**Lindsey Moses, Ed.D.**

Mary Lou Fulton Teachers College (303) 906-4031

Arizona State University LMoses1@asu.edu

Farmer Bldg., 1050 S. Forest Mall Google Scholar: <https://tinyurl.com/26hw7zb4>

Tempe, AZ 85287 ASU Profile: <https://search.asu.edu/profile/2210231>

**Academic Degrees**

Ed.D. Educational Studies: Dual Cognate, Culturally/Linguistically Diverse Education/Reading 2010

*Doctoral Dissertation:* An Ethnographic Approach to Examine the Community of Practice,

Literacy Practices, and Construction of Meaning Among First-Grade Linguistically Diverse Learners.

University of Northern Colorado, Greeley, CO

M.A. Interdisciplinary Studies: ESL, Multicultural, Bilingual Education with ESL Endorsement 2007

University of Northern Colorado, Greeley, CO

B.S. Elementary Education: Concentration of Early Childhood Education 2003

Montana State University, Bozeman, MT

**Professional Experience**

Arizona State University

Associate Professor, Literacy Education 2017-Present

Program Coordinator: M.A. Literacy Education

Assistant Professor 2013-2017

University of South Australia Spring 2023

 Invited Research Fellow

 Affiliated Faculty

 School/community embedded collaborative research and mentoring

University of Vermont

Assistant Professor, Literacy Education 2012-2013

University of Northern Colorado

Assistant Professor, Early Childhood Education, Reading Education, ESL 2010-2012

Lecturer, Early Childhood Education, Reading Education, ESL 2009-2010

Teaching Assistant, Early Childhood Education, Reading Education, ESL 2007-2009

North Elementary School, Brighton, CO

Teacher, Second Grade/English Component 2003-2007

**AWARDS**

Recipient: 2023, Professor of Impact Award

Nominee: 2021, Outstanding Faculty Mentor Award

Recipient: 2019, ILA Dina Feitelson Research Award for the following article:

\*Kachorsky, D., **Moses, L.**, Serafini, F., & \*Hoelting, M. (2017). Meaning making with picturebooks: Young children’s use of semiotic resources. *Literacy Research and Instruction, 56*(3), 231-249)*.* doi: 10.1080/19388071.2017.1304595

Nominee: 2017, Outstanding Faculty Mentor Award

Recipient: 2017, Centennial Professorship Award, Arizona State University

Nominee: 2010/2011, College of Education and Behavioral Sciences Outstanding Scholar of the Year

Recipient: 2010/2011, Mortar Board Favorite Professor Award, University of Northern Colorado

Recipient: 2009/2010, Mortar Board Favorite Professor Award, University of Northern Colorado

Recipient: 2009, Graduate Academic Excellence Honoree, College of Education & Behavioral Sciences, University of Northern Colorado

Recipient: 2008, Graduate Academic Excellence Honoree, College of Education & Behavioral Sciences, University of Northern Colorado

Recipient: 2007, Graduate Academic Excellence Honoree, College of Education & Behavioral Sciences, University of Northern Colorado

Recipient: 2005, 2006, 2007, Coach of the year, Skyline League, Colorado 5A

**SCHOLARSHIP**

*Prior to 2012, my name was Lindsey Guccione. All publications and presentations under my former name Guccione will also include [Moses] for the purposes of this CV.*

**Summary**

As of April 2024, my publications were cited 1061 times. My h-index is 17 and my i10-index is 26. Student co-authors are denoted with an asterisk (\*) and classroom teacher co-authors are denoted with a double asterisk (\*\*) within the following entries.

As available, journal metrics that follow are from Scopus, SCImago, Cabell’s Directory of Publishing, and/or Journal Citation Reports, unless otherwise noted.

**PUBLICATIONS**

**Professional Books**

[4] **Moses, L.** (In Press). *Effective Literacy Scaffolds for Multilingual Learners.*

[3] **Moses, L.** with \*\*Ogden, M. (2017). *What are the REST of my kids doing? Fostering independence in the K-2 Reading Workshop.* Portsmouth, NH: Heinemann.

 *-Google Scholar Citations= 5*

[2] **Moses, L.** (2015) *Supporting English learners in the reading workshop.* Portsmouth, NH: Heinemann.

 *-Google Scholar Citations= 7*

[1] Opitz, M. with **Guccione [Moses], L.M.** (2009). *Comprehension and English Language Learners: 25 oral reading strategies that cross proficiency levels.* Portsmouth, NH: Heinemann.

 *-Google Scholar Citations= 25*

 *-I wrote half of chapters 3-7 (The book was a total of 7 chapters)*

**Refereed (Peer-Reviewed) Journal Articles: In Review/In Press**

[4]\*Rylak, D., **Moses, L.,** Reid, S. (revise and resubmit). Authoring the Self: Primary Writers’ Identity Negotiations through Authoring and Positioning Themselves in Their Compositions. *Reading Research Quarterly.*

[3] \*Torrejon, C., & **Moses, L.** (under review). Co-creation of a literacy-based play intervention in an elementary Colombian classroom: Implications for teaching and learning of English*. English Language Teaching.*

[2] **Moses, L.,** & \*Rylak, D. (under review). Agency for a first-grade writer: Pushing back against the writing curriculum.

[1] \*Rylak, D., **Moses, L., \*\***Reader, T., \*\*Hertz, C., \*\*Ogden, M., \*\*Hacker, J., \*\*Jamison, R., & \*\*Seddon, C. (under review). Cultivating student agency: New & veteran teachers’ reflections on empowering students to take control of their learning.

**Refereed (Peer-Reviewed) Journal Articles: Published**

[39] \*Torrejon, C., & **Moses, L.,** Garces, P. (2024). Book Creation to Support English Language Learning. *The Reading Teacher. DOI:* [10.1002/trtr.2314](https://doi.org/10.1002/trtr.2314)

[38] **Moses, L.** (2023). Multilingual representation matters: An in-depth analysis of translanguagaing in ‘Dear Primo: A Letter to my Cousin’. *Australian Journal of Language and Literacy.*

[37] **Moses, L.** & \*Torrejon, C. (2023). Literacy-based play with young emergent bilinguals: Explorations in vocabulary, translanguaging, and identity work. *TESOL Quarterly*.

[36] Serafini, F., & **Moses, L.** (2023). An analysis of the semiotic resources of contemporary moveable (pop-up) picturebooks. *Bookbird, 61*(2), 26-36.

[35] \*Reid, S., & **Moses, L.** (2022). Away: One fourth grader’s orchestration of modes through comic composition. *Written Communication, 39*(4), 722-756. <https://doi.org/10.1177/07410883221107934>

 *-Impact factor 2.441 (at time of acceptance)*

 *-Google Scholar Citations = 1*

 *-I was primary researcher and second author of this piece (45% contribution) with writing and editorial contributions from my co-author (55% contribution).*

[34] **Moses, L.**, & Serafini, F. (2022). Image, text, and design: students’ semiotic choices in nonfiction compositions. *Literacy, 56*(4), 340-354. <https://doi.org/10.1111/lit.12293>

 *-Impact factor 1.78 (at time of acceptance)*

 *-I was primary researcher and author of this piece (60% contribution) with writing and editorial contributions from my co-author (40% contribution).*

[33] \*Rylak, D., **Moses, L., \***Torrejon, C., & Serafini, F. (2022). Agency in a first-grade writing workshop; A case study of two composers. *Journal of Early Childhood Literacy, online first, 1-33.* [*https://doi.org/10.1177/14687984221097285*](https://doi.org/10.1177/14687984221097285)

 *-Impact factor 2.769 (at time of acceptance)*

 *-I was primary researcher and second author of this piece (40% contribution) with writing and editorial contributions from my co-authors (60% contribution).*

[32] **Moses, L.,** \*\*Hajdun, M., & \*\*Alvarado, A. (2021). Translanguaging together: Building bilingual identities con nuevos amigos. *The Reading Teacher, 75*(3), 291-304*.* <https://doi.org/10.1002/trtr.2060>

 *-Acceptance rate = 15%*

 *-Impact Factor 1.632 (at time of acceptance)*

 *- I was primary researcher and author of this piece (80% contribution) with writing and editorial contributions from my coauthors (20% contribution).*

[31] \*Reid, S., & **Moses, L.** (2021). Rewriting deficit storylines: The positioning of one fourth-grader as a comics expert. *English Teaching: Practice and Critique, 20*(3), 298-312. <https://doi.org/10.1108/ETPC-07-2020-0075>

 *-Impact Factor .89 (at time of acceptance)*

 *-Google Scholar Citations = 6*

 *- I was primary researcher and second author of this piece (30% contribution) with writing and editorial contributions from my coauthor (70% contribution).*

[30] Kelly, L.B., Wakefield, W., Hernandez, J., Watanabe Kganetso, L., **Moses, L.**, & Baca, E. (2021) What is culturally responsive literacy instruction? A review of research in P-5 contexts. *Journal of Literacy Research, 53*(1), 75-99. [https://doi.org/10.1177%2F1086296X20986602](https://doi.org/10.1177/1086296X20986602)

 *-Acceptance rate = 8%*

 *-Impact factor 3.060 (at time of acceptance)*

 *-Google Scholar Citations = 20*

 *-Data analysis and writing contribution 15%*

[29] **Moses, L.,** & \*Reid, S. (2021). Supporting literacy and positive identity negotiations with multimodal comic composing. *Language and Literacy, 23*(1), 1-24*.*

 *-Acceptance = 4.7%*

 *-Google Scholar Citations =9*

 *- I was primary researcher and lead author of this piece (55% contribution) with writing and editorial contributions from my coauthor (45% contribution).*

[28] \*Qiao, X., **Moses, L.,** & Kelly. L.(2020). Literate identity negotiations and supportive teacher discourse moves in a comic writing workshop. *Pedagogies: An International Journal, 17*(3), 206-226<https://doi.org/10.1080/1554480X.2020.1860062>

 *-Acceptance rate = 11-20%*

 *- I was primary researcher and second author of this piece with my doctoral student taking the lead on writing on one of my projects. Analysis contribution 50%, and writing contribution 40%.*

[27] **Moses, L.,** \*Rylak, D., Serafini, F., & \*Kachorsky, D. (2020). Investigating young readers’ use of visual, textual, and design resources in contemporary picturebooks. *Journal of Language and Literacy Education, 16*(2), 1-23.

 *-Acceptance rate = 16%*

 *-Google Scholar Citations = 1*

 *- I was primary researcher and first author of this piece (40% contribution) with writing and editorial contributions from my co-authors.*

[26] Serafini, F., **Moses, L.,** \*Kachorski, D., & \*Rylak, D. (2020). Incorporating multimodal literacies into classroom-based reading assessment. *Reading Teacher, 74* (3), 285-296. <https://doi.org/10.1002/trtr.1948>

 *-Acceptance rate = 15%*

 *-Impact Factor 1.311 (at time of acceptance)*

 *-Google Scholar Citations = 5*

 *- I was primary researcher and second author of this piece (30% contribution) with writing and editorial contributions from my coauthors (70% contribution).*

[25] **Moses, L.**, \*Rylak, D., \*\*Reader, T., \*\*Hertz, C., & \*\*Ogden, M. (2020). Educators’ perspectives on supporting student agency. *Theory Into Practice, 59* (2), 213-222. <https://doi.org/10.1080/00405841.2019.1705106>

 *-Impact Factor 1.432 (at time of acceptance)*

 *-Google Scholar Citations = 17*

 *-I was primary researcher and first author with primary writing responsibilities (60%) with writing and editorial contributions from the second author (40%). The remaining authors were teachers/participants, so they gave feedback, but did not do any analysis or writing.*

*\*\*\*Initially invited to submit a manuscript, but it was blinded and went through peer review upon submission.*

[24] \*Reid, S., **& Moses, L.** (2020). Students become comic book author-illustrators: Composing with words and images in a fourth-grade comics writer’s workshop. *Reading Teacher*, *73*(4), 461-472. <https://doi.org/10.1002/trtr.1864>

 *-Acceptance rate = 15%*

 *-Impact Factor 1.311 (at time of acceptance)*

 *-Google Scholar Citations = 13*

 *- I was primary researcher and second author of this piece (40% contribution) with writing and editorial contributions from my coauthor (60% contribution).*

[23] **Moses, L.,** & \*Kelly, L.B. (2019). Are they really reading? A descriptive study of first graders during independent reading. *Reading and Writing Quarterly, 35* (4), 322-338. [https://*doi.org/10.1080/10573569.2018.1545615*](https://doi.org/10.1080/10573569.2018.1545615)

 *-Acceptance Rate- 15%*

 *-Impact Factor 1.333 (at time of acceptance)*

 *-Google Scholar Citations = 12*

 *- I was primary researcher and lead author of this piece (60% contribution) with writing and editorial contributions from my coauthor (40% contribution).*

[22] \*Kelly, L.B., \*\*Ogden, M., & **Moses, L.** (2019). Collaborative conversations: Supporting speaking and listening in the primary grades. *Young Children, 74* (1), 30-36.

 *-Acceptance rate = 25%*

 *-Google Scholar Citations = 12*

 *- I was primary researcher and third author of this piece (30% contribution) with writing and editorial contributions from my coauthors (70% contribution).*

[21] **Moses, L.,** & \*Qiao, X. (2018). Literate identity development in first grade: A cross-case analysis of students with strong and emerging decoding skills. *Journal of Language and Literacy Education,*

 *14*(2), 1-30.

 *-Acceptance rate = 16%*

 *-Google Scholar Citations = 4*

 *- I was primary researcher and first author of this piece (65% contribution) with writing and editorial contributions from my coauthor 35% contribution).*

[20] **Moses, L.**, & \*Kelly, L.B. (2018). ‘We’re a little loud. That’s because we like to read!’: Developing positive views of reading in a diverse, urban first grade. *Journal of Early Childhood Literacy,* 18(3), 307-337. <https://doi.org/10.1177/1468798416662513>

 *-Acceptance rate = 18%*

 *-Google Scholar Citations = 29*

 *- I was primary researcher and lead author of this piece (60% contribution) with writing and editorial contributions from my coauthor (40% contribution).*

[19] \*Kelly, L.B., & **Moses, L.** (2018). Innovative Inferencing: Using Children’s Literature to Spark Inferential Discussions. *The Reading Teacher, 72*(1), 21-29. doi:10.1002/trt.1675

 *-Acceptance rate = 15%*

 *-Impact Factor .748 (at time of acceptance)*

 *-Google Scholar Citations = 26*

 *- I was primary researcher and second author of this piece (40% contribution) with writing and editorial contributions from my coauthor (60% contribution).*

[18] **Moses, L.**, & \*Kelly, L.B*.* (2017). The development of positive literate identities among bilingual and monolingual first graders. *Journal of Literacy Research, 49*(3), 393-423*.* <https://doi.org/10.1177/1086296X17713291>

 *-Acceptance rate = 8%*

 *-Impact factor=1.71 (at time of acceptance)*

 *-Google Scholar Citations- 31*

 *- I was primary researcher and lead author of this piece (60% contribution) with writing and editorial contributions from my coauthor (40% contribution).*

[17] Loyd, S., & **Moses, L**. (2017). “The Wind and the Leaves”: Informational anchor texts influence poetic interpretations in kindergarten. *Talking Points, 28*(2), 18-26*.*

 *-Acceptance rate = 30-33%*

 *- I was primary researcher and second author of this piece (50% contribution) with writing and editorial contributions from my coauthor (50% contribution).*

[16] \*Kachorsky, D., **Moses, L.**, Serafini, F., & \*Hoelting, M. (2017). Meaning making with picturebooks: Young children’s use of semiotic resources. *Literacy Research and Instruction, 56*(3), 231-249*.* <https://doi.org/10.1080/19388071.2017.1304595>

 *-Acceptance rate = 15-20%*

 *-CiteScore- .89*

 *-Google Scholar Citations = 37*

 *- I was primary researcher and second author of this piece (30% contribution) with analysis, writing, and editorial contributions from my coauthors (60% contribution).*

*\_\_\_\_\_All publications above this line were published after tenure packet submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

[15] **Moses, L.** (2016). Young bilinguals’ voices: Reflecting on being experts and becoming literate. *Pedagogies: An International Journal,* *11*(4), 311-334.

 <https://doi.org/10.1080/1554480X.2016.1229619>

 *-Acceptance rate = 11-20%*

 *-Google Scholar Citations = 3*

[14] **Moses, L.**, Serafini, F., & Loyd, S. (2016). Looking closely at nonfiction experiences: Intersections among authorial, instructional and student intentions. *Journal of Research in Childhood Education, 30*(4), 539-539.<https://doi.org/10.1080/02568543.2016.1215361>

 *-Acceptance rate = 28%*

 *-Google Scholar Citations = 16*

 *-I was primary researcher and lead author of this piece (60% contribution), with conceptual and writing contributions from my coauthors (40% contribution).*

[13] **Moses, L.** (2015). Perceptions about "good readers": Analyzing curricular, linguistic, and socioeconomic differences. *Journal of Research in Education, 25*(1), 4-19.

 *-Acceptance rate = 18-22%*

 *-Google Scholar Citations = 4*

[12] **Moses, L.**, \*\*Ogden, M., & \*Kelly, L. B. (2015). Facilitating meaningful discussion groups in the primary grades. *The Reading Teacher, 60*(2), 233-237.

 *-Acceptance rate = 15%*

 *-Impact Factor .748 (at time of acceptance)*

 *-Google Scholar Citations = 25*

 *-I was primary researcher and lead author of this piece (60% contribution), with writing and editorial contributions from my coauthors (40% contribution).*

[11] **Moses, L.** (2015). The role(s) of image for young bilinguals reading multimodal informational texts. *Language and Literacy*, *17*(3), 82-99.

 *-Acceptance rate = 4-5%*

 *-Google Scholar Citations = 18*

[10] **Moses, L.** (2015). A Formative Study: Inquiry and informational text with fifth-grade bilinguals. *Reading Horizons, 53*(4), 21-42*.*

 *-Acceptance rate = 33%*

 *-Google Scholar Citations = 1*

[9] **Moses, L.**, \*\*Busetti-Frevert, R., & \*\*Pritchard, R. (2015). Inquiry as ESL: Supporting emerging bilinguals’ content and language development. *The Reading Teacher, 68*(6), 435-447.

 *-Acceptance rate = 15%*

 *-Impact Factor .748 (at time of acceptance)*

 *-Google Scholar Citations = 32*

 *-I was primary researcher and lead author of this piece (80% contribution), with contributions of teachers’ voices/perspectives from my coauthors (20% contribution).*

[8] Lahman, M., Rodriguez, K., **Moses, L.**, Fiedler, K., Mendoza, B.M., & Yacoub, W. (2015).A rose by any other name is still a rose?: Problematizing pseudonyms in research. *Qualitative Inquiry, 21*(5), 445-453*.*

 *-Acceptance rate = 6-10%*

 *-Impact Factor 1.934 (at time of acceptance); Social Sciences, Interdisciplinary 7/95*

 *-Google Scholar Citations= 203*

 *-I was a co-researcher and co-author (25% contribution) who attended all research discussion meetings, wrote an original narrative that was utilized in the article and assisted in editing early versions of the manuscript. Presented at AERA and received feedback for the manuscript.*

[7] Lawrence, J., & **Moses, L.** (2014). Classroom parameters: How one student learns to take ownership as a writer. *Journal of Teaching Writing, 29*(2), 43-69.

 *-Acceptance rate = 6-10%*

 *-Google Scholar Citations= 1*

 *-I was co-researcher and co-author (50% contribution). I completed 50% of the data analysis and writing.*

[6] **Moses, L.** (2014). What do you do with hands like these?: Close reading of a mentor text facilitates exploration and creation. *Children’s Literature in English Language Education, 2*(1), 44-56.

 *-Acceptance rate = new international journal with no official acceptance rate yet*

 *-Google Scholar Citations= 3*

[5] **Moses, L.** (2013). Viewing as a cultural tool in the construction of meaning with expository texts for young bilinguals. *Journal of Language and Literacy Education, 9*(2), 72-93*.*

 *-Acceptance rate = 8-12%*

 *-Google Scholar Citations = 18*

[4] **Moses, L.** (2012). Microethnographic discourse analysis in an inquiry classroom*. Classroom Discourse, 3*(2), pp. 147-165.

 *-Acceptance rate = 25%*

 *-Google Scholar Citations = 8*

[3] **Guccione [Moses], L.M.** (2011). Ina world of mandates, making space for inquiry. *The Reading Teacher*, *64*(7), pp. 515-519.

 *-Acceptance rate = 15%*

 *-Impact Factor .748 (at time of acceptance)*

 *-Google Scholar Citations = 20*

[2] **Guccione [Moses], L.M.** (2011). Integrating literacy and inquiry for English learners. *The Reading Teacher*, *64*(8), 567-577.

 *-Acceptance rate = 15%*

 *-Impact Factor .748*

 *-Google Scholar Citations = 62*

[1] **Guccione [Moses], L.M.** (2011). A tale of two schools: Making room for relation within scripted programs. *Schools: Studies in Education,* *8*(2), 252-264.

 *-Acceptance rate = 30%*

 *-Google Scholar Citations = 10*

**Refereed (Peer-Reviewed) Chapters or Contributions**

[3] **Moses, L.,** & \*Kelly, L.B. (2017). A formative experiment: A yearlong qualitative examination of developing positive views of reading in first grade. *Sage Research Methods Cases,* 1-14. <http://dx.doi.org/10.4135/9781526408723>

**Invited Chapters**

[2] **Moses, L.** (2023). Exploring, analyzing, interpreting, an (re)presenting young literate identities. In C. Wagner, K. Frankel, and C. Leighton, *Becoming readers and writers: Literate identities across childhood and adolescence.*

[1] **Moses, L.** (2022). Young children’s multimodal compositions. In F. Serafini, *Beyond the visual: An introduction to researching multimodal phenomena.* New York: Teachers College Press.

**Invited Publications**

[9] \*Kachorsky, D., **Moses, L.,** Serafini, F. (2021). Insights from research: Supporting multimodal reading in the classroom. *Literacy Today, 38*(4), 16-18. (Invitation for Dina Feitelson Research Award)

[8] **Moses, L.,** & Rylak, D. (2019). [Review of the book *Interviewing as qualitative research: A guide for researchers in education and the social sciences,* by Irving Seidman]. *Teachers College Record,* Date published: November 25, 2019.

[7] **Moses, L.** (March 2019). Deepening independence in the Reading Workshop. Purposeful student-centered experiences for individuals, partners, and small groups. *ASCD Education Update.*

[6] **Moses, L.,** \*\*Fischer-Rasmussen, M., & \*\*Lucrezia, M. (2016). Supporting inquiry literacy practices in diverse classrooms. *The Oklahoma Reader, 52*(2), 6-13.

 *-I was primary researcher and lead author of this piece (80% contribution), with contributions of teachers’ voices/perspectives from my coauthors (20% contribution).*

[5] Serafini, F., & **Moses, L.** (2015). Considering design features. *The Reading Teacher, 69*(3), 307-309.

 *-Acceptance rate = 15%*

 *-Google Scholar Citations= 7*

 *-I was second author and supported the lead author by writing 40% of the manuscript.*

[4] Serafini, F., & **Moses, L.** (2014). The roles of children’s literature in the primary grades. *The Reading Teacher, 67*(6), pp. 465-468*.*

 *-Acceptance rate = 15%*

 *-Google Scholar Citations = 32*

 *-I was second author and supported the lead author by writing 40% of the manuscript.*

[3] **Moses, L.** (2013)*.* Scaffolding vocabulary development with images in informational texts. *Colorado Reading Journal, 24*(1), 8-12*.*

[2] Halladay, J. L., & **Moses, L.** (2013). Using the Common Core Standards to meet the needs of diverse learners: Challenges and opportunities. *The New England Reading Association Journal*, *49*(1), 33-44.

 *-Google Scholar Citations = 50*

 *-I was second author and supported the lead author by writing 40% of the manuscript.*

[1] **Moses Guccione, L.** (2012). Language development and ELLs: 5 challenges and solutions. Available at [www.colorincolorado.org/article/50910/](https://owa.unco.edu/owa/redir.aspx?C=e425e5f94b264a178402db18e2670ed7&URL=http%3a%2f%2fwww.colorincolorado.org%2farticle%2f50910%2f)

 *-Google Scholar Citations= 7*

**Invited Contributions (Design Materials, Digital Media, Written Contributions/Expertise for Book Series, Forewords, Blogs, etc.)**

*\*\*\* = Descriptions and explanations*

[34] **Moses, L.** (2023). Reflections on learning: Multilingual learners. [Heinemann Publishing]. Retrieved from <https://blog.heinemann.com/reflections-on-learning-multilingual-learners>

[33] **Moses, L.** (2021). Review and book endorsement requested for online marketing. Thunder, K., Almadore, J., & Hattie, J. (2021). *Visible learning in early childhood.* Thousand Oaks, California: Corwin.

[32] **Moses, L.** (2021). Review and book endorsement requested for online marketing. Honigsfeld, A., & Dove, M.G. (2021). *Co-Planning: Five essential practices to integrate curriculum and instruction for English learners.* Thousand Oaks, California: Corwin.

[31] **Moses, L.** (2021). Review and book endorsement. In Espinosa, C.M. & Ascenzi-Moreno, L. (2021). *Rooted in strength: Using translanguaging to grow multilingual readers and writers.* New York, New York: Scholastic.

[30] **Moses, L.** (2020). Foreword. In Ellsworth (Ed.), *Cases on emotionally responsive teaching and mentoring.* [Foreword]. Hershey, PN: IGI Global.

[29] **Moses, L.**, & \*Rylak, D. (2020). Investigating young readers’ use of visual, textual, and design resources in contemporary picturebooks. *Journal of Language and Literacy Education* Podcast. Retrieved from: <https://podcasts.apple.com/us/podcast/investigating-young-readers-use-of-visual-textual/id1174618197?i=1000501782312>

[28] **Moses, L.** (2020). *Apply word solving strategies* [Online interactive module].

 <https://educatordevelopment.teachable.com/p/enroll-apply-word-solving-strategies>

[27] **Moses, L.** (2020). *Expand reading comprehension* [Online interactive module].

 <https://educatordevelopment.teachable.com/p/enroll-expand-reading-comprehension>

[26] **Moses, L.** (2020). *Read aloud to children* [Online interactive module].

 <https://educatordevelopment.teachable.com/p/enroll-read-aloud>

[25] **Moses, L.** (2020). *Support language and literacy for multilingual learners* [Online interactive module]. <https://educatordevelopment.teachable.com/courses/enrolled/1096096>

[24] **Moses, L.** (2020). *Facilitate small group and guided reading* [Online interactive module].

 <https://educatordevelopment.teachable.com/courses/enrolled/1090943>

[23] **Moses, L.** (2019, October). Behavior of first graders during independent reading time. Interview podcast on Teaching Literacy Podcast based on **Moses, L.,** & \*Kelly, L.B. (2019). Are they really reading? A descriptive study of first graders during independent reading. *Reading and Writing Quarterly. doi.org/10.1080/10573569.2018.1545615.* Retrieved from <http://teachingliteracypodcast.com>

[22] **Moses, L.** (2019, January). Response: Planning, scaffolds and time needed to support speaking with ELLs [Education Week Web log post]. Retrieved from

 <http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2019/01/response_planning_scaffolds_time_are_needed_to_support_speaking_with_ells.html>

[21] **Moses, L.** (2018, September). Response: Using reading strategies effectively in literacy education. [Education Week Web log post]. Retrieved from <http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2018/09/response_using_reading_strategies_effectively_in_literacy_instruction.html>

[20] **Moses, L.** (2018, September). Reading strategies: What, when, why, and how? [BAM! Radio Show- *Classroom Q & A* with Larry Ferlazzo]

 <http://www.bamradionetwork.com/classroom-q-and-a/4812-reading-strategies-what-when-where-and-how>

[19] **Moses, L.** (2018, July). Purposeful pedagogy creates joyful and independent readers. [Lesley University Web log post]. Retrieved from

<https://lesleyuniversitycrrlc.wordpress.com/2018/07/30/purposeful-pedagogy-creates-joyful-and-independent-readers/>

[18] **Moses, L.** (2017, October). ESSA and English Language Learners [Education Week Web log post]. Retrieved from

<http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/10/response_essa_english_language_learners.html>

[17] **Moses, L.** (2017, September). Deepening independence in the reading workshop: Purposeful student-centered experiences for individuals, partners, and small groups, K-6. [The Educator Collaborative] Retrieved from <https://gathering.theeducatorcollaborative.com/session-four/session-4-workshop-12-deepening-independence-in-the-reading-workshop-purposeful-student-centered-experiences-for-individuals-partners-and-small-groups-k-6/>

[16] **Moses, L.** (2017, April). Heinemann Publishing Author Facebook Live Book Talk: *What are the rest of my kids doing? Facilitating independence in the K-2 reading workshop.* Over 34,000 views. Retrieved from <https://www.facebook.com/pg/HeinemannPublishing/videos/?ref=page_internal>

[15] **Moses, L.**, & \*\*Ogden, M. (2017, April). What are the rest of my kids doing? Fostering

 independence in the K-2 reading workshop. [Nerdy Book Club] Retrieved from

 <https://nerdybookclub.wordpress.com/2017/04/21/what-are-the-rest-of-my-kids-doing-fostering-independence-in-the-k-2-reading-workshop-by-lindsey-moses-meridith-ogden/>

[14] **Moses, L.** (2017, March). Heinemann Podcast: What are the rest of my kids doing? [Heinemann Publishing] Retrieved from <http://www.heinemann.com/blog/the-heinemann-podcast-what-are-the-rest-of-my-kids-doing/#more-10413>

[13] **Moses, L.**, & \*\*Ogden, M. (2017, February). Five research-based principles for fostering independence in literacy. [Heinemann Publishing] Retrieved from <http://www.heinemann.com/blog/page/3/>

[12] **Moses, L.** (2015, October). Deepening inquiry with young learners [The Educator Collaborative] Retrieved from <https://community.theeducatorcollaborative.com/deepening-inquiry-with-young-learners/>

[11] **Moses, L.** (2015, July). Differentiation for English learners [Lesley University Center for Reading Recovery and Literacy Collaborative]. Retrieved from <https://lesleyuniversitycrrlc.wordpress.com/2015/07/01/differentiation-for-english-learners/>

[10] **Moses, L.** (2015, April). Top four tips for supporting English learners in a reading workshop [Heinemann Publishing Web log post]. Retrieved from <http://www.heinemann.com/blog/top4-el-rdgworkshop/>

[9] **Moses, L.** (2015, April). Who are English learners? [Heinemann Publishing Web log post]. Retrieved from <http://www.heinemann.com/blog/who-are-english-learners/>

[8] PBS-Systems Thinking. (2015, March). \*\*\*Created assets for PBS Kart Kingdom suite of games focused on helping early elementary children engage in systems thinking with Sasha Barab and The Center for Games and Impact. Work included the creation of design materials to guide project designers in their game development, as well as explicit suggestions on game iterations. Additionally, created impact guides for students, teachers, and staff to support product usage with a focus on unlocking systems thinking, strategies thinking, values thinking, and future thinking when playing the games. Games and resources are hosted on PBS site and local Centers. *(Related to the PBS KIDS Virtual World Project: Deepening Systems Thinking Learning funded project).*

[7] **Moses, L.** (2015, January 4). Supporting ELLs in the Common Core era [Education Week Web log post]. Retrieved from

 <http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/01/response_supporting_ells_in_the_common_core_era.html>.

[6] Opitz, M. F., & Ford, M. P. (2014). *Engaging minds in the classroom: The surprising power of joy*. Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting diverse learners throughout each chapter of the text. Contributions recognized in the Acknowledgements.

[5] Fresch, M. J. (2014). *Engaging minds in English language arts classrooms: The surprising power of joy*. M. F. Opitz & M. P. Ford (Eds.). Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting diverse learners throughout each chapter of the text. Contributions recognized in the Introduction chapter.

[4] Erekson, J. A. (2014). *Engaging minds in social studies classrooms: The surprising power of joy*. M. F. Opitz & M. P. Ford (Eds.). Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting diverse learners throughout each chapter of the text. Contributions recognized in the Acknowledgements.

[3] Brunsell, E., & Fleming, M. A. (2014). *Engaging minds in science and math classrooms: The surprising power of joy*. M. F. Opitz & M. P. Ford (Eds.). Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting diverse learners throughout each chapter of the text. Contributions recognized in the Acknowledgements.

[2] **Guccione [Moses], L.M.** (2011). Foreword for *Connecting Content and Language for English Language Learners* by Eugenia Mora-Flores.

[1] **Guccione [Moses], L.M.** (2011). UNC Professor Visits Famed Reggio Emilia Schools in

Italy. *UNC Early Childhood 2012 Newsletter.*

**GRANTS AND PROJECTS**

**Funded**

[11] **Mary Lou Fulton Teachers College Research Support Mini-Grant 2023**

Primary Sponsor: Arizona State University/Mary Lou Fulton Teachers College

 Amount Awarded: $450

 Applicant: **Lindsey Moses**

[10] **Integrated Child and Youth Development (ICYD) Activity 2020**

 Primary Sponsor: US Agency for International Development (USAID)

 Sponsor: Education Development Center (EDC)

 Amount Awarded: $1,486,738

 Principal Investigator: Cyndi Giorgis (34%)

 Co-Principal Investigator: Kathleen M. Farrand (33%) and **Lindsey Moses (33%)**

[9] **Comic Unit of Study: Audience, Publishing, and Identity in Fourth Grade**  **2018**

 Primary Sponsor: Office of Scholarship and Innovation (ASU)

 Amount Awarded: $325

 Principal Investigator: **Lindsey Moses**

[8] **First-Grade Reading Instruction and Development: A Yearlong Formative Study 2015**

 Primary Sponsor: Fulton Challenge Scholars Award (ASU)

 Amount Awarded: $15,000

 Principal Investigator: **Lindsey Moses**

[7] **PBS KIDS Virtual World Project: Deepening Systems Thinking Learning 2014**

 Primary Sponsor: Public Broadcasting System (PBS)

 Amount Awarded: $96,000

 Principal Investigator: Sasha Barab

 Co-Principal Investigators: Sinem Siyahhan and **Lindsey Moses**

[6] **Supporting English Learners in the Reading Workshop 2014**

 Primary Sponsor: ASU Internal Research Grant

 Amount Awarded: $10,000

 Principal Investigator: **Lindsey Moses**

[5] **MAPs for the Future: Promoting Cultural Reciprocity, Family Engagement, and 2013**

 **Student-Centered Learning through a Person-Centered Planning Approach**

 Primary Sponsor: University of Vermont, College of Education and Social Services Research Grant

 Amount Awarded: $14,315

 Principal Investigator: Katherine Shepard

 Co-Principal Investigators: Cynthia Reyes, Alan Tinkler, Barry Tinkler, and **Lindsey Moses**\*

 \*Left University of Vermont prior to implementation

[4] **Best Practices Delivery in a PreK-12 Teacher Education Program: Preparing Pre-Service 2013**

 **Teachers to Teach and Work with English Language Learners**

 Primary Sponsor: University of Vermont, College of Education and Social Services Research Grant

 Amount Awarded: $15,000

 Principal Investigator: Cynthia Reyes

 Co-Principal Investigators: Juliet Halladay, Youngok Jung, Alan Tinkler, Barry Tinkler, and **Lindsey Moses**\*

 \*Left University of Vermont prior to implementation

[3] **Using Neuroscience to Inform Educational Services for Children who have Experienced 2013**

 **Maltreatment, Trauma, and Chronic Stress**

 Primary Sponsor: University of Vermont, College of Education and Social Services Research Grant

 Amount Awarded: $14,315

 Principal Investigator: Haley Woodside-Jiron

 Co-Principal Investigators: Jessica Strolin-Goltzman and **Lindsey Moses**\*

 \*Left University of Vermont prior to implementation

[2] **Inquiry as English Instruction with Bilingual Second Graders 2012**

 Primary Sponsor: University of Northern Colorado, Innovations Projects Grant

 Amount Awarded: $2,000

 Principal Investigator: **Lindsey Moses**

[1] **Inquiry as English Instruction with Bilingual Second Graders 2011**

 Primary Sponsor: University of Northern Colorado, Innovations Projects Grant

 Amount Awarded: $2,000

 Principal Investigator: **Lindsey Moses**

**Not Funded**

[5] **The Missing Link: Online Learning for Caregivers to Better Support Their Children 2020**

 **Learning Mathematics at Home**

 Agency: National Science Foundation

 Amount Proposed: $3,000,000

 Principal Investigator: Karen Koellner

 Co-Principal Investigator: **Lindsey Moses**

[4] **Transforming the Education System for Teachers and Students in Liberia (TESTS) 2020**

 Primary Sponsor: US Agency for International Development (USAID)

 Sponsor: Education Development Center (EDC)

 Amount Proposed: $1,250,000

 Principal Investigator: **Lindsey Moses**

 Co-Principal Investigators: Cindy Giorgis, Kathleen Farrand, and Mi Yeon Lee

[3] **Supporting Reading Achievement with Access and Instruction 2018**

 Primary Sponsor: US Department of Education (USDOE)

 Amount Proposed: $2,600,000

 Principal Investigator: **Lindsey Moses**

 Co-Principal Investigator: Frank Serafini

[2] **Project ARTEL 2017**

 Primary Sponsor: US department of Education (USDOE)

 Amount Proposed: $2,607,770

 Principal Investigator: Margarita Jimenez-Silva

 Co-Principal Investigator: **Lindsey Moses**

[1] **The Effects of Short-Term International Study in Reggio Emilia on Pre-service Teachers' 2016**

 **Views of Cultural, Linguistic, and Pedagogical Diversity**

 Primary Sponsor: Spencer Foundation Small Grant

 Amount Proposed: $50,000

 Principal Investigator: **Lindsey Moses**

 Co-Principal Investigator: Katie Bernstein

**PRESENTATIONS (PEER-REVIEWED AND INVITED)**

**Peer-Reviewed International Conference Presentations**

[3] **Moses, L.** (2023, July). *Joyful language and literacy development for young emergent bilinguals: Integrating translingual play, reading, writing, speaking, and listening.* Australian Literacy Education Association, Canberra, Australia.

[2]Serafini, F., **Moses, L.,** & Kachorski, D.(2018, August). *Understanding young readers' use of semiotic resources to construct meanings with picturebooks*. Paper presented at the 9th International Conference on Multimodality, Odense, Denmark.

[1]**Moses, L.** (2012, September). *Rethinking theoretical perspectives to provide instructional support for inquiry practices.* Paper presented at the annual convention of the Reading Association of Ireland, Dublin, Ireland.

**Peer-Reviewed Conference Presentations**

[60] Enriquez, G., Francois, C., Frankel, K., Leighton, C., **Moses, L.**, & Wagner, C. (2023, December). *Literacy and identities study group*. Peer-reviewed submission for study group presentation and facilitation for 3 sessions presented at the annual convention of the Literacy Research Association, Atlanta, GA.

[59] **Moses, L.** (2023, November). *Literacy as an identity practice across childhood and adolescence*. Research presented at the annual convention of the Literacy Research Association, Atlanta, GA.

[58] **Moses, L.,** \*Rylak, D., & Reid, S. (2023, November). *Nonfiction multimodal composing in first grade*. Research presented at the annual convention of the Literacy Research Association, Atlanta, GA.

[57] Enriquez, G., Francois, C., Frankel, K., Leighton, C., Lewis Ellison, T., **Moses, L.**, & Wagner, C. (2022, December). *Literacy and identities study group*. Peer-reviewed submission for study group presentation and facilitation for 3 sessions presented at the annual convention of the Literacy Research Association, Phoenix, AZ.

[56] \*Torrejon Capurro, C., & **Moses, L.** (2022, December). *Literacy-based play with young emergent bilinguals: Explorations in vocabulary, translanguaging, and identity work.* Research presented at the annual convention of the Literacy Research Association, Phoenix, AZ.

[55] \*Rylak, D., **Moses, L.,** & Reid, S. (2022, December). *Authoring the self: Primary writers’ identity negotiations through authoring and positioning themselves in their compositions.* Research presented at the annual convention of the Literacy Research Association, Phoenix, AZ.

[54] **Moses, L., \***Torrejon, C., & \*\*Garces, P. (2022, November). *Integrating translingual play, reading, writing, speaking, and listening to support joyful language and literacy development for young bilinguals.* Research presented at the annual convention of National Council of Teachers of English*,* Anaheim, California.

[53] **\***Torrejon, C., **Moses, L.,** & \*\*Garces, P. (2022, November). *Supporting language and literacy development of bilingual learners through play-based learning.* Research presented at the annual convention of National Council of Teachers of English*,* Anaheim, California.

[52]**Moses, L.,** & \*Rylak, D. (2021, December). *Agency for a first-grade writer: Pushing back against the writing curriculum.* Paper presented at the annual convention of the Literacy Research Association, Atlanta, Georgia.

[51]**Moses, L.,** & Serafini, F. (2021, December). *Representing information: Analyzing first-graders’ multimodal compositions.* Paper presented at the annual convention of the Literacy Research Association, Atlanta, Georgia.

[50] **Moses, L.,** \*\*Hadjun, M., & Alvarado-Aguirre, A. (2021, November). *Translanguaging together. Building bilingual identities by writing to amigos*. Presented at the annual convention of the National Council of Teachers of English, virtual conference (COVID).

[49] \*Rylak, D., **Moses, L.**, Serafini, F., \*Torrejon, C. (2020, December). *Agency in a first grade writing workshop: A case study of two writers.* Paper presented at the annual convention of the Literacy Research Association, virtual conference (COVID).

[48] \*Rylak, D., **Moses, L.**, Serafini, F., & \*Torrejon, C. (2020, December). *A multimodal analysis of first graders’ writing: Appropriating Mo Willems’ semiotic resources in narrative writing.* Paper presented at the annual convention of the Literacy Research Association, virtual conference (COVID).

[47]\*Rylak, D., **Moses, L.**, Serafini, F., & \*Torrejon, C. (2020, November). *An analysis of first graders’ multimodal compositions*. Presented at the annual convention of the National Council of Teachers of English, virtual conference (COVID).

[46] **Moses, L.,** \*Rylak, D., \*\*Reader, T., \*\*Hertz, C., \*\*Ogden, M. (2019, December). *Supporting student agency: Themes of educator perspectives*. Paper presented at the annual convention of the Literacy Research Association, Tampa, FL.

[45] **Moses, L.,** and Hernandez, J.(2019, December). *What methods do researchers use to explore culturally responsive literacy instruction?* Paper presented at the annual convention of the Literacy Research Association, Tampa, FL.

[44] **Moses, L.,** Serafini, F., & \*Reid, S. (2019, October). *Picturebooks, novels, and comics: What to talk about, and how to talk about it*. Presented at the annual convention of the International Literacy Association Conference, New Orleans, LA.

[43] **Moses, L.,** & \*Reid, S. (2018, November). *Using comics, publishing, and choice to support literacy and positive identity*. Paper presentation at the annual convention of the Literacy Research Association Conference, Palm Desert, CA.

[42] Serafini, F., & **Moses, L.** (2018, November). *Understanding the multimodal nature of comics*. Presentation at the annual convention of the Literacy Research Association Conference, Palm Desert, CA.

[41] **Moses, L., \*\***Ogden, M. (2018, July). *Deepening independence in the reading workshop: Purposeful student-centered experiences for individuals, partners, and small groups*. Presentation at the International Literacy Association Conference, Austin, TX.

[40] **Moses, L., \***Reid, S. (2018, July). *Using comics, publishing, and choice to support literacy and positive identity Development*. Presentation at the International Literacy Association Conference, Austin, TX.

[39] **Moses, L.** (2017, December). *Speaking and listening: Facilitating literacy conversations with English learners*. Presentation at the conference of the Office of English Language Acquisition Services, Tucson, AZ.

[38] **Moses, L.,** \*Xiao, X. (2017, December). *Literate identity development in first grade: A cross-case analysis of strong and striving decoders*. Paper presentation at the annual convention of the Literacy Research Association Conference, Tampa, FL.

[37] \*Kelly, L.B., & **Moses, L.** (2017, December). *Inferential discussions in first grade: Supportive children’s literature*. Paper presentation at the annual convention of the Literacy Research Association Conference, Tampa, FL.

[36] **Moses, L.**, \*\*Ogden, M (2017, July). *What are the REST of my kids doing? Deepening independent reading in the primary grades*. Presentation at the annual convention of the International Literacy Association, Orlando, FL.

[35] \*Kelly, L.B., \*\*Ogden, M., & **Moses, L**. (2017, July). *Collaborative conversations: Supporting speaking and listening in the primary grades*. Presentation at the annual convention of the International Literacy Association, Orlando, FL.

[34] **Moses, L.**, & \*Kelly, L.B. (2016, December). *What are first graders doing during independent reading time*? A year-long study. Paper presented at the annual convention of the Literacy Research Association Conference, Nashville, TN.

[33] **Moses, L.** (2016, December). *Language, literacies, and design elements*. A year-long study. Paper presented at the annual convention of the Literacy Research Association Conference, Nashville, TN.

[32] **Moses, L.** (2016, December). *Systems thinking, inquiry-based literacy interventions, and formative research*. Paper presented at the annual convention of the Literacy Research Association Conference, Nashville, TN.

[31] **Moses, L.**, \*\*Ogden, M., & \*Kelly, L.B. (2016, July). *Facilitating meaningful discussion groups in the primary grades*. Presentation at the annual convention of the International Literacy Association, Boston, MA.

[30] Serafini, F., & **Moses, L.** (2016, July). *Beyond words and images: Helping readers understand multimodal design features*. Presentation at the annual convention of the International Literacy Association, Boston, MA.

[29] **Moses, L.**, & \*Kelly, L.B. (2015, December). *The development of positive literate identities among bilingual and monolingual first graders*. Paper presented at the annual convention of the Literacy Research Association Conference, Carlsbad, CA.

[28] **Moses, L.**, & \*Kelly, L.B. (2015, December). *A formative experiment on developing positive views of reading in a diverse, urban first grade*. Paper presented at the annual convention of the Literacy Research Association Conference, Carlsbad, CA.

[27] **Moses L.** (2015, July). *Exploring literacy and the natural world with young ELLs. In M. J. Fresch (Chair), Joyful evidence-based strategies for preK-grade 2 literacy success*. Presentation at the annual convention of the International Literacy Association Conference, St. Louis, MO.

[26] **Moses, L.** (2015, April). *Inclusive literacy practices facilitate positive identity negotiations for young bilinguals*. Paper presented at the annual convention of the American Educational Research Association Conference, Chicago, IL.

[25] **Moses, L.** (2015, April). *The role(s) of image for emerging bilinguals reading multimodal informational texts*. Paper presented at the annual convention of the American Educational Research Association Conference, Chicago, IL.

[24] **Moses, L.** (2014, December). *Young bilinguals’ voices: Reflecting on being experts and becoming literate*. Paper presented at the annual convention of the Literacy Research Association Conference, Marco Island, FL.

[23] **Moses, L.,** & \*\*McCluskey, J. (2014, May). *Differentiated instruction for diverse classrooms: Understanding and aligning instruction with the Common Core*. Presentation at the annual convention of the International Reading Association Conference, New Orleans, LA.

[22] **Moses, L.** (2014, April). *Microethnographic analysis: Examining power, identity, and academic knowledge among bilingual and monolingual first graders*. Paper presented at the annual convention of the American Educational Research Association Conference, Philadelphia, PA.

[21] **Moses, L.** (2013, December). *Perceptions about ‘good readers’; Analyzing curricular, linguistic and socioeconomic differences*. Paper presented at the annual convention of the Literacy Research Association Conference, Dallas, TX.

[20] **Moses, L.** (2013, November). *The power of anchor texts to create transactional space*. Paper presented at the annual convention of the National Council of Teachers of English, Boston, MA.

[19] **Moses, L.** (2013, November). *Vocabulary activities for English learners: Engaging ideas for social and academic vocabulary instruction. In M. J. Fresch (Chair), Let the words rain down: Innovative approaches to vocabulary instruction*. Presentation at the annual convention of the National Council of Teachers of English, Boston, MA.

[18] **Moses, L.** (2013, May). *The great toucan debate: Tracing the academic and identity trajectories from moments of rupture*. Paper presented at the annual convention of the American Educational Research Association, San Francisco, CA.

[17] Lahman, M., Rodriguez, K., **Moses, L.**, Fiedler K., Mendoza Brady, B., & Yacoub, W. (2013, May). *A rose by any other name is still a rose?: Problematizing pseudonyms in research*. Paper presented at the annual convention of the American Educational Research Association, San Francisco, CA.

[16] **Moses, L.** (2013, April). *Common Core and English language learners: Aligning the standards with a workshop model to enhance instruction for linguistically diverse students*. Presentation at the annual convention of the International Reading Association, San Antonio, TX.

[15] **Moses, L.** (2012, November). *Viewing as a literacy practice*. Paper presented at the annual convention of the Literacy Research Association, San Diego, CA.

[14] **Moses, L.** (2012, May). *Fostering social responsibility through inquiry*. Presentation at the annual convention of the International Reading Association, Chicago, IL.

[13] **Guccione [Moses], L.,** \*\*Pritchard, R., \*\*Busetti-Frevert, R. (2012, February). *Implementing inquiry with a core curriculum*. Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

[12] **Guccione [Moses], L.** (2012, February). *Viewing and visual representation strategies to support comprehension*. Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO. Cancelled due to inclement weather.

[11] **Guccione [Moses], L.** (2011, November). *A cross-case analysis of meaning making in a multilingual first-grade inquiry classroom*. Paper presented at the annual convention of the Literacy Research Association 61st Annual Meeting, Jacksonville, FL.

[10] **Guccione [Moses], L.,** & Lawrence, J. (2011, February). *Authentic writing instruction*. Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

[9] **Guccione [Moses], L.**, & Lawrence, J. (2011, February). *Young bilingual learners’ comprehension through inquiry*. Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

[8] **Guccione [Moses], L.** (2010, December). *First-grade inquiry with English language learners*. Paper presented at the annual convention of the National Reading Conference/Literacy Research Association 60th Annual Meeting, Fort Worth, TX.

[7] **Guccione [Moses], L.** (2010, November). *Building English language learners’ comprehension with oral reading strategies*. Paper presented at the annual convention of the National Association for the Education of Young Children Annual Conference, Anaheim, CA.

[6] Opitz, M. B., & **Guccione [Moses], L.** (2010, February). *Focusing on comprehension to help ELLs reach high levels of oral and written language proficiency*. Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

[5] Lawrence, J., & **Guccione [Moses], L.** (2010, February). *Multi-genre life story books: When teachers become writers*. Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

[4] **Guccione [Moses], L.** (2009, November). *A first-grade studio: An interactional ethnography on language, literacy, identity, and community for English language learners in an inquiry-based classroom*. Paper presented at the annual convention of the National Association for the Education of Young Children, Washington D.C.

[3] **Guccione [Moses], L.** (2009, October). *Focusing on comprehension to help ELLs reach high levels of English proficiency*. Presentation at the annual convention of the Montana Education Association-Montana Federation of Teachers Educators’ Conference, Billings, MT.

[2] Walker, D., & **Guccione [Moses], L.** (2008, September). *‘Voice’ as boundary object, mediating artifact, and object of struggle: Explorations in bilingual youth radio*. Paper presented at the annual convention of the International Society for Cultural and Activity Research, San Diego, CA.

[1] **Guccione [Moses], L.** (2008, March). *The effects of direct reading comprehension strategies for English language learners*. Paper presented at the annual convention of the American Educational Research Association, New York City, NY.

**International Invited Presentations**

[7] **Moses, L.** (2023, August). *What does the science of reading mean for early literacy instruction?* Unley Primary, South Australia.

[6] **Moses, L.** (2023, July).  *Agency for a first-grade writer: Resisting the writing curriculum*. University of South Australia: Education Futures Seminar Series.

[5] **Moses, L.** (2022, August). *Supporting comprehension with multilingual learners.* Universidad Pontificia Bolivariana: Language and Literacies Course International Guest Expert/Speaker.

[4]**Moses, L.** (2022, June). *Translanguaging practices and multilingual identities in Dear Primo: A Letter to My Cousin*. University of South Australia: Education Futures Seminar Series.

[3] **Moses, L**., & Hadjun, M. (2021, February). *Adapting and amplifying literacy instruction for early years in varying models. Part 1: Flexible structures to build early literacy*. Association of American Schools in South America (AASSA) Connect Workshop (Virtual/Webinar Presentation).

[2] **Moses, L**., & Hadjun, M. (2021, February). *Adapting and amplifying literacy instruction for early years in varying models. Part 2: Transferring skills to build early content-area literacy*. Association of American Schools in South America (AASSA) Connect Workshop (Virtual/Webinar Presentation).

[1] **Moses, L**. (2016, April). *Scaffolding talk and inquiry with multilingual students*. The British School Netherlands Conference in Den Haag, Netherlands.

**National and Regional Invited Presentations – Keynote Addresses**

[6] **Moses, L.** (2023, May). *Centering Students.* Closing keynote at NY Ulster BOCES Diversity, Equity, and Inclusion Conference Series (Part III).

[5] **Moses, L.** (2023, April). *Assets-based approaches for supporting multilingual students.* Opening keynote at NY Ulster BOCES Diversity, Equity, and Inclusion Conference Series (Part I).

[4] **Moses, L.** (2019, October). *What are the REST of my kids doing? Deepening independence in the reading workshop*. Keynote speaker at Montana State Literacy Conference in Billings, MT.

[3] **Moses, L.** (2019, July). *What are the REST of my kids doing? Deepening independence in the reading workshop*. Keynote speaker at Literacy for All Conference in Fort Worth, TX.

[2] **Moses, L.** (2016, October). *Reading and English learners*. Keynote speaker at Suburban Chicago International Reading Association (SCIRA) Fall Conference.

[1] **Moses, L.** (2016, August). *Balanced literacy and English learners*. Keynote speaker at Mt. Diablo School District Professional Learning Day (audience was 600 elementary teachers).

 **National and Regional Invited Presentations – Featured Speaker**

[32] **Moses, L.** (2023, May). *Integrating play, reading, writing, speaking, and listening to support joyful language and literacy development for young multilingual children.* Featured speaker at NY Ulster BOCES Diversity, Equity, and Inclusion Conference Series (Part III).

[31] **Moses, L.** (2023, May). *Small-group literacy instruction to support language and literacy development.* Featured speaker at NY Ulster BOCES Diversity, Equity, and Inclusion Conference Series (Part III).

[30] **Moses, L.** (2023, April). *Supporting multilingual students with evidence-based literacy instructional strategies.* Featured speaker at NY Ulster BOCES Diversity, Equity, and Inclusion Conference Series (Part II).

[29] **Moses, L.** (2023, April). *Translanguaging together: Building bilingual identities through authentic writing experiences.* Featured speaker at NY Ulster BOCES Diversity, Equity, and Inclusion Conference Series (Part I & II).

[28] **Moses, L.** (2023, April). *Research-based instructional scaffolds to support language and literacy development.* Featured speaker at NY Ulster BOCES Diversity, Equity, and Inclusion Conference Series (Part I).

[27] **Moses, L.** (2022, March). *Supporting language and literacy with multilingual learners*. Featured speaker at Columbia Area Literacy Association’s Soapbox Saturday.

[26] **Moses, L.** (2021, January). *Flexible structures to support language and literacy development with multilingual learners*. Featured speaker at EL and Equity Virtual Summit, Prince William County.

[25] **Moses, L.** (2020, October). *Strategies for increasing and supporting language development for English learners during online literacy learning*. Featured speaker at EL & Equity Virtual Summit, Prince William County.

[24] **Moses, L.** (2020, January). *What are the rest of my kids doing? Facilitating independence in the K-2 reading workshop*. Featured speaker at the Reading Recovery Conference, Chicago, IL.

[23] **Moses, L.** (2020, January). *Supporting English learners in the reading workshop*. Featured speaker at the Reading Recovery Conference, Chicago, IL.

[22] **Moses, L.** (2018, November). *What are the rest of my kids doing? Facilitating independence in the K-2 reading workshop*. Featured speaker at the Duke Power of Reading Summit Conference.

[21] **Moses, L.** (2018, November). *Effective small-group reading instruction*. Featured speaker at the Duke Power of Reading Summit Conference.

[20] **Moses, L.** (2018, October). *Supporting English learners in the reading workshop*. Featured speaker at the Literacy for All Conference.

[19] **Moses, L.** (2018, October). *What are the rest of my kids doing? Facilitating independence in the K-2 reading workshop*. Featured speaker at the Literacy for All Conference.

[18] **Moses, L.** (2018, October). *Supporting English learners in the reading workshop*. Featured speaker at the Illinois Reading Council Conference.

[17] **Moses, L.** (2018, October). *What are the rest of my kids doing?* Facilitating independence in the K-2 reading workshop. Featured speaker at the Illinois Reading Council Conference.

[16] **Moses, L.** (2018, February). *Supporting English learners in the writing workshop: Mentor texts, analysis, inspiration, and comprehension*. Featured speaker at the Wisconsin Reading Association Conference.

[15] **Moses, L.** (2018, February). *What are the rest of my kids doing? Facilitating independence in the K-2 reading workshop*. Featured speaker at the Wisconsin Reading Association Conference.

[14] Alrubail, R., Blair, I., Botello, J., Espana, C., Ho’shen, M., Lehman, C., **Moses, L.**, Perez-Isia, R. (2017, July). *Differentiation for exceptional learners*. Invited Institute Speaker at the International Literacy Association Conference.

[13] **Moses, L.** (2017, March). *Supporting English learners in the reading workshop*. Featured speaker at the Virginia Reading Association Conference.

[12] **Moses, L.** (2017, March). *What are the rest of my kids doing?* Facilitating independence in the K-2 reading workshop. Featured speaker at the Virginia Reading Association Conference.

[11] **Moses, L.** (2017, February). *Supporting English learners in the reading workshop*. Featured speaker at the Wisconsin Reading Association Conference.

[10] **Moses, L.** (2017, February). *What are the rest of my kids doing?* Facilitating independence in the K-2 reading workshop. Featured speaker at the Wisconsin Reading Association Conference.

[9] **Moses, L.** (2016, February). *Getting started with Inquiry: Supporting language, literacy, and content knowledge with English learners*. Featured speaker at the Wisconsin Reading Association Conference.

[8] **Moses, L.** (2016, February). *Supporting English learners in the reading workshop*. Featured speaker at the Wisconsin Reading Association Conference.

[7] **Moses, L.** (2016, February). *Fostering social responsibility through inquiry-based literacies with English learners*. Featured speaker at the Wisconsin Reading Association Conference.

[6] **Moses, L.** (2015, November). *Supporting English learners in the reading workshop: K-2*. Featured speaker at the annual Literacy for All conference, Providence, Rhode Island.

[5] **Moses, L.** (2015, November). *Supporting English learners in the mainstream classroom: K-2*. Featured speaker at the annual Literacy for All conference, Providence, Rhode Island.

[4] **Moses, L.** (2015, September). *Connecting language, literacy and the natural world with young English learners*. Featured speaker at The Educator Collaborative, TheEdCollabGathering. https://gathering.theeducatorcollaborative.com/session-four/workshop-17/

[3] **Moses, L.** (2015, August). *Supporting English learners in the reading workshop*. Featured speaker at the Heinemann Teacher Tour, Portsmouth, NH.

[2] **Moses, L.** (2013, October). *Common Core and English language learners: Aligning the standards with a workshop model to enhance instruction*. Featured speaker at Follett Webinar Series.

[1] **Moses, L.** (2013, July). *Implementing the Common Core: K-5*. Literacy Summit, Tonawanda, NY.

 **Local Invited Presentations – Invited Keynote**

[2]**Guccione [Moses], L.** (2012, April). Invited Keynote Speaker for the Larimer County District of CAEYC Month of the Young Child member brunch, Fort Collins, CO

[1] **Guccione [Moses], L.** (2011, April). Invited Keynote Speaker for the Junior Honors Society Induction Banquet. University of Northern Colorado, Greeley, CO.

**Local Invited Presentations – Featured Speaker**

[2]**Guccione [Moses], L.** (2010, April). *Early learning literacy*. Featured speaker at Johnstown Early Childhood Educators and Parents, Johnstown, CO.

[1]Youngs, S., & **Guccione [Moses], L.** (2010, February). *Expanding pathways for comprehension*. Featured presenter at PEAK Parent Center Conference, Denver, CO.

 **Select Invited Professional Presentations/Workshops (Does not include all)**

[33] Virtual Webinar Series for International Schools 2023

 What do the new trends in research and practice mean for our multilingual students?

 2-Part EKC Webinar Summer Session Series

[32] Medellín, Colombia 2023

 Translingual play, reading, writing, speaking, and listening with young emergent bilinguals

 Professional development webinar

[31] Korea International Schools 2023

 Research-Based Scaffolds for Supporting Multilingual Students

 Three-part webinar series with 3 international schools in Korea

[30] Prince William County, VA 2022

 Effective literacy scaffolds for multilingual learners

 Professional workshops at the English Learner Summit

[29] Medellín, Colombia 2022

 Supporting language and literacy development in the intermediate grades

 Virtual professional development

[28] Medellín, Colombia 2022

 Supporting language and literacy development in the primary grades

 Virtual professional development

[27] Virtual Webinar Series for International Schools 2022

Effective literacy scaffolds for multilingual Learners

2-Part EKC Webinar Summer Session Series

[26]Curitiba, Brazil (Virtual webinar series) 2022

 Supporting multilingual learners in literacy

 3-Part Webinar Series

[25] Houston, TX 2021

 Differentiated instruction.

 Full day of professional development training for teachers and administrators

[24] Wilson, NC (Virtual presentation) 2021

 Supporting multilingual learners in the reading workshop

 Half day of professional development training for ESL specialists and administrators

[23] Coburg, OR 2021

 Differentiated instruction to support all learners K-2

 Half day of professional development training for teachers and administrator

[22] Coburg, OR 2021

 Differentiated instruction to support all learners 3-8

 Half day of professional development training for teachers and administrators

[21] Heinemann Mini-Workshop Webinar: Assets-Based Instructional Framework for 2021

 Supporting Multilingual Learners in Literacy

 90-minute session

[20] Heinemann Webinar Series: Supporting English Learners in the Reading Workshop 2021

 Provided a four series webinar on my book, Supporting English Learners in the Reading Workshop.

 Attendees from 5 countries.

[19] Prince William County School District 2019-2020

 Professional workshops at the English Learner Summit

 Supporting Language and Literacy Development

[18] Cayce Elementary School 2019-2020

 Columbia, South Carolina

 Workshops, presentations, and demonstration lessons for customized professional development

[17] Green Bay School District 2019-2020

 Green Bay, Wisconsin

 Workshops, presentations, and demonstration lessons for customized professional development. District level consulting and trainings for admin, specialists, and teachers for supporting language and literacy development and bilingual programming.

[16] Orange County Schools Chapel Hill, North Carolina 2019

 Supporting English Learners in the Reading Workshop. Four days of professional workshops for elementary and middle school teachers.

[15] Calhoun, Georgia 2019

 Supporting English Learners in the Reading Workshop. Two days of professional workshops for elementary and middle school teachers.

[14] Heinemann Speaker Series Workshop: Supporting English Learners in the Reading 2016-2018

 Workshop (Los Angeles, Oakland, San Diego, Houston, Phoenix, Chicago, Atlanta, New

 York, South Carolina, Virginia, New Jersey)

[13] Webinar Series: Supporting English Learners in the Reading Workshop 2015-2019

 Provided a four series webinar on my book, Supporting English Learners in the

 Reading Workshop.

 Attendees from the U.S., Canada, Mexico, Germany, Netherlands, and Africa

[12] CESA-4 La Crosse, Wisconsin 2018

 Supporting English Learners in the Reading and Writing Workshops. Two days of professional

 workshops for elementary teachers in Title settings for CESA-4 in La Crosse, Wisconsin.

[11] Paradise Valley School District, Scottsdale, AZ 2018

 Provided half-day training for elementary teachers on our book, What Are the REST of

 My Kids Doing? Fostering Independence in the K-2 Reading Workshop.

[10] Paradise Valley School District, Scottsdale, AZ 2017

 Provided half-day training for elementary teachers on our book, What Are the REST of

 My Kids Doing? Fostering Independence in the K-2 Reading Workshop.

[9] Charles County Public Schools, Waldorf, MD 2016-2018

 Provided on-going, long-term custom professional development as a Heinemann

 consultant for elementary school teachers. Presentations include the following:

Reading Workshop

Writing Workshop

Differentiation

Small Group Instruction

Purposeful Independent Learning Experiences

Coaching and Model Lessons

[8] Baltimore County Public Schools (Deep Creek Middle, Riverview Elementary, Sandy 2013-2018

 Plains Elementary, Bear Creek Elementary, Grange Elementary)

 Provided on-going, long-term custom professional development as a Heinemann consultant

 for elementary and middle school teachers. Presentations include the following:

 Reading Workshop

 Units of Study

 Differentiation

 Small Group Instruction

 Purposeful Independent Learning Experiences

 Coaching and Model Lessons

 Close Reading

 Aligning with the CCSS

 Guided Reading

 Small-Group Instruction

 Purposeful, Independent Learning Experiences

 Running Records, Miscue Analysis, and Needs-Based Instruction

[7] Port Salerno Elementary Schools, Stuart, FL 2014-2018

 Provided on-going, long-term custom professional development as a Heinemann consultant

 for elementary school teachers for supporting English Learners with a school STEM initiative Presentations include the following:

 Supporting English Learners in Content Area Literacy

 Content Area Vocabulary Support for English Learners

 Inquiry Instruction with Diverse Learners

 Running Records, Miscue Analysis, and Needs-Based Instruction

[6] Pinewood Elementary School, Stuart, FL 2011-2013

 Provided on-going, long-term custom professional development as a Heinemann consultant

 for elementary teachers. Presentations include the following:

 Comprehension and English Language Learners: 25 Oral Reading Strategies

 Vocabulary Instruction for ELLs

 Integrating Inquiry Instruction

Comprehension Strategies for Bilingual Paraprofessionals

 Reciprocal Teaching with Interactive Discussions: Using Inferences, Summarizing, and Viewing

 Common Core State Standards and Best Practices for Literacy Instruction

[5] Kenton School District, Tonawanda, NY 2012-2013

 Provided on-going, long-term custom professional development as a Heinemann consultant

 for elementary teachers. Presentations include the following:

 Effective Instruction for Primary ELLs

 Informational Texts, CCSS and Primary ELLs

 Informational Texts, CCSS and Middle Grades ELLs

 Informational Texts, CCSS and High School ELLs

[4] Oak Tree Elementary, Flint, MI June 18, 2012

 Getting Started with the Reading Workshop

 Professional Development as a Heinemann Consultant

[3] Literacy Palooza: College Station, TX June 11, 2012

 Differentiating Instruction for English Language Learners Using Oral and Silent Reading

 Strategies as Language and Literacy Scaffolds

 Professional Development as a Heinemann Consultant

[2] Bowe Elementary School, Glassborro, NJ February 17, 2012

 Differentiation and Small Group Instruction for Balanced Literacy: Using Evidence-

 Based Practices for Comprehensive Literacy Instruction

 Professional Development as a Heinemann Consultant

[1] University of Colorado, Colorado Springs 2010

 Provided consulting on Early Childhood Education degree and created multiple course syllabi

 for the development of a new Early Childhood Education program at UCCS

 **Research Projects**

[8]Kindergarten in Colombia: Supporting Language and Literacy Development 2020

 Formative study in Medellín, Colombia utilizing descriptive statistics and qualitative methods

 to examine literacy instruction, practice, and progress toward pedagogical goals. Planning, conferencing, team-teaching, and reflecting with kindergarten teacher to support meaning-based language and literacy instruction.

[7] First-Grade Writing Instruction: A Formative Study 2019-2020

 Yearlong formative study utilizing descriptive statistics and qualitative methods to examine

 writing instruction, practice, and progress toward pedagogical goals. Planning, conferencing,

 team-teaching, and reflecting with first-grade teacher to support meaning-based writing instruction.

[6] Voice, Agency, and Authorship: Fourth-Grade Writing Instruction 2017-2018

 Formative study utilizing qualitative methods to examine writing instruction during a unit

 of study of comics/graphic novels in fourth grade. Planning, conferencing, team-teaching, and

 reflecting with four-grade teacher to support voice, agency, and authorship for fourth-grade writers.

[5] First-Grade Reading Instruction: A Formative Study 2014-2018

 Three-year formative study utilizing descriptive statistics and qualitative methods to

 examine literacy instruction, practice, and progress toward pedagogical goals. Planning, conferencing, team-teaching, and reflecting with first-grade teacher to support meaning-based literacy instruction.

[4] Inquiry as Literacy Instruction in Kindergarten 2011-2013

 Long-term design study utilizing multiple qualitative methods to examine literacy practices

 and identity development. Planning, conferencing and reflecting with kindergarten teacher using inquiry as a primary method of literacy instruction.

[3] Inquiry as English Instruction with Bilingual Second Graders 2011-2012

 Design study with qualitative methods to examine language and literacy development with

 inquiry in the content areas for ESL. Team teaching, conferencing and reflecting with second-grade bilingual teachers. Using inquiry instruction as second language acquisition instruction.

[2] Inquiry After CSAP 2010-2011

 Design study with qualitative methods to examine engagement, language and literacy

 development with fifth-grade bilinguals participating in a scripted literacy program. Inquiry

 instruction was implemented after the completion of the state assessments when the teachers

 had curricular freedom.

[1] An ethnographic approach to examine the community of practice, literacy practices, 2009-2010

 and construction of meaning among first-grade linguistically diverse learners.

**TEACHING**

**Doctoral Advisor**

Xue Qiao, Ph.D. (2021)

Dissertation Title: Identity Work of Elementary English Language Learners in a Mainstream

Science Classroom

Completed: Spring 2021

**Co-Doctoral Advisor**

Megan Troxel, Ph.D. (2021)

Dissertation: Imagining new possibilities for classroom interactions: Using dramatic inquiry to support emergent bilingual students

Completed: Summer 2021

Laura Kelly, Ph.D. (2018)

Dissertation Title: The role of text difficulty in small-group reading for bilingual students

Completed: Spring 2018

**Dissertation Committee Member**

Michael Oliver, Ed.D.

Dissertation Title: Disrupting bound realities: A parent perspective of Zaharis Elementary School

Completed: Summer 2021

Janelle Griffo, Ph.D.

Dissertation Title: Keeping the “Physical” in physical education while integrating children’s literature

Completed: Summer 2021

Stephanie Reid, Ph.D.

Dissertation Title: Multimodality matters: Exploring words, images, and design features in a seventh-grade English Language Arts classroom.

Completed: Spring 2020

Sarah Manchester, Ed.D.

Dissertation Title: Strength braining: An innovation countering fifth-grade underachievement in math through growth mindset and self-regulation

Completed: Spring 2019

Rebecca Castiglione, Ed.D.

Dissertation Title: Establishing growth mindset teaching practices as part of the third grade math curriculum to increase math self-efficacy, math mindset and student achievement.

Completed: Spring 2019

Maria Goff, Ph.D.

Dissertation Title: Innovating everything: Examining teacher learning of unfamiliar texts

Completed: Spring 2017

Stephanie Lund, Ed.D.

Dissertation Title: Making learning authentic: An ethnographic case study describing student engagement and motivation in a project-based learning environment

Completed: Spring 2016

Dianna Dohm, Ph.D.

Dissertation Title: Gifted students and the Common Core State Standards

Completed: Fall 2014

**Master of Arts Advisor**

Christen Buman

Kyounga Kim

Yan Pang

Sherrilyn Parham

Christa Parks

Sarah Plitt

Jenna Reed

Nada Sarsour

Rong Shi

Courtney Watson

Rebecca Billingsley

Karalee Hoge

Mary Meyers

**Arizona State University – Courses Taught**

ECS 413: Literacy Curriculum, Instruction, and Assessment

RDG 291: Children’s Literature

RDG 322: Language and Literacy 1 in Elementary Schools

RDG 505: Developmental Reading

RDG 505: Language and Literacy Across the Lifespan (new online program)

RDG 508: Content Area Literacy

RDG: 510: Digital Literacies

RDG 512: Theory and Foundations of Reading

RDG 518: Language and Literacy for Diverse Learners

RDG 520: Essential Elements of Elementary Literacy

RDG 531: Language and Literacy 1 in Elementary Schools

RDG 532: Language and Literacy 1 in Elementary Schools

RDG 550: Practicum Experiences/Reading

RDG 530: Literacy Methods, Assessment and Reflection for Children

RDG 540: Literacy Methods, Assessment and Reflection for Adolescents and Adults

TEL 707: Reading the Research

**University of Vermont – Courses Taught**

EDEC 180: Early Literacy in Young Children: Teaching Reading and Writing in the Primary Grades (6 credit literacy methods)

EDEC 187: Student Teaching Supervision

EDEC 103: Early Education Internship

Independent Study: Reading Workshop in Kindergarten

**University of Northern Colorado - Undergraduate and Graduate Courses Taught**

EDRD 314: Children’s Literature

EDRD 319: Language and Literacy Development of Preschool and Elementary School Children

EDRD 410: Achieving Effective Instruction in Developmental Reading

EDRD 411: Elementary Reading Diagnosis and Individualization

EDRD 510: Achieving Effective Instruction in Developmental Reading

EDRD 511: Reading Diagnosis and Instruction

EDEL 320: Teaching with Writing

EDEL 350: Emergent Literacy

EDEC 360: School Programs for Young Children

EDEC 475: Assessment for Primary Classrooms

EDLD 350: Methods of Teaching Young Bilinguals

TESL 400: Methods and Approaches for Teaching ESL/EFL for Early Childhood Educators

TESL 301: ESL Practicum I

TESL 302: ESL Practicum II

**SERVICE**

**PROFESSIONAL SERVICE**

**Editorial Review Board – Member**

*Literacy Research and Instruction* 2018-Present

*Reading Horizons*  2016-Present

*The Reading Teacher* 2014-Present

*Colorado Reading Journal* 2013-2017

**Reviewer**

*Classroom Discourse* 2020-Present

*Australian Journal of Language and Literacy* 2020-Present

*Bilingual Research Journal* 2017-Present

*Literacy Research and Instruction* 2017-Present

*Journal of Early Childhood Literacy* 2016-Present

*Classroom Discourse* 2016-Present

*Language and Literacy* 2016-Present

*Linguistics in Education* 2015-Present

*TESOL Journal* 2013-Present

*Journal of Research in Childhood Education* 2013-Present

*The Teacher Educator* 2013-Present

**National Committees**

Literacy Research Association 2020-Present

West Region Co-Chair Field Council

Literacy Research Association 2019-Present

Edward B. Fry Book Award Committee

William S. Gray 2019-Present

Citation of Merit Award Committee

International Literacy Association 2017-Present

Jeanne S. Chall/ILA Helen M. Robinson/ILA Steven A. Stahl Grants Committee

Literacy Research Association 2013-Present

Literacy Field Representative Council

International Reading Association 2012-2016

Literacy and Language Learners Committee

**Additional Service**

Reviewer for K-12 Writing Competition 2023

Australian Literacy Education Association, South Australia

External Reviewer for Tenure and Promotion 2021

Portland State University

Activity: Committee Member/Literacy Advisor 2020

Arizona Center for African American Children

KITABU- AZCAAC Community Based Literacy Program

External Reviewer for Tenure and Promotion 2017

University of Hawaii

Literacy Research Association: Doctoral Proposal Support 2017-Present

Connect and partner with doctoral students to give support and feedback for

the national conference proposals.

Literacy Research Association/National Reading Conference 2010-Present

National Conference Proposal Reviewer

Literacy Research Association/National Reading Conference 2012

National Conference Chair for Paper Presentations

**UNIVERSITY SERVICE**

**Arizona State University**

Activity: NTE PEC Committee Co-Chair 2022-2023

College: Mary Lou Fulton Teachers College

Activity: Doctoral Student Mini Grants Reviewer 2023

College: Mary Lou Fulton Teachers College

Activity: Search Committee Member: History/Civics Education 2021

College: Mary Lou Fulton Teachers College

\*Had to step down before in-person interviews due to health reasons

Activity: Higher Education Early Literacy Committee Member (State-Level Committee) 2021-Present

College: Mary Lou Fulton Teachers College

Activity: Working with ADE and legislators and dyslexia bill and teacher 2020-2021

certification requirements related to Science of Reading

College: Mary Lou Fulton Teachers College

Activity: NTE PEC Committee Member 2020-Present

College: Mary Lou Fulton Teachers College

Activity: LLT Phd Committee Member 2019-2022

College: Mary Lou Fulton Teachers College

Activity: LLT Phd Dissertation Research Awards Chair 2021-2022

College: Mary Lou Fulton Teachers College

Activity: LLT Phd Dissertation Research Awards Member 2019-2020

College: Mary Lou Fulton Teachers College

Activity: Program Coordinator (M.A. in Literacy) 2017-Present

College: Mary Lou Fulton Teachers College

Activity: Advisor: Alpha Upsilon Alpha (literacy honor society affiliated with ILA) 2016- 2020

College: Mary Lou Fulton Teachers College

Activity: Member, Curriculum Committee 2018-2019

College: Mary Lou Fulton Teachers College

Activity: Elementary Education Faculty Facilitator for College Assembly 2016

College: Mary Lou Fulton Teachers College

Activity: Search Committee Member: Curriculum Studies 2015

College: Mary Lou Fulton Teachers College

Activity: Member, Curriculum Committee 2014- 2016

College: Mary Lou Fulton Teachers College

Activity: Member, Literacy Program 2014-Present

College: Mary Lou Fulton Teachers College

Activity: Representative, Graduate Programs Showcase Event 2014-2018

College: Mary Lou Fulton Teachers College

Activity: Participated in college level retention and recruitment activities: *Facilitates* 2014- 2018

*iTeachAZ Orientations*

College: Mary Lou Fulton Teachers College

Activity: M.A. Comprehensive Examinations Reviewer (create questions for the 2013-2019

comprehensive examination and review a random selection of students’ exams)

College: Mary Lou Fulton Teacher College

Activity: ASU Literacy Conference 2013-2014

Create call for submission for conference presentation

Manage submissions and convene a group of reviewers to review and select conference presentation

College: Mary Lou Fulton Teachers College

**University of Vermont**

Activity: Member, Common Core State Standards Committee 2012-2013

Department: Department of Education

Activity: Member, ELL Committee 2012-2013

Department: Department of Education

**University of Northern Colorado**

Activity: Senator, Faculty Senate 2010-2012

School/College: School of Teacher Education Representative

Activity: Member, Academic Policies Committee 2010-2012

School/College: School of Teacher Education Representative

Activity: Advisor/Chair, Honors Thesis (Jessica Ellis) 2010- 2012

School/College: School of Teacher Education

Activity: Advisor/Chair, Honors Thesis (Megan Sauter) 2010- 2012

School/College: School of Teacher Education

Activity: Advisor, Early Childhood Program Advising 2010- 2012

School/College: School of Teacher Education

Activity: Early Childhood PLACE Test Review and Study Sessions 2010- 2012

School/College: School of Teacher Education

Activity: Member, Aims Collaborative Advisory Committee 2010- 2012

School/College: School of Teacher Education

Activity: Member, Waste Not Program 2010

School/College: School of Teacher Education

Activity: Member, Search Committee Assistant Professor of Reading 2010

School/College: School of Teacher Education

Activity: Guadalupe Shelter Dinner/Early Childhood Student Coordinator 2010

School/College: School of Teacher Education

Activity: Chair, Doctoral Writing Handbook Committee 2009

School/College: School of Teacher Education

Activity: Led alignment of ECE scope and sequence for addressing diversity, goals and 2009

assignment for all courses

School/College: School of Teacher Education

Activity: Member, Raoul Project Committee 2009

School/College: School of Teacher Education

**PROFESSIONAL MEMBERSHIPS**

National Council of Teachers of English 2019-Present

Member

Literacy Research Association/National Reading Conference 2009-Present

Member

International Reading Association 2007-Present

Member

American Educational Research Association 2007-2017

Member

National Association for the Education of Young Children 2008- 2011
Member

International Society for Cultural and Activity Research 2008-2009

Member

Teachers of English to Speakers of Other Languages 2007-2008

Member