

CURRICULUM VITAE

Michelle J. Kelley

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Reading Education
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ACADEMIC BACKGROUND

- Ed.D. UNIVERSITY OF FLORIDA- Gainesville, Florida
2001 Dissertation: A Cross-Case Analysis of Effective Reading Teachers of At-Risk Intermediate Students
Emphasis: Reading, At-risk Learners, and Curriculum & Instruction
- Ed.S UNIVERSITY OF FLORIDA- Gainesville, Florida
1999
- M.Ed. UNIVERSITY OF SOUTHERN MAINE, Gorham, Maine
1992 Major: Literacy Education
- BA. UNIVERSITY OF MAINE, Orono, Maine
1988 Major: History
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PROFESSIONAL EXPERIENCE

Universities

- 2005-Present **Assistant Professor of Reading Education**, School of Teaching, Learning, and Leadership, University of Central Florida, Orlando, Florida.
- 2003-2005 **Instructor and Visiting Assistant Professor of Reading Education**, Department of Teaching and Learning Principles, University of Central Florida, Orlando, Florida.
- 2001-2003 **FLaRE (Florida Literacy and Reading Excellence Center) Area V Coordinator**, University of Central Florida.

Public School

2000-2001 **Literacy Support Teacher**, Red Bug Elementary, Casselberry, Florida.
1994-2000 **Classroom Teacher**, Red Bug Elementary, Casselberry, Florida.
1991-1994 **Classroom Teacher**, Helen Thompson School, West Gardiner, Maine.

PROFESSIONAL CERTIFICATIONS

Educational Leadership (Elementary)-State of Florida
Reading K-12- State of Florida
Elementary Education 1-6- State of Florida
ESOL Endorsed- State of Florida

HONORS AND AWARDS

UCF Teaching Incentive Program Award, 2009-2010.

UCF College of Education Excellence in Undergraduate Teaching Award, 2009.

Facebook Author of the Month for International Reading Association, June 2009.

Book Trust- \$60,000 (over 5-year period), 2008-on going.

Toni Jennings Exceptional Educational Institute Research Project- \$6,998, 2010-2011.

Toni Jennings Exceptional Educational Institute Research Project- \$7,500, 2009-2010.

Toni Jennings Exceptional Educational Institute Research Project- \$6,000, 2007-2008.

Toni Jennings Exceptional Educational Institute Research Project -\$ 6,500, 2005-2006.

Florida Department of Education Reading Enhancement Grant-\$5,000, 2000.

Seminole County Foundation Grants- 1996, 1997, and 2000.

Disney Teacherrific Award, 1995, 1999 and 2000.

RESEARCH AND CREATIVE ACTIVITIES

Research Foci:

- (a) increasing engagement through metacognition in elementary and middle school students and evaluating the efficacy of independent reading with school-age students,
- (b) providing professional development for pre-service and in-service teachers further developing their efficacy in reading instruction and assessment.

Publications

Books and Chapters (refereed)

National/International

Kelley, M., Wilson, N., & Koss, M. (In Press, 2011). Using Young Adult Literature to Motivate and Engage the Disengaged. In *Teaching Adolescent Literature Today*. Eds. Judith A. Hayn & Jeffrey S. Kaplan.

Judith A. Hayn & Jeffrey S. Kaplan.

Kelley, M. & Clausen-Grace, N. (2010). R⁵: A sustained silent reading makeover that works (Ch. 10). In *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Eds. Elfrieda H. Hiebert & D. Ray Reutzel. Newark, DE: International Reading Association.

Invited.

Kelley, M. & Clausen-Grace, N. (2008). *R⁵ in Your Classroom: A Guide to differentiating independent reading and developing avid readers*. Newark, DE: International Reading Association.

Acceptance Rate of 33%.

Kelley, M. & Clausen-Grace, N. (2007). *Comprehension shouldn't be silent: From strategy instruction to student independence*. Newark, DE: International Reading Association.

Acceptance Rate of 33%.

Kelley, M. (2003). *Scaffolding Students' Comprehension and Guiding Students Towards Independence in Reading* (Lesson 6). Florida Online Reading and Professional Development. Orlando, FL: University of Central Florida.

Invited. Note, this module has since been revised and blended with other content. Contact Dr. Zygouris-Coe for confirmation.

Kelley, M. (2003). *Strengthening Vocabulary Development* (Lesson 5). Florida Online Reading and Professional Development. Orlando, FL: University of Central Florida.

Invited. Note, this module has since been revised and blended with other content. Contact Dr. Zygouris-Coe for confirmation.

Kelley, M. & Wilder, S. (2002). Tearing Down the Walls That Divide: School and Community Partnerships in the Teaching of Reading and Writing (Ch. 9). In *ACEI Special Topics in Elementary Education*.

Invited.

Journal Articles (refereed): National/International

Kelley, M. & Clausen-Grace, N. (2010). Using a Text Feature Walk to Purposefully Guide Students through Expository Text. *Reading Teacher*, 64 (3), 191-195.

Acceptance Rate of 15%.

Kelley, M. & Clausen-Grace, N. (2009). Facilitating engagement by differentiating independent reading. *Reading Teacher*, 63(4), 313-318.

Acceptance Rate of 15%.

Wilson, N., & **Kelley, M.** (2010). Are avid readers lurking in your Language Arts classroom? Myths of the avid reader. *Reading Horizons*, 50 (2), 99-112.

Acceptance Rate of 20%.

Kelley, M. & Decker, E. (2009). The current state of motivation to read among middle school students. *Reading Psychology*, 30(5), 466-485.

Acceptance Rate of 20% (publication with Graduate Assistant).

Kelley, M. & Clausen-Grace, N. (2008). From picture walk to text feature walk: Guiding students to strategically preview text. *Journal of Content Area Reading*, 7(1), 9-32.

Acceptance Rate range of 20-50%.

Kelley, M. & Clausen-Grace, N. (2008). Ensuring transfer of strategies by using a Metacognitive Teaching Framework. *Voices from the Middle*, 15, 23-31.

Acceptance Rate of 14%.

Clausen-Grace, N. & **Kelley, M.** (2007). You can't hide in R⁵: Redesigning independent reading to be more strategic and engaging. *Voices from the Middle*, 14,

38-49.

Acceptance Rate of 14%. Note, I was first author on this article, but when it went to print the editor made an error. No proofs were sent to me to edit.

Kelley, M. & Clausen-Grace, N. (2006). R⁵: The SSR Makeover that Transformed Readers. *Reading Teacher*, 60, 148-159.

Acceptance Rate of 10%.

National (Invited and Non-Refereed Publications)

Kelley, M. (2008-2005). Curriculum connections: Professional materials review. *School Library Journal*.

State (Refereed publications)

Kelley, M. & Clausen-Grace, N. (2008). To read or not to read: Connecting independent reading to direct instruction. *Florida Reading Quarterly*, 44, 6-11.
Acceptance Rate of 30%.

Kelley, M. & Verkler, K. (2007). Teaching isn't a job: Promoting professional development before they graduate. *FATE On-Line Journal*, 1, 7.
Acceptance Rate of 75% (only presenters at conference can submit, blind review).

Kelley, M. & Zygouris-Coe (September, 2006). Increasing pre-service teachers' self-efficacy and knowledge of reading assessments. *FATE On-Line Journal*.
Acceptance Rate of 75% (see above).

State (Invited publications)

Kelley, M. (2010). Art in reading: From picture books to graphic novels. Teachers on the Cutting Edge. *Florida Reading Association*.

Kelley, M. (2007). Comprehension: Responding to informational text. Teachers on the Cutting Edge. *Florida Reading Association*.

Kelley, M. (2006). Literacy Leadership. Teachers on the Cutting Edge. *Florida Reading Association*.

Other Publication Contributions/Creative Works

Kelley, M., & Clausen-Grace, N. (2009). *A study guide for comprehension shouldn't be*

silent: From strategy instruction to student independence. Newark, DE: International Reading Association.

International Reading Association (2008). Creating a home reading program. Podcast

<http://www.reading.org/resources/podcasts/index.html>.

Kelley, M. (2008). How to create a successful at-home reading program: An exclusive special report for IRA member. Newark, DE: International Reading Association.

Children's Books

I wrote the following children's books as part of two projects. One project sought to create high interest non-fiction books for pre-school and kindergarten students. The second project sought to develop a series of books for intermediate-aged students on simple machines with science curricular connections.

Kelley, M. (2006). *Just like me.* Rourke Publishing.

Kelley, M. (2006). *Rules, rules, rules.* Rourke Publishing.

Kelley, M. (2006). *Different places, different words.* Rourke Publishing.

Kelley, M. (2006). *Jobs.* Rourke Publishing.

Kelley, M. (2007). *Inclined Planes.* Fitzgerald Books.

Kelley, M. (2007). *Lever.* Fitzgerald Books.

Kelley, M. (2007). *Pulleys.* Fitzgerald Books.

Kelley, M. (2007). *Screws.* Fitzgerald Books.

Kelley, M. (2007). *Wedges.* Fitzgerald Books.

Kelley, M. (2007). *Wheels.* Fitzgerald Books.

Papers Presented at Professional Conferences (Refereed)

The focus of my presentations has been on disseminating the research I have conducted to a larger audience.

International Conferences

Kelley, M., & Clausen-Grace, N. (May, 2011). *Engaging Students in Meaningful Independent Reading Practices Both In and Out of School.* International Reading Association. Orlando, Florida.

Kelley, M. et al. (2010). R⁵: A sustained silent reading makeover. *In revisiting silent*

reading: New directions for teachers, administrators, and researchers institute.
International Reading Association. Chicago, Illinois.

Kelley, M., & Clausen-Grace, N. (2010). *Do they use it when it counts? Helping student transfer metacognitive reading strategy lessons to independent use.*
International Reading Association. Chicago, Illinois.

Kelley, M. (2009). *Making Thinking Visible: Using a Metacognitive Teaching Framework to Explicitly Teach Comprehension Strategies.* International Reading Association. Minneapolis, Minnesota.

Spalding, L. & **Kelley, M. (2009).** *From Application to Presentation: Empowering Preservice Teachers to be Professional Developers.* International Reading Association. Minneapolis, Minnesota.

Kelley, M., & Clausen-Grace, N. (2009). *Part II Professional Development Series: Cultivating Avid Readers Through Engaging Practices.* International Reading Association. Phoenix, Arizona.

Kelley, M., Wegmann, S. & Clausen-Grace, N. (2008). *Part II Professional Development Series: Finding the story in the words: Using digital storytelling to teach vocabulary.* International Reading Association. Atlanta, Georgia.

Kelley, M. & Spalding, L. (2008). *HAPPY Hour: The Professional development of pre-service educators on tap.* International Reading Association. Atlanta, Georgia.

Kelley, M., Clausen-Grace, N., Grace, J. (2007). *R⁵: The Independent Reading Makeover Which Transformed Fake Readers into Engaged Readers.* International Reading Association. Toronto, Canada.

Kelley, M. (2003). *Making a difference in reading: The Florida literacy and reading excellence center.* International Reading Association. Orlando, Florida.

Kelley, M. (2001). *Red bug reads.* International Reading Association, New Orleans, Louisiana.

Kelley, M. (1998). *In pursuit of the impossible dream: Every student on grade level fourth grade.* International Reading Association. Orlando, Florida.

National Conferences

- Kelley, M.,** Clements, T., & Alloway, K., (Feb., 2011). *Campers + Clinicians = Confidence: The impacts of a Developing University Reading Clinic on the Self-Efficacy of Graduate and Undergraduate Education Students.* Association of Teacher Educators, Orlando, Florida.
- Kelley, M.** (2009). *The Effects of Metacognitive Instruction on Teacher Knowledge and Students' Engagement.* Association of Literacy Educators and Researchers, Charlotte, NC.
- Kelley, M.** (2008). *Finding out what kids think about R⁵: A survey of fourth graders.* College Reading Association. Sarasota, FL.
- Kelley, M.** (2007). *HAPPY Hour : Professional development for and by pre-service teachers.* American Association of Teacher Educators. New York, NY.
- Kelley, M.,** Clausen-Grace, N., & Grace, J. (2007). *R⁵: A structured independent reading block which promotes engagement, motivation, and strategic reading.* National Council of Teachers of English. New York, NY.

Regional Conferences

- Kelley, M. & Clausen-Grace, N.** (2008). *Part I Professional Development Series: How can we make sure they are reading? Differentiating independent reading to engage readers.* 19th West International Reading Association Regional Conference. Seattle, Washington.
- Kelley, M.,** Wegmann, S. & Clausen-Grace, N. (2007). *Part I Professional Development Series: Finding the story in the words: Using digital storytelling to teach vocabulary.* Rocky Mountain International Reading Association Regional Conference. Billings, Montana.
- Kelley, M.** (2007). *The effects of a structured independent reading block on fourth graders' metacognition and motivation.* Eastern Educational Research Association. Clearwater, Florida.

State Conferences

- Kelley, M. & Clausen-Grace, N.** (2010). *Spotlight On At-Home Reading.* Florida Reading Association. Orlando, FL.

- Kelley, M.** (2010). *Comprehension Shouldn't Be Silent*. Florida Literacy Coaches Association Symposium .Orlando, FL.
- Kelley, M.** & Clausen-Grace, N. (2009). *Developing Avid Readers through Engagement*. Florida Reading Association. Orlando, FL.
- Kelley, M.** & Clausen-Grace, N. (2008). *R⁴: A meaningful and painless at-home reading program*. Florida Reading Association. Orlando, FL.
- Kelley, M.**, Clausen-Grace, N., & Blackburn, M. (2008). *Making Metacognitive Teaching Relevant through Reflective Professional Development*. Just Read! Conference. Orlando, FL.
- Kelley, M.** (2008). Florida Nationally Board Certified Teachers Conference. Orlando, FL.
- Kelley, M.** & Clausen-Grace, N. (2007). *Making magic: Meaningful reading, writing, and content connection*. Florida Reading Association (FRA). Orlando, FL.
- Kelley, M.** & Verkler, K. (2007). *HAPPY Hour: Professional development of pre-service teachers on tap*. Florida Association of Teacher Educators (FATE). Orlando, FL. Paper presentation.
- Kelley, M.** (2006). *Increasing pre-service teachers self-efficacy and knowledge of reading assessments*. Florida Association of Teacher Educators (FATE). Orlando, FL. Paper presentation.
- Kelley, M.** (2006). *Beyond surface learning*. Florida Reading Association (FRA), Orlando, Florida. Pre-institute.
- Kelley, M.** (2006). Florida Nationally Board Certified Teachers Conference. Orlando, FL.
- Kelley, M.** (2005). *You can't hide in here! Transforming fake readers into engaged readers by unlocking thinking*. Florida Reading Association (FRA), Orlando, Florida. Pre-institute.
- Kelley, M.** (2005). *Kick it up a notch: Transforming fake readers into engaged readers*. Florida Council on Elementary Education (FCEE), Orlando, Florida.
- Kelley, M.** (2004). *Kick it up a notch: Transforming fake readers into engaged readers*. FRA, Orlando, Florida.

Invited Presentations

International

Kelley, M. & Clausen-Grace, N. (Feb., 2010). *The Metacognitive Teaching Framework and R⁵*. Vancouver School District. Vancouver, Canada.

Kelley, M., & Clausen-Grace, N. (May, 2007). *Spotlight on comprehension: Research and practice from IRA publications*. International Reading Association Annual Conference. Toronto, Canada.

State

Kelley, M. & Clausen-Grace, N. (Sept., 2010). *The Metacognitive Teaching Framework*. State of Pennsylvania, Reading First Grant Best Practices in Comprehension Institutes.

Kelley, M. & Clausen-Grace, N. (Sept., 2010). *R⁵: Differentiating Independent Reading*. Keystone Reading Association Conference. Hershey, Pennsylvania.

Kelley, M. & Clausen-Grace, N. (June and Aug., 2010). *The Metacognitive Teaching Framework and R⁵*. State of Pennsylvania, Reading First Grant Best Practices in Comprehension Institutes.

Kelley, M. & Clausen-Grace, N. (April, 2010). *R⁵ in Your Classroom*. Florida Association of Teacher Educators Meeting at the UCF Book Festival. Orlando, Florida.

Kelley, M. (Feb., 2010). *Differentiating Independent Reading*. Florida Reading Association Hot Topics Conference. Saint Petersburg, Florida.

Kelley, M. & Clausen-Grace, N. (Nov., 2009). *Making Thinking Visible*. Arkansas Reading Association Annual Conference. Little Rock, Arkansas.

Grants and Other Funded Projects

Funded Projects

(2008-on going): **Book Trust at UCF** (Anticipate \$60,000 Over a 5-year period, Received \$30,000 in 2009-2010)

My Role: Development and Co-Principal Investigator

Objective- Assist Book Trust in implementation of project in Orange County Public Schools beginning August 2008. In cooperation with Lee-Anne Spalding I assisted in the design of an evaluation, longitudinal in nature, to determine the effects of participation in Book Trust on first grade students in high-needs schools. This project is tangentially connected to the Morgridge International Reading Center.

(2010-2011)): TJEEI **Establishing the “UCF Reading Clinic” to Prepare Exemplary Literacy Educators and Foster Collaboration** (\$6998) –

My Role: Principal Investigator

Objective- The goal of this project is to gather data from existing university and college reading clinics and continue the pursuit of a permanent reading clinic on the UCF campus.

(2009-2010): TJEEI **Establishing the “UCF Reading Clinic” to Prepare Exemplary Literacy Educators and Foster Collaboration** (\$7,500) –

My Role: Principal Investigator

Objective- The goal of this project is to gather data from existing university and college reading clinics and begin planning for a permanent reading clinic on the UCF campus beginning with a pilot during the summer of 2010.

(2007-2008): TJEEI **Developing a Cadre of Teachers Using the Metacognitive Teaching Framework (MTF)** (\$6,000) –

My Role: Principal Investigator

Objective- This research study focused on determining the effects on teacher knowledge as a result of professional development in metacognitive instruction. In addition the researcher sought to determine if a difference existed in students' levels of engagement as a result of metacognitive instruction.

(2005-2006): TJEEI **Reading Assessment and Corrective Instruction Project** (\$6,500) –

My Role: Co-Principal Investigator with Dr. Zygouris-Coe

Objective- This research study examined the preparation of pre-service teachers in assessment and corrective reading instruction. This study carried implications for teacher preparation and student achievement.

Independent Research Projects

2006-2007 **A Comparison of Middle and High School Avid Readers: Graphic Novels versus Traditional Texts.**

My Role: Co- Investigator and Researcher-Participant

Objective- This project sought to determine if a difference existed in the level of engagement, motivation, and strategic reading ability of middle and high school avid readers. Students self-reported as Graphic Novel readers will be compared to those identified as Traditional Literature avid readers.

2006-2007 **The Effects of a School-wide Homeroom Reading Program on Students' Motivation and Engagement.**

My Role: Principal Investigator and Researcher-Participant

Objective- This project involved evaluating the effectiveness of a homeroom reading program in a middle school. Observations were made in every homeroom. A Motivation to Read Survey was completed by every student participating and this was compared to their responses in the spring. Students identified as disengaged readers by homeroom teachers were interviewed and observed. And SRI and FCAT data was available.

2004-2007 **Using Metacognition to Unlock Thinking**

My Role: Principal Investigator and Researcher-Participant

Objective- This project evolved from initially an action research project on metacognition to the development of a Metacognitive Teaching Framework. I worked in a classroom once a week for three years as we developed and refined materials related to this project. We collected informal and formal data to determine effectiveness. We have presented locally and internationally on this project and had several articles and books in publication based on our outcomes.

WORKSHOPS, INSTITUTES, AND SEMINARS

Workshop Presentations

University

Kelley, M. (2010) We love professional organizations. UCF HAPPY Hour.

Kelley, M. & Clausen-Grace, N. (2007) Enticing kids to read. UCF Literacy Symposium.

Kelley, M. (2006) Using Think-aloud to teach questioning. UCF Literacy Symposium.

Kelley, M. (2006) Integrating Children's Literature into Content. UCF HAPPY Hour.

Kelley, M. (2006) We love professional organizations. UCF HAPPY Hour.

Kelley, M. (2005) Transforming Fake Readers. UCF Literacy Symposium.

Kelley, M. (2005) Engaging students with text. UCF HAPPY Hour.

Kelley, M. (2005) Fun with fluency. UCF HAPPY Hour.

Local

Kelley, M. (2010) Invited Professional Development. Jackson Heights Middle School, Oviedo, FL. Focus: Using Textbooks Effectively in Content Areas.

Kelley, M. (2005) Invited Consultant. Lake Mary Elementary, Lake Mary, FL. Focus:

Analyzing Data.

Kelley, M. (2005) Invited Consultant. Keeth Elementary, Casselberry, FL. Focus: Independent Reading.

Kelley, M. (2005) Invited Consultant. Carillon Elementary, Oviedo, FL. Focus: Analyzing Data.

Kelley, M. (2002-2004) Invited Consultant. Grand Avenue, Orlando, FL. Focus: Developing a Literacy Council.

TEACHING

Courses Taught at the University of Central Florida Graduate

2005- 2010

Various Sections

RED 6846

Reading Practicum- Piloted On Campus Reading Clinic

RED 6846 is designed to provide graduate students in Reading Education with evaluation and instructional practices for individualization of reading instruction in a school setting. Students are required to conduct a parent interview and produce a case report. The primary goals of this course are to provide educators with experiences and "tools" for becoming a facilitating reflective practitioner, providing corrective reading instruction, and evaluating the effectiveness of assessments, strategies, and instruction for challenged readers. Particular emphasis is placed on a) effective reading assessments, b) diagnosis and evaluation, and c) corrective instruction in reading.

RED 6845

Advanced Evaluation and Instruction in Reading

This course is intended for graduate students completing an advanced degree in reading education. This course is a prerequisite for and taken as a block with RED 6846. Administration and interpretation of formal and informal evaluation strategies, instructional techniques contributing to reading achievement, case study preparation, and parent involvement are all topics addressed in this course.

RED 6116 Trends in Literacy Education
This course is specifically designed for graduate students completing an advanced degree in education. The purpose of this course is to study trends in reading research and practice. Through an analysis of both current research that has direct implications for practice and limitations on what the research community can say about the reading process and the teaching of reading, educators gain a better understanding of their own practices. I have created an "M" version of this course and implemented spring 2010.

RED 6336 Reading in the Content Area
The primary goals of this course are to provide graduate students with strategies and "tools" for becoming a facilitating reflective practitioner, teaching reading across content areas, and helping them discover that content area learning is made richer when reading, writing, speaking, and listening are taught together. Particular emphasis is placed on:
a) a balanced approach to reading,
b) specific reading and comprehension strategies for content reading,
c) the role of reflection in helping students to think critically,
d) reading for diverse students, and
e) the use of appropriate texts and media.

Courses Taught at University of Central Florida Undergraduate

2005-2010 Various Sections

RED 4519 Diagnostic and Corrective Reading- Course Shepherd
This course is designed to acquaint prospective reading educators with the nature of diagnostic and corrective procedures to be used in the elementary school classroom. The over-all desired outcome is the preparation of a teacher of reading who is prepared to provide differentiated instruction for his/her students. Course content and activities will help students (1) select, understand, and use assessment instruments, both formal and informal, for purposes of student, program, and self evaluation and (2) select appropriate methods and materials that are consistent with the assessment process. I serve as a course shepherd for faculty and adjuncts.

RED 4942 Practicum for Assessment and Instruction of Reading- Course Shepherd

This course is designed to have pre-service teachers in a supervised setting employ the assessment tools they have learned in previous course work and design instruction based on their results. In addition the UCF student implements instruction and evaluates their effectiveness in a field-based setting. I serve as a course shepherd for faculty and adjuncts. I also have developed and teach an “M” version of this course.

Dissertation, Thesis, Research Supervision, and Independent Study

Doctoral Dissertation and Thesis Committees

Member of Committee

Sabrina Greenwell, “An Exploratory Parallel Case Study Comparing the Teaching Practices of Reading Endorsed vs. Non-Reading Endorsed Secondary English Language Arts Teachers”, Ed.D., 2008-defended 2009.
Deanna Velazquez, 2010 to date.

Chair

Rebecca Mordente, Honors in Major, defended Fall 2010.
Erin McCarthy, Honors in Major, defended Fall 2007.

Independent Studies

David Riggs, PhD Candidate, Summer 2009.
Robin Smith, Summer 2006.

Program Development

I was a contributing member of a team who sought and received the Reading Endorsement from the State for our newly designed Undergraduate Elementary Education Program. I am the course shepherd for RED 4519, RED 4942 (our undergraduate reading practicum), and RED 6845. In addition I worked on the new Ph.D. in Reading Course Sequence and have been responsible for developing a comprehension course for this program. I completed the IDL course to teach on-line and developed one module for the reading comprehension course as well as created a Modified course for RED 4942 and RED 6116. Recently, with a team, I have begun to revise all of our syllabi related to the reading endorsement at the undergraduate and graduate level to reflect the new Reading Endorsement Competencies.

PROFESSIONAL SERVICE

Invited Reviewer**International**

Reviewer, International Reading Association 56th Annual Conference Presentation Proposals, 2010.

Reviewer, International Reading Association Books, 2009 to date.

National

Developmental Reviewer, Holcomb Hathaway Publishers, 2010.

Reviewer, *Journal of Teacher Education (JTE)*, Volume 61, 2008

Professional Materials Review *School Library Journal* -2004-2008.

State

Reviewer. Florida Reading Association (FRA), 2007.

Reviewer, Florida Association for Teacher Educators (FATE), 2006.

Professional Organization Involvement**International**

Government Relations Committee, International Reading Association 2008-2010.

International Reading Association's Advocacy Award Subcommittee, 2009-2010.

Member, International Reading Association-1990-to date.

National

Co-Chair of Professional Standards Committee, Association of Literacy Educators and Researchers- 2009-2012.

Membership Committee, Association of Literacy Educators and Researchers- 2008-2010.

Member, Professors of Reading Teacher Educators- 2006-to date.

Member, Content Area Reading Special Interest Group IRA- 2006-2008.

Member, National Council of Teachers of English- 2007-2008.

Member, Eastern Educational Research Association- 2006-2007.

State

Government Relations Chair, Board of Directors, Florida Reading Association 2008-2010.

Family Literacy Chair, Board of Directors, Florida Reading Association 2005-2008.

Membership Chair, Board of Directors, Florida Reading Association 2004- 2005.

Member, Florida Reading Association 1994-to date.

Member, Florida Association for Teacher Educators 2006-2008.

University of Central Florida Committees**University**

Summer Conference Faculty Center for Teaching and Learning- 2010.

Winter Conference Faculty Center for Teaching and Learning- 2009.

Faculty Senate - 2008-2010.

Academic Calendar Committee - 2006-2009.

Grant Evaluator, Office of Faculty Affairs Mentorship Grants- 2009.

College of Education

College of Education Redesign Initiative Funding- Reading Team, 2010

Undergraduate Curriculum & Standards Committee - 2009-2011.

Graduate Curriculum & Standards Committee - 2007-2009.

Library Materials Committee - 2005-2006.

Department of Teaching and Learning Principles

Chair, Honors in Major- Rebecca Mordente, 2010 to date.

Member, Master's Thesis-Deanna Velazquez, 2010 to date.

Member, Honors in Major- Lia Gregory, 2009.

Member, Dissertation Committee- Sabrina Greenwell, 2008-2009.

Course Shepherd (RED 4519, 4942, and 6845) to faculty and adjunct faculty, 2007 to date.

Chair, Honors in Major- Erin McCarthy, 2007.

Mentor, Lead Scholar- Sarah Compher, Fall 2006.

Chair, Elementary Education Visiting Instructor Search Committee, 2009.

Member, Secondary Social Studies Education Search Committee, 2006.

Advisor-Undergraduate and Graduate Students 2005-2007.

Proctor-Masters Exams, 2006.

Evaluator-Masters Exams, 2005; 2006; 2008; 2009; 2010.

Member, HAPPY Hour Committee, 2005 to date.

Member, Elementary Education Instructor Search Committee, 2009.

Member, Social Studies Search Committee, 2004.

Selected Examples of Service to Community

Member, Urban Institute Team, 2007.

Member, Jackson Heights Middle School Literacy Council, 2006-2009.