

***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  
Diagnostic assessment and intervention in reading  
Preparation of teachers for diverse classrooms  
Sociocognitive and sociocultural theories of literacy and learning

**EDUCATIONAL BACKGROUND**

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

**PROFESSIONAL EXPERIENCE**

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

Aug 2005 – Research Assistant  
 Aug 2010 Dept of Teaching & Learning, Peabody College  
 Vanderbilt University

June 2003 – Classroom Teacher/Founding Teacher (5<sup>th</sup> grade, reading and writing)  
 June 2005 KIPP Aspire Academy Middle School  
 San Antonio, TX

Aug 2001 – Classroom Teacher (4<sup>th</sup> grade)  
 May 2003 La Unión Elementary School  
 Rio Grande City, TX

**TEACHER LICENSURE**

Texas Teacher Certification (through 2019):  
 Elementary self-contained (grades 1-8)  
 Bilingual/ESL (Early Childhood -12)  
 Special education (Early Childhood -12)

**HONORS**

Sept 2018 – April 2019 North Carolina Educational Policy Fellowship Program (EPFP)

September 2017 NCSU College of Education Dean’s Innovation Fund Award

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 – May 2011 Predoctoral Fellow  
 National Academy of Education Adolescent Literacy Predoctoral Fellowship

Aug 2005 – Aug 2010 Predoctoral Fellow  
 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

- Delaco, R., Samuelson, C., Grifenhagen, J., & Davis, D.S. (accepted). Using insights from teachers to inform online professional development in early reading instruction. *Literacy Research and Instruction*.
- Davis, D.S., Alston, C., & Samuelson, C. (accepted). What will it take to help all third graders learn to read? Recommendations for improving policies on early literacy learning. In T.S. Ransaw & D. Boggs (Eds.) *Emerging trends in education policy: Unapologetic progressive conversations*. Information Age Publishing.
- Davis, D.S., Jones, J.S., Vehabovic, N., & Delaco, R. (2020). Reading and inquiring in an afterschool tutoring program: Working to re-imagine the reading intervention paradigm. *Improving Schools*. DOI: 10.1177/1365480220959148
- Davis, D.S., Jones, J.S., & Samuelson, C. (2020). Is it time for a hard conversation about cueing systems and word reading in teacher education? *Reading and Writing Quarterly*. DOI: 10.1080/10573569.2020.1792813
- Jensen, B., Wallace, T.L., Steinberg, M., Gabriel, R., Dietiker, L., Davis, D.S., Kelcey, B., Minor, E.C., Halpin, P. & Rui, N. (2019). Complexity and scale in teaching effectiveness research: Reflections from the MET study. *Educational Policy Analysis Archives*, 27(7).
- Sailors, M., Martinez, M., Treviño, C., Sellers, T., Davis, D. S., Goatley, V. J., Boyd, F. & Orellana, P. (2019). Editorial: From disrupting to holding spaces for critical interruptions: Our final issue. *Journal of Literacy Research*, 51(4).
- Sailors, M., Martinez, M., Treviño, C., Davis, D.S., Jones, J.S., Goatley, V.J., Monaco, C.V.C., Boyd, F.B., & Orellana, P. (2018). Editorial: Moving forward with literacy research. *Journal of Literacy Research*, 50(4), 395-396.
- Harmon, J., Martinez, M., Davis, D.S., & Stortz, R. (2018). First chapters: Invitations to step into story worlds. *SIGNAL Journal*, 43(2), 32-35.
- Davis, D.S., & Vehabovic, N. (2018). The dangers of test preparation: What students learn (and don't learn) about reading comprehension from test-centric literacy instruction. *The Reading Teacher*, 71(5), 579-588.
- Sailors, M., Martinez, M., Treviño, C., Stortz, R., Davis, D.S., Jones, J.S., Goatley, V.J., & Van Cura Monaco, C. (2018). Editorial: Fifty volumes of research: Literacy teacher education. *Journal of Literacy Research*, 50(3).

- Sailors, M., Martinez, M., Treviño, C., Stortz, R., Davis, D.S., Jones, J.S., Goatley, V.J., & Van Cura Monaco, C. (2018). Editorial: A 50-year journey through an expanding landscape of literacy research. *Journal of Literacy Research*, 50(2), 135-140.
- Sailors, M., Martinez, M., Stortz, R., Trevino, C., Davis, D. S., Jones, J. S., Goatley, V., & Van Cura Monaco, C. (2018). Editorial: Invoking quantum physics: Fifty volumes of methodological complexity in literacy research. *Journal of Literacy Research*, 50(1), 30-8.
- Sailors, M., Martinez, M., Manning, L., Davis, D. S., Stortz, R., Sellers, T. (2018). When effective instruction is not enough: A critical look at the emergent understandings of liberatory pedagogy by teachers in a master's program. In A.E Lopez, & E.L. Olan (Eds.) *Transformative pedagogies for teacher education: Moving towards critical praxis in an era of change* (pp. 15-30). Charlotte, NC: Information Age Publishers.
- Martinez, M., Harmon, J., Davis, D.S., & Stortz, R. (2017). An investigation of first chapters in high-quality literature for children and adolescents. *The Dragon Lode*, 36(1), 32-39.
- 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*, 66(1), 232-247. DOI: 10.1177/2381336917718502
- Sailors, M., Martinez, M., Davis, D., Goatley, V., & Willis, A. (2017). Editorial: Literacy research and the radical imagination. *Journal of Literacy Research*, 49(3), 319-320.
- 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.
- 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](http://etd.library.vanderbilt.edu/available/etd-06162010-100830)

## **OTHER SCHOLARLY WORKS**

- Davis, D., Jordan, R., & Anderson, K. (2021, April 15). 5 things the 'science of reading' is not, one that it is and what it will do – help NC kids read. News & Observer / Charlotte Observer Opinion page. Available at: [The science of reading is more than phonics | Charlotte Observer](#)
- Anderson, J., Davis, D., Jordan, R.L.P., & Anderson, K. (2021, April 12) We need a common understanding of the science of reading. EducationNC. Available at: [Science of reading in NC: We need common understanding - EducationNC \(ednc.org\)](#)
- Samuelson, C., Strawn, M., & Davis, D.S. (2019). Formative evaluation of the Y Learning program: Strengths, challenges, and recommendations for improvement.

Grifenhagen, J., Davis, D.S., Kosanovich, M., Kleiman, G. Massive Open Online Course for Educators (MOOC-Ed): Teaching foundational reading skills. Available at: <https://place.fi.ncsu.edu/local/catalog/course.php?id=15&ref=1>

Davis, D.S. (2019). What will it take to help all North Carolina third graders read to achieve? Available at: <https://ced.ncsu.edu/wp-content/uploads/2019/03/What-It-Will-Take-To-Help-All-Third-Grades-Read-to-Achieve.pdf>

Davis, D.S., Wiseman, A.M., Harrington, A.D., Spires, H.A., Bowden, A.B., Grifenhagen, J.F., Young, C.A., Begeny, J.C., Lee, C.C., Falter, M.M. (2017). Cultivating young readers: Seven principles for teaching all children to read in a global society. Available at: <https://ced.ncsu.edu/research/cultivating-young-readers/>

Sailors, M., Hoffman, J.V., & Davis, D.S. (2012). *Summary Report on the Internal Evaluation: Children's Book Project, Tanzania.*

### **MANUSCRIPTS IN PROGRESS OR IN REVIEW**

Davis, D.S., Samuelson, C., Grifenhagen, J., Delaco, R., & Relyea, J. Getting KnERDI with language: Examining educators' knowledge for supporting reading development.

Samuelson, C., Davis, D.S., & Beck, M.S. School-community partnerships in a multisite after-school tutoring program: A collective case study.

Tenore, F.B., Davis, D.S., McElhone, D., & Delaco, R. What do teachers know about reading comprehension?

Davis, D.S., Tenore, F.B., & McElhone, D. Theorizing variations in teachers' knowledges of reading comprehension processes and practices.

Davis, D.S., Samuelson, C., Jones, J.S., Vehabovic, N., Boone, J., Eagle, J. Intervention routines for upper-elementary readers that teachers can use tomorrow.

Davis, D.S., & Samuelson, C. Epistemic dilemmas in teaching and knowing reading comprehension: Findings from three examinations of practice.

### **ON-GOING RESEARCH / PROJECTS**

Supporting reading comprehension for English learners through inquiry-based, language-focused instruction

The Yadkin Wolfpack Literacy Partnership

Impact of professional development in assessment and data use on teacher and student outcomes

The ReTrEv Initiative: Responsible translation of evidence into policy and practice in literacy teacher education – K-8 reading focus

Teaching foundational reading skills in K-3 MOOCed

## **SCHOLARLY PRESENTATIONS**

### **Refereed Research Presentations**

Samuelson, C., Davis, D.S., Grifenhagen, J., Delaco, R. & Relyea, J. (2021, April). Getting KnERDI with language: Examining educators' knowledge for teaching early reading. Poster presented at the 2021 Virtual AERA Annual Meeting.

Samuelson, C., Relyea, J., Dawson, S., & Davis, D.S. (2020, December). Third grade reading content coverage across school poverty levels and student reading achievement. Paper presented at the Annual Meeting of the Literacy Research Association, Virtual Meeting.

Delaco, R., Davis, D.S., & Samuelson, C. (2020, December). Using insights from teacher participants to improve a MOOC for educators on teaching foundational reading skills in grades K-3. Paper presented at the Annual Meeting of the Literacy Research Association, Virtual Meeting.

Tenore, F.B., McElhone, D., Davis, D.S., Delaco, R. (2020, December). Interperspectival analysis of teacher think-alouds: Surfacing specialized content knowledge of reading comprehension. Paper presented at the Annual Meeting of the Literacy Research Association, Virtual Meeting.

Tenore, F.B., Davis, D.S., & McElhone, D. (2019, December). Toward theorizing variation in teachers' specialized knowledges for teaching reading comprehension. Paper presented at the Annual Meeting of the Literacy Research Association, Tampa, FL.

Davis, D.S., Jones, J.S., Vehabovic, N., Delaco, R. (2018, November). Reading and inquiring in afterschool tutoring setting: Working to re-imagine the reading intervention paradigm. Paper presented at the Annual Meeting of the Literacy Research Association, Indian Wells, CA.

Sailors, M., Faeth, E., Graves, K.V., Martinez, M., Davis, D.S., Goatley, V.J., Treviño, C., Stortz, R., Jones, J.S., Boyd, F.B., Orellana-Garcia, P., & Sellers, T. (2018, November). Traversing 50 volumes of literacy research. Poster presented at the Annual Meeting of the Literacy Research Association, Indian Wells, CA.

- Davis, D.S., McElhone, D., & Tenore, F.B. (2018, July). What do teachers know about reading comprehension? Short answer: A lot!. Poster presented at the Annual Meeting of the International Literacy Association. Austin, TX.
- Davis, D.S., & Vehabovic, N. (2017, December). Who are the readers who struggle?: Clarifying and interrogating our language in the literacy education literature. Paper presented 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 36<sup>th</sup> 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**

Samuelson, C., Davis, D.S., Grifenhagen, J., Delaco, R., & Relyea, J. (2021, February). Getting KnERDI with language. Poster presented at the North Carolina State University College of Education Celebration of Research.

Dempsey-Dawson, S., Davis, D.S., Relyea, J., Samuelson, C., & Eyupoglu, T.F. (2021, February). Building knowledge through language and inquiry. Poster presented at the North Carolina State University College of Education Celebration of Research.

Jones, J.S., Davis, D.S., & Samuelson, C. (2020, March; event canceled). Horses, ponies, and context: It's time for an in-depth conversation about cueing systems and word reading development. Session accepted for presentation at the North

Carolina Reading Association Annual Meeting, Winston-Salem, NC [meeting canceled due to covid-19]

Lindsay, K., Kheang, S., Davis, D.S., & NCSU CED Meta-analysis group. (2020, February 11). Critical issues and tensions to consider when using meta-analytic research for educational policy and practice. Poster presented at the NC State University College of Education Research Celebration, Raleigh, NC.

Davis, D.S., Jones, J., Samuelson, C., & Eagle, J.L. (2020, February 11). Responsive intervention supports for upper-elementary and middle school readers: Instructional routines teachers can use tomorrow. Poster presented at the NC State University College of Education Research Celebration, Raleigh, NC.

Delaco, R., Davis, D.S. (2020, February 11). The use of teacher feedback as a means of improving a massive online open course for educators (MOOCed) on teaching foundational reading skills in grades K-3. Poster presented at the NC State University College of Education Research Celebration, Raleigh, NC.

Davis, D.S., & Jones, J.S. (2019, May). Cueing systems and the role of context in word reading: A conversation about where to go from here. Presented at PK-6 NC Higher Education Literacy Meeting and Conversations, North Carolina Central University, Durham, NC.

Jones, J., Davis, D.S., Vehabovic, N. (2018, March). Inquiry-based interventions to support literacy. North Carolina Reading Association Annual Meeting, Raleigh, NC.

Grifenhagen, J.F. Atkinson, A. Cipully, K., Davis, D.S., Harrington, A.D., Wiseman, A.M., Howard, A., Murphy, M., Vehabovic, N. (2018, March). Children's literature in classrooms: Using books to talk about critical social issues. North Carolina Reading Association Annual Meeting, Raleigh, NC.

Davis, D.S., Spires, H., Grifenhagen, J., Begeny, J., Harrington, A., Wiseman, A. (2018, January, March, April). Cultivating passionate, critical, and successful readers. Professional development for teachers provided for the North Carolina Association of Public Charter Schools (NCAPCS), Zebulon, Jacksonville, & Swannanoa, NC.

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**

Institute of Education Sciences

*Supporting reading comprehension for English learners through inquiry-based, language-focused instruction*

Principal Investigator with Huang, B. (co-PI), Relyea, J. (co-PI), and Kelcey, B.

Funded: \$1,398,946

August 2020 – July 2024

North Carolina State University Outreach & Engagement Incentives Grants Program

*iWolfpack Readers: Partnership for online afterschool literacy intervention for elementary-grade students with reading difficulties*

Co-principal investigator with Relyea, J. (PI)

Funded: \$9,947

July 2020 – June 2021

Mebane Charitable Foundation

*The Yadkin-Wolfpack Literacy Partnership*

Principal Investigator

Funded: \$575,183

November 2019 – August 2022

Belk Foundation & Mebane Foundation

*Preparing K-3 teachers to use evidence-based practices to teach foundational reading skills*

Co-principal Investigator with Grifenhagen, J.F. (Co-PI) and Kleiman, G.M. (PI) Amount funded: \$113,688

June 2018 – August 2020

YMCA of the Triangle

Formative evaluation of the Y Learning Program

Principal Investigator

March 1, 2018- March 2019

Amount funded: \$4,579

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; extended through July 2018  
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 Assessment and Intensified Instruction I  
ECI 544: Literacy Assessment and Intensified Instruction II  
ECI 645: Supervised Practicum in Literacy

### **Courses Taught – Doctoral Level at NCSU**

ECI 709: Special problems: Reading comprehension  
ED 795: Special topics: Meta-analysis

### **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 NCSU**

Chair of PhD dissertation committee for Kimberly Kemp  
Topic: Identity and adolescent readers with reading difficulties

Chair of PhD dissertation committee for June Hurt  
Topic: Advancing equity in gifted education

Chair of PhD dissertation committee for Robyn Delaco  
Topic: Teachers' strategies for credibility monitoring in online reading

Member of PhD dissertation committee for Jiayi Wang (Dept of Psychology)  
Topic: Implementation fidelity and academic interventions

Member of PhD dissertation committee for Janet Boone Outlaw  
Topic: Adaptive interventions in reading comprehension in early elementary settings  
Graduated Spring 2021

Member of PhD dissertation committee for Nermin Vehabovic  
Topic: Translanguaging among children and youth resettled as refugees within an afterschool tutoring program  
Graduated Spring 2020

Member of PhD dissertation committee for Brian Brinkley  
Topic: Teacher innovation within contexts of standardization  
Graduated Spring 2019

Member of PhD dissertation committee for Jill Jones  
Topic: Scaffolding in small-group reading instruction  
Graduated Spring 2018

Member of PhD dissertation committee for Casey Medlock Paul  
Topic: Critical literacy  
Graduated Spring 2018

### **Advising – at NCSU**

Master's advisor for students in the New Literacies and Global Learning program  
(approximately 8 new students each year)

Doctoral advisor for:  
June Hurt  
Robyn Delaco  
Courtney Samuelson

### **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 4<sup>th</sup> grade classroom: Teacher and student perceptions* (graduating December 2016)

### **SERVICE ACTIVITIES AND ADMINISTRATIVE ASSIGNMENTS– at NCSU**

Director of the NC State Literacy Space and Wolfpack Readers tutoring program      Fall 2016 – present

#### **Department Level**

Program coordinator, New Literacies and Global Learning M.Ed. program      Fall 2019 – present

Search committee chair, early literacy faculty member      Fall 2018 – Spring 2019

Search committee member for TELS Department Head search      Fall 2017

TELS Department Post-tenure review (PTR) committee member      Fall 2017 - Spring 2018

#### **College Level**

Vice/Chair of the Faculty      Fall 2019 – Summer 2021

College of Education Research Committee      Fall 2017 - Spring 2019 (member)  
Fall 2017 - Spring 2018 (chair)  
Fall 2019 – Spring 2020 (ex officio)

Member of Nomination Committee for the Goodnight Distinguished Professor of Educational Innovation      Fall 2019 – Spring 2020

Committee to design the NCSU/UNC lateral entry teacher licensure program      Fall 2016 – Summer 2017

#### **University and System Level**

|  |                             |
|--|-----------------------------|
| College of Education representative on the University Research Committee (URC) | Fall 2018 – present         |
| Member of the UNC System Literacy Fellows                                      | August 2020 – February 2021 |

**SERVICE ACTIVITIES AND ADMINISTRATIVE ASSIGNMENTS– at UTSA**

|  |   |
|--|---|
| EC-6 teacher certification area committee  | Fall 2010 – May 2016 (Member)<br>Fall 2012 – Spring 2014 (Coordinator)    |
| Reading/Literacy Education program area committee  | Fall 2010 – August 2016 (member)<br>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  |
| 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   |
| Teacher Education Advisory Committee   | Fall 2011 – May 2015  |
| Freshman Common Reading Book Selection Committee   | Summer 2011 – Spring 2012   |
| UTSA Graduate Council  | Fall 2013 – May 2016 (Member)<br>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 COMMUNITY AND PROFESSION**

Ad hoc reviewer for various journals and conferences, including: *Learning and Individual Differences*, *Educational Psychology Review*, *Journal of Literacy Research*, *American Educational Research Journal*, *Literacy Research: Theory, Method, & Practice* (formerly *Yearbook of the Literacy Research Association*), *American Educational Research Association conference*, *Literacy Research Association conference*

Member of State Superintendent's Grades 4-12 Reading Commission (NC Department of Public Instruction), May 2018 – January 2019

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

Editorial Board Member, *American Educational Research Journal* (2018 – 2019)

Editorial Board Member, *Reading Research Quarterly* (2017 – present)

Editorial Board Member, *Dialogues: An Interdisciplinary Journal of English Language Teaching and Research* (2017-2018)

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

Editorial Review Committee Member for *Educational Psychology* (2011-2013)

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)

Member, Society for the Scientific Study of Reading