

Dennis S. Davis

Associate Professor of Literacy Education
Department of Teacher Education and Learning Sciences
College of Education

NC STATE UNIVERSITY

ddavis6@ncsu.edu

AREAS OF SPECIALIZATION

Reading comprehension
Upper-elementary and middle grades literacy instruction
Supporting readers when they struggle with school literacy
Preparation of teachers for diverse classrooms
Sociocultural theories of literacy and learning

EDUCATIONAL BACKGROUND

Aug, 2010	Doctor of Philosophy	Vanderbilt University – Nashville, TN Peabody College, Dept of Teaching and Learning Major: Learning, Teaching, and Diversity
May, 2001	Bachelor of Science	Duke University – Durham, NC Major: Psychology

PROFESSIONAL EXPERIENCE

Aug 2016- present	Associate Professor, Literacy Education Dept of Teacher Education and Learning Sciences North Carolina State University
Aug 2010 – Aug 2016	Assistant Professor, Literacy Education Dept of Interdisciplinary Learning and Teaching The University of Texas at San Antonio
Aug 2009 – May 2010	Course Instructor Dept of Teaching and Learning, Peabody College Vanderbilt University
Aug 2008 – May 2009	Practicum Supervisor Dept of Teaching and Learning, Peabody College Vanderbilt University

- Aug 2005 – Research Assistant
 Aug 2010 Dept of Teaching & Learning, Peabody College
 Vanderbilt University
- June 2003 – Classroom Teacher/Founding Teacher (5th grade, reading and writing)
 June 2005 KIPP Aspire Academy Middle School
 San Antonio, TX
- Aug 2001 – Classroom Teacher (4th grade)
 May 2003 La Unión Elementary School
 Rio Grande City, TX

TEACHER LICENSURE

Texas Teacher Certification:

- Elementary self-contained (grades 1-8)
- Bilingual/ESL (EC-12)
- Special education (EC-12)

HONORS

- August 2014 Recipient of The University of Texas System Regents' Outstanding Teaching Award
- May 2011 Otto Bassler Award for Outstanding Dissertation from the Department of Teaching and Learning at Peabody College, Vanderbilt University
- Sept 2009 – Predoctoral Fellow
 May 2011 National Academy of Education Adolescent Literacy Predoctoral Fellowship
- Aug 2005 – Predoctoral Fellow
 Aug 2010 Experimental Education Research Training (ExpERT) Program
 (funded by Institute of Education Sciences)
- April 2003 District Teacher of the Year, Elementary
 Rio Grande City Consolidated Independent School District

PUBLICATIONS

Davis, D.S., & Vehabovic, N. (in press). The dangers of test preparation: What students learn (and don't learn) about reading comprehension from test-centric literacy instruction. *The Reading Teacher*.

Martinez, M., Harmon, J., Davis, D.S., & Stortz, R. (in press). An investigation of first chapters in high-quality literature for children and adolescents. *The Dragon Lode*.

- McElhone, D., Tenore, F.B., & Davis, D.S. (2017). How teachers mobilize and transform their conceptualizations of reading comprehension into representations of instructional practice. *Literacy Research: Theory, Method, and Practice*. DOI: 10.1177/2381336917718502
- Sailors, M., Martinez, M., Manning, L., Davis, D.S., Stortz, R., & Sellers, T. (accepted). When effective instruction is not enough: A critical look at the emergent understandings of liberatory pedagogy by teachers in a master's program. Chapter to appear in A.E. Lopez & E.L. Olan (Eds). *Transformative pedagogies for teacher education: Moving towards critical praxis in an era of change*. Information Age Publishers.
- Davis, D.S. (2017). Learning to interrogate and resist the data culture in literacy education. In F. Blake Tenore and J.E. Justice (Eds.) *Becoming Critical Educators: Narratives of Disruption, Possibility, and Praxis* (pp. 38-50). New York, NY: Routledge.
- Sailors, M., Martinez, M., Davis, D.S., Goatley, V., & Willis, A. (2017). Editorial: Literacy research in uncertain times. *Journal of Literacy Research*, 49(2), 155-156.
- Huang, B. H., Davis, D. S., & Ngamsomjan, R. (2017). Catching up and forging ahead: English language outcomes of proficient bilingual adolescents in the United States. *System*, 67, 12-24. DOI: 10.1016/j.system.2017.04.002
- Sailors, M., Martinez, M., Davis, D.S., Goatley, V., & Willis, A. (2017). Editorial: Interrupting and disrupting literacy research. *Journal of Literacy Research*, 49(1), 6-9.
- Davis, D.S., Huang, B.H., Yi, T. (2017). Making sense of science texts: A mixed method examination of predictors and processes of multiple text comprehension. *Reading Research Quarterly*, 52(2), 227-252. DOI: 10.1002/rrq.162
- Lenksi, S., Larson, M., McElhone, D., Davis, D.S., Lauritzen, C., Villagomez, A., Yeigh, M., Landon-Hays, M., LeJeune, M., & Scales, D. (2016). What teachers want: A statewide survey of reading and ELA teachers' instructional materials, preferences, and practices. *Literacy Research and Instruction*, 55(3), 237-261. DOI: 10.1080/19388071.2016.1156202
- Davis, D.S., McElhone, D., & Tenore, F.B. (2015). A dialogic account of reader-text interactions. *English Teaching: Practice & Critique*, 14(3), 335-349. DOI: 10.1108/ETPC-04-2015-0026
- Davis, D.S., Bippert, K., & Villarreal, L. (2015). Instructional tendencies in the teaching of reading comprehension: A portrait of practice in the Measures of Effective

- Teaching (MET) database. *Literacy Research: Theory, Method, and Practice*, 64, 285-306. DOI: 10.1177/2381336915617399
- Bippert, K., Davis, D.S., Hilburn, M.R., Hooper, J.D., Kharod, D., Rodriguez, C., & Stortz, R. (2015). (Re)learning about learning: Using cases from popular media to extend and complicate our understandings of what it means to learn and teach. *Dialogue: The Interdisciplinary Journal of Popular Culture and Pedagogy*, 2(2). Retrieved from: <http://journaldialogue.org/issues/relearning-about-learning-using-cases-from-popular-media-to-extend-and-complicate-our-understandings-of-what-it-means-to-learn-and-teach/>
- Davis, D.S., & Willson, A. (2015). Practices and commitments of test-centric literacy instruction: Lessons from a testing transition. *Reading Research Quarterly*, 50(3), 357-379. DOI: 10.1002/rrq.103
- Neitzel, C., & Davis, D. (2014). Direct and indirect effects of teacher instruction and feedback on student adaptive help-seeking in upper-elementary literacy classrooms. *Journal of Research in Education*, 24(1), 53-68.
- Davis, D.S. (2013). Multiple comprehension strategies instruction in the intermediate grades: Three remarks about content and pedagogy in the intervention literature. *Review of Education*, 1(2), 194-224. DOI: 10.1002/rev3.3005.
- Davis, D.S. (2013). Context and implications document for: Multiple comprehension strategies instruction in the intermediate grades: Three remarks about content and pedagogy in the intervention literature. *Review of Education*, 1(2), 225-227. DOI: 10.1002/rev3.3010.
- Davis, D.S. (2013). What fifth-grade students reveal about their literacies by writing and telling narratives. *Reading Horizons*, 52(2), 121-141.
- Davis, D.S. (2012). *Multiple comprehension strategies instruction (MCSI) for improving reading comprehension and strategy outcomes in the middle grades (Meta-analysis protocol)*. The Campbell Collaboration Library of Systematic Reviews.
- Davis, D.S., & Neitzel, C. (2012). Collaborative sense-making in print and digital text environments. *Reading and Writing*, 25, 831-856.
- Sailors, M., Hoffman, J.V., & Davis, D.S. (2012). *Summary Report on the Internal Evaluation: Children's Book Project, Tanzania*. Available from: <http://www.cbp.or.tz/downloads/summary2012.pdf>
- Davis, D.S. (2011). Internalization and participation as metaphors of strategic reading development. *Theory Into Practice*, 50 (2), 100-106.
- Davis, D.S., & Neitzel, C. (2011). A self-regulated learning perspective on middle grades classroom assessment. *Journal of Educational Research*, 104(3), 202-215.

Davis, D.S. (2010). *The effectiveness of multiple comprehension strategies instruction (MCSI) for improving reading comprehension in 4th-8th grade students (Title Registration)*. The Campbell Collaboration Library of Systematic Reviews.

Davis, D.S., & Neitzel, C. (2010). The relationship between students' reading orientations and their strategic activity during a collaborative reading task. *Reading Psychology, 31*, 546-579.

Davis, D.S. (2010). *A meta-analysis of comprehension strategy instruction for upper elementary and middle school students* (Doctoral dissertation). Nashville, TN: Vanderbilt University. Retrieved from etd.library.vanderbilt.edu/available/etd-06162010-100830

MANUSCRIPTS IN PROGRESS OR IN REVIEW

Wilder, P., Miller, C., Larson, S., Davis, D.S., & Howell, E. Unflattening academic language with methodological lenses.

Jensen, B., Wallace, T.L, Davis, D.S., Dietiker, L., Kelcey, B., Gabriel, R., Halpin, P., Minor, C.V., Rui, N., & Steinberg, M. A collective reflection on the affordances and constraints of the Measures of Effective Teaching (MET) database.

Davis, D.S., Stortz, R., Bippert, K., & DeArmon, C. Affordances and constraints of two types of expository comprehension instruction for middle school readers.

Davis, D.S., Sailors, M., Villarreal, A., Sellers, T., & Wilburn, M. Evaluation of Roadrunner Readers Program: Improving literacy achievement through discussion- and strategy-based comprehension instruction.

Davis, D.S., & Koepke, J. Case study of metacognition and social epistemology in reading comprehension instruction in a 5th grade classroom.

Davis, D.S., Bippert, K. Comparison of reading comprehension instructional practices across teachers with different ratings of teaching quality in the MET database.

ON-GOING RESEARCH PROJECTS

Davis, D.S., & Vehabovic, N. Critical systematic review of research on readers positioned as struggling.

Davis, D.S., McElhone, D., & Tenore, F.B. Cross-sectional analysis of teachers' specialized knowledge of reader-text interactions.

Davis, D.S., Cataldo, R., Koepke, J., Lynton, V., Palomo, R., Roby, R., Rodriguez, R., & Curtis, S.S. Uses of data in teaching/learning contexts.

SCHOLARLY PRESENTATIONS

Refereed Research Presentations

- Davis, D.S., & Vehabovic, N. (2017, December). Who are the readers who struggle?: Clarifying and interrogating our language in the literacy education literature. Paper accepted for presentation at the 2017 Annual Meeting of the Literacy Research Association, Tampa, FL.
- Davis, D.S., Roby, R.S., Koepke, J., Cataldo, R., Curtis, S., Lynton, V.J., Palomo, R., & Rodriguez, R.C. (2017, April). Critically examining the allure of data and its role in teaching and learning contexts. Paper presented at the 2017 Annual Meeting of the American Educational Research Association, San Antonio, TX.
- McElhone, D., Tenore, F.B., Davis, D.S. (2017, April). How do middle grades teachers leverage specialized knowledge of reader-text interactions to provide effective, equitable reading instruction? Paper presented at the 2017 Annual Meeting of the American Educational Research Association, San Antonio, TX.
- McElhone, D., Tenore, F.B., & Davis, D.S. (2016, December). How do teachers mobilize and transform their conceptualizations of reader-text interactions into representations of instructional practice? Paper presented at the 2016 Annual Meeting of the Literacy Research Association, Nashville, TN.
- Sailors, M., Davis, D.S., Sellers, T., Villarreal, A., & Wilburn, M. (2016, December). Post-colonial school-wide literacy reform efforts: The case of the Roadrunner Readers. Paper presented at the 2016 Annual Meeting of the Literacy Research Association, Nashville, TN.
- Sailors, M., Martinez, M. Davis, D.S., Goatley, V., ... Gonzales, J.H. (2016, December). Disseminating literacy research for social transformation in *Journal of Literacy Research*, *Reading Research Quarterly*, and *Literacy Research: Theory, Method, and Practice*. Presentation at the 2016 Annual Meeting of the Literacy Research Association, Nashville, TN.
- Davis, D.S., & Willson, A. (2016, July). Interrogating and resisting test-centric literacy instruction. Pre-conference Institute session presented at the Annual Conference of the International Literacy Association, Boston, MA.
- Tenore, F.B., Davis, D.S., & McElhone, D., & Kharod, D. (2015, December). Studying teachers' specialized knowledge of teaching reader-text interactions. Paper presented at the 2015 Annual Meeting of the Literacy Research Association, Carlsbad, CA.
- Larson, M.L., Lenski, S., McElhone, D., Yeigh, M., LaForce, B., Davis, D.S. (2015, December). Using teachers' views to impact statewide policy change: Recommendations from a statewide instructional materials and practices survey.

- Paper presented at the 2015 Annual Meeting of the Literacy Research Association, Carlsbad, CA.
- Davis, D.S., Huang, B.H., Yi, T., (2015, April). Making sense of science texts: A mixed method examination of predictors and processes of expository text comprehension. Paper presented at the 2015 Annual Meeting of the American Educational Research Association, Chicago, IL.
- Huang, B. H., Davis, D. S., & Ngamsomjan, R. (2015, March). Catching up and keeping up: Adolescent English Language Learners' language proficiency outcomes and reading achievement. Paper presented at the 2015 Annual Conference of the American Association for Applied Linguistics, Toronto, Canada.
- Bippert, K., Hilburn, M.R., Hooper, J.D., Kharod, D., Rodriguez, C., Stortz, R., & Davis, D.S. (2015, February). Zombies, jailbirds, detectives, villains, wizards, and graffiti artists: An analysis of learning and teaching through popular culture and media. Paper presented at the 36th Southwest Popular Culture/American Culture Association Annual Conference.
- Davis, D.S., Villarreal, L., & Bippert, K. (2014, December). Characterizing reading comprehension instruction in a sample of MET classrooms. Paper presented at the Annual Meeting of the Literacy Research Association, San Marcos, FL.
- Martinez, M., Harmon, J., Davis, D.S., & Stortz, R. (2014, December). An investigation of first chapters in high-quality literature. Paper presented at the Annual Meeting of the Literacy Research Association, San Marcos, FL.
- Sailors, M., Martinez, M., Manning, L.A., Davis, D.S., Willson, A., Stortz, R. Sellers, T., & Villarreal, L. (2014, December). Equalizing educational experiences: A critical look at teachers' disposition and their stances toward social justice. Paper presented at the Annual Meeting of the Literacy Research Association, San Marcos, FL.
- Davis, D.S., McElhone, D., & Tenore, F.B. (2013, December). Developing a conceptual heuristic for reader-text interactions. Paper presented at the Annual Meeting of the Literacy Research Association, Dallas, TX.
- Davis, D.S. (2013, April). The assessment environments in Texas public schools during the TAKS-STAAR transition years. Research poster presented at the Annual Meeting of the International Reading Association, San Antonio, TX.
- Davis, D.S. (2012, November). How comprehension strategies work: Competing mechanisms in research and practice. Paper accepted for presentation at the Annual Meeting of the Literacy Research Association, San Diego, CA.
- Davis, D.S., & Willson, A. (2012, April). Developing a survey for characterizing reading comprehension instruction. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

- Davis, D.S. (2011, December). Conceptual tensions in conducting (and critically reading) meta-analyses of literacy research. Paper presented at the Annual Meeting of the Literacy Research Association, Jacksonville, FL.
- Davis, D.S. (2011, December). Self-regulation and meta-talk during collaborative writing. Paper presented at the Annual Meeting of the Literacy Research Association, Jacksonville, FL.
- Sailors, M. & Davis, D.S. (2011, December). Beginning to coach and structured field-based experiences. Paper presented at the Annual Meeting of the Literacy Research Association, Jacksonville, FL.
- Sailors, M., Davis, D.S., & Anguiano, M. (2010, December). "It's all about the kinds of questions I ask kids!": Literacy coaching and the metacognitive development of classroom reading teachers. Paper presented at the Annual Meeting of the Literacy Research Association, Ft. Worth, TX.
- Davis, D.S. (2009, December). What fifth-grade students reveal about their literacies through the writing and telling of narratives. Paper presented at the Annual Meeting of the National Reading Conference, Albuquerque, NM.
- Davis, D.S. (2009, December). Comprehension strategies instruction for upper elementary and middle grades students: A systematic review and critique. Paper presented at the Annual Meeting of the National Reading Conference, Albuquerque, NM.
- Davis, D.S., & Neitzel, C. (2009, June). Collaborative sense-making in print and digital text environments. Poster presented at the Institute of Education Sciences Annual Research Conference, Washington, DC.
- Davis, D.S., & Neitzel, C. (2009, April). Conversations with teachers about the forms and functions of assessment. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Davis, D.S., & Neitzel, C. (2008, June). The relationship between students' reading orientations and their strategic activity with text. Poster presented at the Institute of Education Sciences Annual Research Conference, Washington, DC.
- Davis, D.S., & Neitzel, C. (2008, December). Collaborative sense-making in print and hypermedia text environments. Paper presented at the National Reading Conference, Orlando, FL.
- Tenore, F.B., & Davis, D.S. (2008, March). A conceptual analysis of research on the use of narratives in teacher education. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Tenore, F.B., & Davis, D.S. (2008, February). Culturally marked: Narratives as a cultural tool in the preparation of teachers for culturally and linguistically diverse students. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education. New Orleans, LA.

Davis, D.S. (2007, December). Inside the black box of strategy instruction: Lessons from the sociocultural tradition. Paper presented at the National Reading Conference, Austin, TX.

Davis, D.S., & Tenore, F.B. (2007, December). The use of narratives in multicultural education. (Part of a symposium entitled Bridging Differences: Preparing Teachers for Diverse Settings). Paper presented at the National Reading Conference, Austin, TX.

Davis, D.S., & Neitzel, C. (2007, December). Enacted orientations: How students' conceptions of reading are manifest in upper-elementary classrooms. Paper presented at the National Reading Conference, Austin, TX.

Davis, D.S., & Neitzel, C. (2007, April). Direct and indirect effects of teacher instruction and feedback on student self-instruction in upper-elementary literacy classrooms. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Professional Development Presentations and other Non-refereed Presentations

Davis, D.S. (2017, May 19). Reading comprehension of informational text and language development. Presented at the NC State ESL Symposium. Raleigh, North Carolina.

Davis, D.S. (2014, November 13). What is reading comprehension instruction, anyway?: A portrait of typical practice in the MET video lessons. Research report presented at the meeting of the Measures of Effective Teachers Early Career Grants Meeting, Annual meeting of the National Academy of Education, Washington, D.C.

Davis, D.S. (2014, October 11). Multiple text comprehension. Professional development session presented at the UTSA Literacy Education Colloquium: Literacy in a Multimodal World, San Antonio, TX.

Davis, D.S. (2014, February). Early literacy: Reading everywhere you look. Professional development session to be presented at the meeting of the UTSA Student Reading Association, San Antonio, TX.

Davis, D.S., Celestino, M., Escamilla, A., Galdeano, F., Lucero, N., Sanchez, A. (2013, October 5). Planning and facilitating whole-class discussions of informational texts. Professional development session presented at the UTSA Literacy

- Education Colloquium: Promising Practices with Nonfiction Texts, San Antonio, TX.
- Davis, D.S. (2013, April 8). What literacy professionals can learn from the TAKS-STAAR transition. Professional development session presented as part of the UTSA Plaza de Lectura's Meet the Expert series, San Antonio, TX.
- Davis, D.S. (2012, July 25). Reading professional development session. Professional development workshop presented to reading teachers at KIPP Camino Academy in San Antonio, TX.
- Davis, D.S. (2012, February 7). The dangers of excessive test prep: What students do and don't learn about reading during test prep instruction. Professional development session presented as part of the UTSA Plaza de Lectura's Meet the Expert series, San Antonio, TX.
- Davis, D.S. (2009, February). Reading in the content areas. Professional development workshop presented to the Teach for America Corps Members in Memphis, TN.
- Davis, D.S. (2008, October). Reading comprehension strategies: What are they? How do I teach them? Professional development workshop presented to the Teach for America Corps Members in Memphis, TN.
- Davis, D.S. (2008, February). Effectively modeling reading. Professional development workshop presented to the Teach for America Corps Members in Memphis, TN.
- Davis, D.S. (2007, November). Reading comprehension strategies: A fundamental component of reading instruction. Professional development workshop presented to the Teach for America Corps Members in Memphis, TN.
- Davis, D.S. (2007, July). Reading research every KIPP teacher should know. Professional development workshop presented at the Knowledge Is Power Program (KIPP) School Summit, Scottsdale, AZ.

GRANTING ACTIVITIES

North Carolina State University Faculty Research and Professional Development Grant
Intensified Reading Instruction Embedded within Disciplinary Inquiry
 Principal Investigator
 July 2017 – June 2018
 Amount funded: \$5,947

San Antonio Independent School District: TTIPS Grants
Douglass Elementary and Crockett Elementary Community Lab Schools
 Affiliated faculty (along with other faculty across the CoEHD) with Lorena Claeys (PI) and the Academy for Teacher Excellence

August 2015 – July 2017; left in August 2016
Amount funded: \$1,800,000

Somerset Independent School District
Roadrunner Readers: Improving literacy achievement through discussion- and strategy-based comprehension instruction
Co-Principal Investigator with Misty Sailors (PI) and Alicia Villarreal (co-PI)
2015-2016 academic year
Amount funded: \$158,219

UTSA College of Education and Human Development Faculty Research Award
Making sense of science texts: Contributions of strategic, linguistic, and disciplinary knowledge
Co-Principal Investigator in collaboration with Principal Investigator, Becky Huang
January 2014 – July 2014
Amount funded: \$5,902

Spencer Foundation
A Cross-Sectional and Longitudinal Examination of Teachers' Specialized Knowledge for Supporting Reader-Text Interactions
January 2014 - December 2016
Principal Investigator, with Dot McElhone from Portland State University and F. Blake Tenore from Hartwick College
Amount funded: \$49,932

National Academy of Education/Measures of Effective Teaching (MET) Early Career Grant
An In-depth Examination of Reading Comprehension Instruction in a Sample of MET Classrooms
March 2013 – July 2014
Principal Investigator
Amount funded: \$25,000

UTSA College of Education and Human Development Faculty Research Award
Developing Instrumentation to Characterize Reading Comprehension Instruction in US Schools
Principal Investigator
February 2011 – July 2011
Amount funded: \$4,423

National Academy of Education, Adolescent Literacy Predoctoral Fellowship
A Meta-Analysis of Comprehension Strategy Instruction for Upper Elementary and Middle School Students
2009 - 2010
Principal Investigator
Amount funded: \$25,000 dissertation grant

TEACHING ACTIVITIES

Courses Taught – Master’s Level at NCSU

ECI 543: Literacy Instruction and Assessment I

ECI 544: Literacy Instruction and Assessment II

ECI 645: Supervised Practicum in Literacy

Courses Taught – Doctoral Level at NCSU

ECI 709: Special problems: Reading comprehension – Processes, Practices, Predictors, and Politics

Courses Taught – Undergraduate Level at UTSA

RDG 4833: Organizing Reading Programs for Differentiated Instruction

RDG 3823: Reading Comprehension, EC-6

RDG 3633: Literature and Other Texts across the Content Areas

IDS 4953: Special Topics: Teaching Expository Reading Comprehension

Courses Taught – Master’s Level at UTSA

C&I 5853: Study Strategies and Cognitive Processes in Reading

C&I 5763: Diagnosis and Practicum in Reading

C&I 6033: Survey of Reading Research

C&I 6943: Instructional Internship in Teaching

ILT 5003: Principles of Interdisciplinary Learning and Teaching

C&I 6953: Independent Study, various topics

Courses Taught – Doctoral Level at UTSA

ILT 7133: Socio-constructivist and Cognitivist Perspectives on Interdisciplinary Learning & Teaching

ILT 7143: Internship in Interdisciplinary Learning and Teaching

ILT 7153: Interdisciplinary Learning and Teaching in Sociocultural Contexts

ILT 7213: Quantitative Analysis and Research Design in ILT (formerly ILT 7973)

ILT 7973: Special Topics: Case Study Methodology

ILT 7953: Independent Study, various topics

Thesis and Dissertation Committees – at UTSA

Member of M.A.Ed. thesis committee for Courtney Holmes:

Exploring Adolescent Literacy Identities through the Photographing of Self-Described Literacy Events (graduated Summer 2011)

Member of M.A.Ed. thesis committee for Aaron Basinger:

Alienation, Isolation, and Loneliness in Graphic Novel Memoirs (graduated Spring 2012)

Member of PhD dissertation committee for Tracey Kumar:

Using Rap Music to Promote Culturally Relevant Content Area Instruction (graduated Fall 2012)

Co-chair of PhD dissertation committee for Angeli Willson:
Examining Children's Comprehension of Conventional, Wordless, and Postmodern Picturebooks (graduated Spring 2013)

Member of PhD dissertation committee for Lorena Villarreal:
Instructional Activities that Activate Imagination as a Scaffold to Comprehension (graduated Fall 2013)

Member of PhD dissertation committee for Anna Cohen-Miller:
The Phenomenon of Doctoral Student Motherhood/Mothering in Academia: Cultural Construction, Presentation of Self, and Situated Learning (graduated Spring 2014)

Member of PhD dissertation committee for Roxanna Nelson:
The Role of Motivation and the University Environment Curriculum in Latino Firsts Completing Bachelor's Degrees in Education (graduated Spring 2014)

Member of PhD dissertation committee for Holly Meyer:
Knowledge of Content and Teaching Constructed by Prospective Mathematics Teachers During a Methods Course (graduated Spring 2014)

Member of PhD dissertation committee for Troy Wilson:
Creating a Networked Subjectivity for the Middle School English Classroom: A Rhizoanalysis of Writing Plateaus (graduated Spring 2015)

Member of PhD dissertation committee for Anthony Neely:
Exploring Perceptions of Generational Relevance in a High School Level U.S. History course (graduated Summer 2015)

Member of PhD dissertation committee for Michael Mary:
Upside Down, Right-Side Up, and In-Between: The Impact of High School Science Course Sequencing on Student Performance in Science and Math (graduated Summer 2015)

Member of the PhD dissertation committee for Tiffany Farias-Sokoloski
Teachers' Narrative Identity Formations (graduated Fall 2015)

Chair of PhD dissertation committee for Kelli Bippert
Case Study of a Computerized Reading Interventions in a Middle School (graduated Summer 2016)

Chair (until departure from UTSA) of M.A.Ed. thesis committee for Lori Berlanga
Impact of technology implementation in a 4th grade classroom: Teacher and student perceptions (graduating December 2016)

Thesis and Dissertation Committees – at NCSU

Member of PhD dissertation committee for Jill Jones
Topic: Scaffolding in small-group reading instruction

Member of PhD dissertation committee for Casey Medlock Paul
Topic: Critical literacy

Member of PhD dissertation committee for Kimberly Kemp
Topic: Identity and adolescent readers

**SERVICE ACTIVITIES AND ADMINISTRATIVE ASSIGNMENTS IN THE DEPARTMENT,
COLLEGE, AND UNIVERSITY**

Director of the NC State Literacy Space initiative Fall 2016 - present

Standing Committees and Service Roles at Department Level- UTSA

EC-6 teacher certification area committee	Fall 2010 – May 2016 (Member) Fall 2012 – Spring 2014 (Coordinator)
Reading/Literacy Education program area committee	Fall 2010 – August 2016 (member) Fall 2015 – August 2016 (Coordinator)
Lead faculty for RDG 3823 (multi-section undergraduate course)	Spring 2011 – May 2016
ILT Department secretary	Fall 2011 – Spring 2013
Grades 4-8 teacher certification area committee	Fall 2013 – May 2016
Graduate program committee (M.A.Ed. and PhD in ILT)	Fall 2010 – Summer 2015
ILT newsletter committee	Fall 2010 – Spring 2011
PhD program subcommittee on research core courses	Fall 2011 – Fall 2013
ILT Dept library liaison	Fall 2014 – May 2016
ILT Dept awards committee	Fall 2014 – May 2016
Department Graduate Program Committee for the PhD in ILT – Literacy education representative	Fall 2015 – May 2016

Ad Hoc Committees and Working Groups at Department Level - UTSA

Committee to discuss online course evaluations	Fall 2010 – Fall 2011
Committee to develop PhD qualifying exam and exam procedures	Fall 2010 – Fall 2011; Spring 2014
Committee to develop proposal for revising the M.A.Ed. comprehensive examination procedure	Spring 2012
PhD program interview and admissions committee	Spring 2012
Faculty search committee: Early childhood and elementary education position	Fall 2012 – Spring 2013
Faculty search committee: Literacy education position	Fall 2013 – Spring 2014
Working group to facilitate department conversations about ILT core values	Spring 2015

College-Level Committees - UTSA

Teacher Education Advisory Committee	Fall 2011 – May 2015
--------------------------------------	----------------------

University-Level Committees - UTSA

Freshman Common Reading Book Selection Committee	Summer 2011 – Spring 2012
UTSA Graduate Council	Fall 2013 – May 2016 (Member) Dec. 2014 – May 2016 (Secretary)
Institutional Review board (alternate member)	Fall 2012 – Spring 2014
UTSA Piper Award Selection Committee	October 2014 – November 2014
UTSA Academy of Distinguished Teaching Scholars	Sept. 2014 – May 2016

SERVICE TO THE PROFESSION

Co-editor of *Journal of Literacy Research*, Volumes 49-51, Dec. 2015 - 2018

Editorial Board Member, *American Educational Research Journal*

Editorial Board Member, *Reading Research Quarterly*

Reviewer, *Learning and Individual Differences*

Member of Conference Proposal Review Panel for AERA Division C: Section 1a for the 2016 Annual Meeting

Member, Research Committee of the Literacy Research Association (2015 – 2017)

Conference proposal reviewer for the Annual Meeting of the Literacy Research Association

Manuscript reviewer for *Literacy Research: Theory, Method, & Practice* (formerly *Yearbook of the Literacy Research Association*)

Reviewer for *Journal of Literacy Research*

Editorial Review Committee Member for *Educational Psychology*

Editorial Board Member of the Campbell Collaboration Education Coordinating Group 2012-2014

PROFESSIONAL AFFILIATIONS

Member, Literacy Research Association (formerly National Reading Conference)

Member, American Educational Research Association

Member, International Literacy Association (formerly International Reading Association)