Committee member | Writing proposal |
| Georgia Bunnell | 2019 | Literacy Leadership | Committee member | Writing proposal |
| Mary Ellen Greenwood | 2019 | Literacy Leadership | Committee member | In coursework |
| April Mitchell | 2019 | Science Education | Committee member | In coursework |
| Estanford Maeser | 2018 | CTE | Committee member | Passed comprehensive exam |

**Master’s Thesis Committee**

**In Process**

|  |  |  |
| --- | --- | --- |
| Student Name | Year Added to Committee | Role |
| Mark Christiansen | 2020 | Committee member |

**HONORS**

Outstanding Teacher Award, Utah State University – Uintah Basin (2018)

This award is given at the Uintah Basin Education Summit for teaching excellence as part of a USU Statewide Campus and Distance Education program.

Finalist, Outstanding Dissertation Award 2015, International Literacy Association (2016)

The International Literacy Association presents an award annually to honor an outstanding doctoral student whose research focused on the field of literacy or who conducted related research with implications for literacy. Members of the committee read and rate all monographs through a blind-reviewed process. The award winner and finalists are invited to present their research at the annual conference.

Who’s Who Among Graduate Students in American Universities and Colleges, Texas Woman’s University, Denton (2014)

Graduate Council Award for Exceptional, Original Scholarship (nominated), Texas Woman’s University, Denton (2014)

Graduate Council Award for Exceptional, Original Scholarship (nominated), Texas Woman’s University, Denton (2013)

The Honor Society of Phi Kappa Phi, Texas Woman’s University, Denton (2012-current)

Alpha Upsilon Alpha Honor Society - International Reading Association, Texas Woman’s University, Denton (2011-2014)

Rose Spicola Doctoral Scholarship (recipient), Texas Woman’s University, Denton (2011)

Alpha Chi National College Honor Society, Southern Utah University, Cedar City (2008)

ETS Recognition of Excellence, Top 15% on Elementary Education: Content Knowledge and Principals of Learning & Teaching K-6 (2005)

# PROFESSIONAL ORGANIZATIONS & SERVICE TO ORGANIZATION

# (SERVICE IS BOLDED)

American Educational Research Association (AERA)

Member: 2012-2018

Association of Literacy Educators and Researchers (ALER)

Member: 2015-present

**Annual Conference Proposal Reviewer: 2018-present**

Human Systems Dynamics Institute

Associate: 2014-present

**HSD Disciplinary Literacy Liaison for the National Center for Literacy Education** **2015-2017**

International Literacy Association (formerly International Reading Association) (ILA)

Member: 2010-present

**ILA Children’s and Young Adults’ Book Award Committee: 2018-present**

**Editorial Reviewer Ad Hoc for *The Reading Teacher*: 2016-present**

**Editorial Review Board for *The Reading Professor*: 2016-present**

**Annual Conference Proposal Reviewer: 2017-present**

Special Interest Group membership: Professors of Literacy & Teacher Education (PLTE-SIG)

**PLTE Elections Nomination Committee – 2017-2018**

Special Interest Group membership: Technology in Literacy Education (TILE-SIG)

Literacy Research Association (LRA)

Member: 2010-present

**Field Council Representative: 2018-present**

**Annual Conference Proposal Reviewer: 2012-present**

**Yearbook Reviewer: 2012-2016**

**Session Chair: December 2013, 2014**

**Session Discussant: 2020**

**Doctoral Student Innovative Community Group Executive Committee: 2011-2013**

National Association for the Education of Young Children (NAEYC)

Member: 2018-present

National Center for Literacy Education (disbanded 2017) (NCLE)

**NCLE Roles & Organizational Structures Working Group Committee: 2015-2017**

National Council of Teachers of English (NCTE)

Member: 2010-present

Assembly membership: Children’s Literature Assembly (CLA)

Member: 2014-present

**Bonnie Campbell Hill Literacy Leader Award Committee: 2021-present**

Assembly membership: Studies in Literacies and Multimedia Assembly (SLAM)

Member: 2019-present

Group membership: English Language Arts Teacher Educators (ELATE)

Member: 2018-present

National Writing Project (NWP)

Central Utah Writing Project (CUWP)

Member: 2018-present

**Teaching Fellow: 2019-present**

North Star of Texas Writing Project (NSTWP)

Member: 2012-present

**Teacher Consultant and Leadership Team: 2013-2016**

North Texas Council of Teachers of English Language Arts (NTCTELA)

Member: 2013-2016

**Executive Committee: 2013-2015**

**Annual Conference Planning Committee: 2013-2015**

Reading Recovery Council of North America (RRCNA)

Member: 2011-2013

Texas Association for Literacy Education (TALE)

Member: 2013-2016

**Journal Reviewer: 2013-2016**

Texas Association for the Improvement of Reading (TAIR)

Member: 2012-2016

**Chapter** **Executive Committee: 2013-2016**

**Chapter Conference Planning Committee: 2014, 2015**

**Chapter Conference Chair: 2013**

Texas Council of Teachers of English Language Arts (TCTELA)

Member: 2013-present

Utah Literacy Association (ULA)

Member: 2017-present

Utah Association for the Education of Young Children (UAEYC)

Member: 2018-present

**ADDITIONAL SERVICE**

**Professional Service**

Editorial Reviewer: Ad Hoc for *Journal of School Leadership* 2020-present

Editorial Reviewer: Ad Hoc for *International Journal of Research in Education and Science*

2020-present

Coordinator, Literacy Professors Academic Writing Group 2015-present

Coordinator, Human Systems Dynamics Writing Group 2014-2016

**Utah State Board of Education Service (USBE)**

Literacy Endorsements Revision Task Force 2020-present

Teacher Preparation Elementary Literacy Competencies Committee 2019-2020

Planning and Organizing Instruction Work Group 2019-2020

**Utah State University Service**

**University Service**

Office of Equity Hearing Council 2020-present

Editorial Reviewer, *Journal of Empowering Teaching Excellence*: 2017-present

**Emma Eccles Jones College of Education and Human Services Service:**

Council on Teacher Education Committee Committee Member 2020-present

Education Parapro Dynamic Credentialing Task Force Task Force Member 2020-present

Education Paraprofessional Standards Committee Committee Member 2019-2020

**School of Teacher Education and Leadership Service:**

Field Experience Committee Committee Member 2020-present

Statewide Campus Content Practicum Coordinator Coordinator 2020-present

Literacy Faculty Undergraduate Program Coordinator Coordinator 2020-present

Graduate Program Advisory Committee (GPAC) Committee Member 2017-2020

Elementary Education Faculty Search 2020 (Salt Lake City) Committee Member 2019-2020

Elementary Education Faculty Search 2020 (Price) Committee Member 2019-2020

Literacy Faculty Search 2019 Chair 2018-2019

Literacy Practicum Committee Committee Member 2017-2019

Doctoral Writing Workshops Committee Member 2017-2019

Literacy Faculty Search 2018 Co-Chair 2017-2018

General Education Task Force Task Force Member 2017-2018

Literacy Task Force Task Force Member 2017-2018

Camp Completion (doctoral program) Writing Mentor Mentor 2017-present

Elementary Undergraduate Committee Committee Member 2016-present

Graduate Faculty Committee, Curriculum & Instruction Committee Member 2016-present

Literacy Faculty Committee Committee Member 2016-present

**Uintah Basin Regional Campus Service:**

Impactful Women Scoring Committee Committee Member 2019

Graduation Awards Committee Committee Member 2017-present

Grow Your Own Scholarship Committee/Chair Committee Co-Chair 2017-present

**The University of Texas at Arlington Service**

**University Service:**

Selected Member, Professional Learning Communities – Blended Learning (2015-2016)

Sponsored by the Division of Digital Teaching and Learning and the Division of Faculty Affairs; facilitated by Learning Innovation and Networked Knowledge (LINK) Research Lab, and the Center for Teaching and Learning Excellence (CTLE)

**Department of Curriculum and Instruction Service:**

Graduate Committee, Masters of EC-12 Literacy Studies Committee Member 2015-2016

Middle Grades Committee, 4-8 Undergrad Certification Committee Member 2015-2016

**Texas Woman’s University Service**

**University Service:**

Founding Board Member, Alpha Upsilon Alpha Eta Rho Chapter of the Honor Society of the International Reading Association, Vice-President, 2011-2013

**Department of Reading Service:**

Doctoral Collaborative Planning Committee Committee Member 2013-2014

Rose Spicola Forum in Reading Committee Member 2011

Askew Reading Recovery and Early Literacy Institute Volunteer 2010-2014

**School District Service**

District Textbook Adoption Committee, Denton ISD Committee Member 2009-2010

Positive Behavior Support Committee, Lee Elem, Denton ISD Committee Member 2009-2010

Faculty Council, Lee Elementary, Denton ISD Grade Level Rep 2009-2010

Student Teacher Mentor, Three Falls Elementary, WCSD Mentor 2007-2008

District Fine Arts Committee, WCSD Member 2006-2008

Community Council, Three Falls Elementary, WCSD Teacher Representative 2006-2008

**Community Service**

Literacy Tutor, North Star of Texas Writing Project Youth Summer Writing Camp, Lewisville, Texas, June 17-27, 2013

Literacy Tutor, daily Reading Recovery lessons, Denton, Texas

2 Denton Independent School District students, Spring 2012

2 Denton Independent School District students, Fall 2011