

# Seth A. Parsons

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## Education

### **Ph.D. Curriculum and Instruction**

University of North Carolina at Greensboro, May 2008

Teacher Education and Development, Major field: Literacy

Dissertation Committee: Gerald G. Duffy (chair), Colleen M. Fairbanks, Ann Duffy Harrington, Samuel D. Miller

### **M.Ed. Reading Education**

University of North Carolina at Greensboro, August 2005

### **B.A. English, Secondary Education Certification**

Centre College, Danville, Kentucky, May 2002

## Professional Work Experience

- **Professor** 2020-present  
George Mason University  
College of Education and Human Development
- **Associate Professor** 2014-2020  
George Mason University  
College of Education and Human Development
- **Assistant Professor** 2008-2014  
George Mason University  
College of Education and Human Development
- **Teaching Assistant and Team Leader** 2005-2008  
University of North Carolina at Greensboro  
School of Education
- **Seventh Grade Language Arts Teacher** 2002-2005  
Turrentine Middle School, Burlington, North Carolina

## Awards

- **Best Paper Award**, Literacy Research Association, Area 3: Literacy Instruction and Literacy Learning, 2020
- **Review of Research Award**, American Educational Research Association, 2019
- **Distinguished Research in Teacher Education Award**, Association of Teacher Educators, 2018
- **Exemplary Paper Award**, Classroom Observation SIG, American Educational Research Association, 2018

- **Teacher of Distinction**, George Mason University, 2016
- **Exemplary PDS Achievement Award**, National Association for Professional Development Schools, 2016 (program award)
- **Emerging Leader**, Phi Delta Kappa International, 2014-2015
- **Jerry Johns Promising Researcher Award**, Association of Literacy Educators and Researchers, 2012

## Noteworthy Leadership Roles

- **Executive Editor**, Cognition and Motivation, *The Journal of Educational Research*, 2022-present
- **Co-Editor**, *Journal of Literacy Research*, Literacy Research Association, 2021-present
- **President**, Association of Literacy Educators and Researchers, 2019-2021
- **Chair**, Research Committee, Literacy Research Association, 2020-2021
- **Area Chair**, Literacy Research Association, Area 12, 2020-2022; Area 2, 2019; Area 1, 2009-2011
- **Chair**, Ad Hoc Committee on Research Methodologies in LRA, Literacy Research Association, 2018-2020
- **Director**, National Center for Clinical Practice in Educator Preparation, 2019-present
- **Co-Senior Editor**, *School-University Partnerships*, National Association for Professional Development Schools, 2017-present
- **Commission on Teacher Educator Development**, Association of Teacher Educators, 2019-2021
- **President**, Greater Washington Reading Council, 2017-2018
- **Clinical Practice Commission**, American Association of Colleges for Teacher Education, 2016-2019
- **Clinical Practice Fellow**, Association of Teacher Educators, 2015

## Articles

\* = peer reviewed

- \*Murnan, R., **Parsons, S. A.**, & Verbeist, C. (in press). Striving adolescent readers' motivation. *Literacy Research and Instruction*. <https://doi.org/10.1080/19388071.2022.2115957>
- \*Ives, S. T., **Parsons, S. A.**, Cutter, D., Field, S., Wells, M. S., & Lague, M. (in press). Intrinsic and extrinsic reading motivation: Context, theory, and measurement. *Reading Psychology*. <https://doi.org/10.1080/02702711.2022.2141403>
- \*Vaughn, M., **Parsons, S. A.**, & Gallagher, M. (2022). Challenging scripted curricula with adaptive teaching. *Educational Researcher*, 51(3), 186-196. <https://doi.org/10.3102/0013189x211065752>
- \*Rogers, P. M., Marine, J. M., Ives, S. T., **Parsons, S. A.**, Horton, A., & Young, C. (2022). Validity evidence for a formative writing engagement assessment in elementary grades. *Assessment in Education: Principles, Policy & Practice*, 29(2), 262-284. <https://doi.org/10.1080/0969594X.2022.2054942>

- Parsons, S. A.** (2022). Approaching current challenges facing the literacy community. *Yearbook of the Association of Literacy Educators and Researchers*, 43, 1-20. (invited presidential address)
- \*Seeger, C., **Parsons, S. A.**, & View, J. (2022). The equity-centered adaptations of teachers in high-poverty schools. *Education and Urban Society*, 54(2), 1027-1051.  
<https://doi.org/10.1177/00131245221076088>
- \*Gallagher, M. A., **Parsons, S. A.**, & Vaughn, M. (2022). Adaptive teaching in mathematics: A review of the literature. *Educational Review*, 74(2), 298-320.  
<https://doi.org/10.1080/00131911.2020.1722065>
- \*Vaughn, M., Wall, A., Scales, R. Q., & **Parsons, S. A.** (2021). Teacher visioning: A conceptual review of the literature. *Teaching and Teacher Education*, 108, 1-11.  
<https://doi.org/10.1016/j.tate.2021.103502>
- \*Daoud, N., & **Parsons, S. A.** (2021). Visioning and hope: A longitudinal study of two teachers from preservice to inservice. *Peabody Journal of Education*, 96(4), 393-450.  
<https://doi.org/10.1080/0161956X.2021.1965412>
- \*Vaughn, M., **Parsons, S. A.**, & Massey, D. D. (2020). Aligning the science of reading with adaptive teaching. *Reading Research Quarterly*, 55(s1), s299-s306. <https://doi.org/10.1002/rrq.351>
- \***Parsons, S. A.**, Gallagher, M. A., Leggett, A. B., Ives, S. T., & Lague, M. (2020). An analysis of 15 journals' literacy content, 2007-2016. *Journal of Literacy Research*, 52(3), 341-367.  
<https://doi.org/10.1177/1086296X20939551>
- Parsons, S. A.** (2020). *Stressing engagement in literacy practice*. International Reading Association website, Instructional Practices. <https://www.literacyworldwide.org/get-resources/instructional-practices/stressing-engagement-in-literacy-pedagogy> (invited)
- \*Ives, S. T., **Parsons, S. A.**, Parsons, A. W., Robertson, D. A., Young, C., Polk, L., & Daoud, N. (2020). Elementary students' motivation to read and genre preferences. *Reading Psychology*, 41(7), 660-679. <https://doi.org/10.1080/02702711.2020.1783143>
- \*Ankrum, J., Morewood, A., **Parsons, S. A.**, Vaughn, M., & Parsons, A. W. (2020). Development and implementation of the Adaptive Teaching Observation Protocol (ATOP). *Reading Psychology*, 41(2), 71-86. <https://doi.org/10.1080/02702711.2020.1726845>
- \***Parsons, S. A.**, Hutchison, A. C., Hall, L., Parsons, A. W., Ives, S. T., & Leggett, A. B. (2019). U.S. teachers' perspectives of online professional development. *Teaching and Teacher Education*, 82, 33-42. <https://doi.org/10.1016/j.tate.2019.03.006>
- \*Parsons, A. W., **Parsons, S. A.**, Dodman, S. L., Nuland, L. R., Pierczynski, M., & Ramirez, E. (2019). A literacy professional development initiative in an urban elementary school: Year 2 of a longitudinal design-based study. *The Journal of Educational Research*, 112(4), 447-462.  
<https://doi.org/10.1080/00220671.2018.1552915>

- \*Parsons, S. A., Vaughn, M., Scales, R. Q., Gallagher, M. A., Parsons, A. W., Davis, S. D., Pierczynski, M., & Allen, M. (2018). Teachers' instructional adaptations: A research synthesis. *Review of Educational Research*, 88(2), 205-242. <https://doi.org/10.3102/0034654317743198>  
– 2019 Review of Research Award from American Educational Research Association
- \*Parsons, S. A., Malloy, J. A., Parsons, A. W., Peters-Burton, E., & Burrowbridge, S. C. (2018). Sixth-grade students' engagement in academic tasks. *The Journal of Educational Research*, 111(2), 232-245. <https://doi.org/10.1080/00220671.2016.1246408>
- \*Parsons, A. W., Parsons, S. A., Malloy, J. A., Marinak, B. A., Reutzell, D. R., Applegate, M. D., Applegate, A. J., Fawson, P. C., & Gambrell, L. B. (2018). Upper elementary students' motivation to read fiction and nonfiction. *Elementary School Journal*, 118(3), 505-523. <https://doi.org/10.1086/696022>
- Clinical Practice Commission. (2018). *A pivot toward clinical practice, its lexicon, and the renewal of educator preparation* (white paper). American Association for Colleges of Teacher Education. <https://aacte.org/programs-and-services/clinical-practice-commission/>
- \*Parsons, S. A., Vaughn, M., Malloy, J. A., & Pierczynski, M. (2017). The development of teachers' visions from pre-service to their first years teaching: A longitudinal study. *Teaching and Teacher Education*, 64, 12-25. <https://doi.org/10.1016/j.tate.2017.01.018>  
– 2018 Distinguished Research in Teacher Education Award from the Association of Teacher Educators
- \*Malloy, J. A., Parsons, A. W., Marinak, B. A., Applegate, A. J., Applegate, M. D., Reutzell, D. R., Parsons, S. A., Fawson, P. C., Roberts, L. D., & Gambrell, L. B. (2017). Assessing (and addressing!) motivation to read fiction and non-fiction. *The Reading Teacher*, 71(3), 309-325. <https://doi.org/10.1001/trtr.1633>
- \*Vaughn, M., Parsons, S. A., Scales, R. Q., & Wall, A. (2017). Envisioning our practice: Examining and interpreting pedagogical visions of four early career teacher educators. *The New Educator*, 13(3), 251-270. <https://doi.org/10.1080/1547688X.2015.1063177>
- \*Vaughn, M., Parsons, S. A., Keyes, C., Puzio, K., & Allen, M. (2017). Contextualizing teacher visioning: A multiple case study of visions and practices. *Reflective Practice: International and Multidisciplinary Perspectives*, 18(4). <https://doi.org/10.1080/14623943.2017.1323731>
- Parsons, S. A., Ives, S. T., & Parsons, A. W. (2017). Motivating literacy learning with self-determination theory. *The Oklahoma Reader*, 53(2), 34-41. (invited)
- Groth, L. A., Parker, A., Parsons, S. A., Sprague, D., Brown, E. L., Baker, C., & Suh, J. (2017). George Mason University's elementary PDS program: Embracing innovation. *School-University Partnerships*, 10(1), 3-5. (invited because of our program's Exemplary PDS Program Award)

- \*Parsons, S. A., Gallagher, M. A., & the George Mason University Content Analysis Team. (2016). A content analysis of nine literacy journals, 2009-2014. *Journal of Literacy Research*, 48(4), 476-502. <https://doi.org/10.1177/1086296X16680053>
- \*Parsons, A. W., Parsons, S. A., Ankrum, J. W., & Morewood, A. (2016). Barriers to change: Findings from three professional development initiatives. *Literacy Research and Instruction*, 55(4), 331-352. <https://doi.org/10.1080/19388071.2016.1193575>
- \*Irish, C. K., & Parsons, S. A. (2016). Sharing a reading technique with families. *The Reading Teacher*, 69(6), 607-610. <https://doi.org/10.1002/trtr.1411>
- \*Vaughn, M., Parsons, S. A., Gallagher, M., & Branen, J. (2016). Teachers' adaptive instruction supporting students' literacy learning. *The Reading Teacher*, 69(5), 539-547. <https://doi.org/10.1002/trtr.1426>
- \*Vaughn, M., & Parsons, S. A. (guest editors). (2016). This issue: Adaptive teaching: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*, 55(3), 169-171. <https://doi.org/10.1080.00405841.2016.1184956>
- \*Vaughn, M., Parsons, S. A., Burrowbridge, S. C., Weesner, J., & Taylor, L. (2016). In their own words: Teachers' reflections on adaptability. *Theory Into Practice*, 55(3), 259-266. <https://doi.org/10.1080.00405841.2016.1173993>
- \*Parsons, S. A., & Vaughn, M. (2016). Toward adaptability: Where to from here? *Theory Into Practice*, 55(3), 267-274. <https://doi.org/10.1080/00405841.2016.1173998>
- Parker, A. K., Parsons, S. A., Groth, L., & Brown, E. L. (2016). Pathways to partnership: A developmental framework for building PDS relationships. *School-University Partnerships* 9(3), 34-48. <http://napds.org/wp-content/uploads/2016/10/93-parker.pdf> (invited)
- \*Parsons, S. A., & Vaughn, M. (2016). One teacher's instructional adaptations and her students' reflections on the adaptations. *Journal of Classroom Interaction*, 51(1), 4-17.
- \*Parsons, S. A., Parker, A. K., Daoud, N., Bruyning, A., Gallagher, M., & Groth, L. (2016). Striving to enact the professional development school philosophy: George Mason University's Elementary Education program. *The Teacher Educators' Journal*, 9, 136-155.
- \*Parsons, S. A., Malloy, J. A., Parsons, A. W., & Burrowbridge, S. C. (2015). Students' engagement in literacy tasks. *The Reading Teacher*, 69(2), 223-231. <https://doi.org/10.1002.trtr.1378>
- \*Brown, E. L., Suh, J., Parsons, S. A., Parker, A., & Ramirez, E. M. (2015). Evaluating teacher candidates' performance in their PDS internship: An analysis of performance across different program tracks. *Journal of Research in Education*, 25(1), 35-56.
- \*Parsons, S. A., Malloy, J. A., Vaughn, M., & La Croix, L. (2014). A longitudinal study of literacy teacher visioning: Traditional program graduates and Teach for America corps members.

*Literacy Research and Instruction*, 53(2), 134-161.

<https://doi.org/10.1080/19388071.2013.868561>

- \***Parsons, S. A.**, Parsons, A. W., Nuland, L. R., Dodman, S. L., & Scales, W. D. (2014). Year one of a longitudinal literacy professional development initiative in an urban school. *Journal of School Connections*, 5(1), 29-57.
- \*Vaughn, M., **Parsons, S. A.**, Kologi, S., & Saul, M., (2014). Action research as a reflective tool: A multiple case study of eight rural educators' understandings of instructional practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 15(5), 634-650.  
<https://doi.org/10.1080/14623943.2014.900030>
- Parsons, S. A.**, Nuland, L. R., & Parsons, A. W. (2014). The ABCs of student engagement. *Phi Delta Kappan*, 95(8), 23-27. <https://doi.org/1177/003172171409500806>
- \*Samaras, A. P., Karczmarczyk, D. F., Smith, L. Woodville, L., Harmon, L., Nasser, I., **Parsons, S. A.**, Smith, T., Borne, K. D., Constantine, L., Mendoza, E. R., Suh, J., & Swanson, R. (2014). The shark in the vitrine: Experiencing our practice from the inside out with transdisciplinary lenses. *Journal of Transformative Education*, 12(4), 368-388.  
<https://doi.org/10.1177/1541344614551637>
- \*Samaras, A. P. with Karczmarczyk, D. F., Smith, L., Woodville, L., Harmon, L., Nasser, I., **Parsons, S. A.**, Smith, T., Borne, K. D., Constantine, L., Mendoza, E. R., Suh, J., & Swanson, R. (2014). A pedagogy changer: Transdisciplinary faculty self-study. *Perspectives in Education*, 32(2), 117-135.
- \*Vaughn, M., & **Parsons, S. A.** (2013). Adaptive teachers as innovators: Instructional adaptations opening spaces for enhanced literacy learning. *Language Arts*, 91(2), 81-93.
- Parsons, S. A.**, Dodman, S. L., & Burrowbridge, S. C. (2013). Broadening the view of differentiated instruction. *Phi Delta Kappan*, 95(1), 38-42.
- \*Allen, M. H., Matthews, C. E., & **Parsons, S. A.** (2013). A second-grade teacher's adaptive teaching during an integrated science-literacy unit. *Teaching and Teacher Education*, 35, 114-125.  
<https://doi.org/10.1016/j.tate.2013.06.002>
- \*Malloy, J. A., **Parsons, S. A.**, & Parsons, A. W. (2013). Methods for evaluating literacy engagement as a fluid construct. *62<sup>nd</sup> Yearbook of the Literacy Research Association*, 124-139.
- \***Parsons, S. A.**, & Vaughn, M. (2013). A multiple case study of two teachers' instructional adaptations. *Alberta Journal of Educational Research*, 59(2), 299-318.
- \***Parsons, S. A.**, & Scales, R. Q. (2013). What are we asking kids to do? An investigation of the literacy tasks teachers assign students. *35<sup>th</sup> Yearbook of the Association of Literacy Educators and Researchers*, 143-156.

- \*Parsons, S. A., & La Croix, L. (2013). A vision within a classroom of her own: The case of Ann. *The Teacher Educators' Journal*, 20, 57-73.
- \*Parsons, S. A., Richey, L. N., Malloy, J. A., & Miller, S. D. (2013). Are we giving students the high-level literacy skills they need in the 21<sup>st</sup> century? *Reading in Virginia*, 35, 6-14.
- \*Parsons, A. W., Richey, L. N., Parsons, S. A., & Dodman, S. L. (2013). How do teachers change their practice? Case studies of two teachers in a literacy professional development initiative. 35<sup>th</sup> *Yearbook of the Association of Literacy Educators and Researchers*, 127-141.
- \*Parsons, S. A. (2012). Adaptive teaching in literacy instruction: Case studies of two teachers. *Journal of Literacy Research*, 44(2), 149-170. <https://doi.org/10.1177/1086296X12440261>  
Podcast interview about this article: <http://www.voiceofliteracy.org/posts/47567>
- \*Vaughn, M., & Parsons S. A. (2012). Visions, enactments, obstacles, and negotiations: Case studies of two novice teachers enrolled in a graduate literacy course. *Journal of Reading Education*, 38(1), 18-25.
- \*Parsons, S. A., Malloy, J. A., Parsons, A. W., & Burrowbridge, S. C. (2012). Students' affective engagement in literacy tasks: Observations of and interviews with sixth-grade students. 34<sup>th</sup> *Yearbook of the Association of Literacy Educators and Researchers*, 137-147.
- \*Parsons, A. W., Parsons, S. A., & Dodman, S. L. (2012). Lessons learned from a longitudinal literacy professional development initiative. *Making Literacy Connections*, 27, 6-11.
- \*Parsons, S. A., Metzger, S., Askew, J., & Carswell, A. (2011). Teaching against the grain: One Title I school's journey toward project-based literacy instruction. *Literacy Research and Instruction*, 50(1), 1-14.
- \*Parsons, S. A., Williams, J. B., Burrowbridge, S. C., & Mauk, G. (2011). The case for adaptability as an aspect of reading teacher effectiveness. *Voices from the Middle*, 19(1), 19-23.  
Podcast interview about this article: <http://www.ncte.org/journals/vm/podcasts>
- \*Parsons, S. A., Massey, D. D., Vaughn, M., Scales, R. Q., Faircloth, B. S., Howerton, W. S., Griffith, R. R., & Atkinson, T. S. (2011). Developing teachers' reflective thinking and adaptability in graduate courses. *Journal of School Connections*, 3(1), 91-111.
- Parsons, S. A., & Ward, A. E. (2011). The case for authentic tasks in content literacy. *The Reading Teacher*, 64, 462-465. <https://doi.org/10.1598/RT.64.6.12> (invited)
- \*Parsons, S. A. (2010). Adaptive teaching: A case study of one third-grade teacher's literacy instruction. 32<sup>nd</sup> *Yearbook of the Association of Literacy Educators and Researchers*, 135-147.
- \*Mascarenhas, A., Parsons, S. A., & Burrowbridge, S. C. (2010). Preparing teachers for high-needs schools: A focus on thoughtfully adaptive teaching. *Bank Street Occasional Papers*, 25, 28-43.

\*Parsons, S. A., Davis, S. G., Scales, R. Q., Williams, J. B., & Kear, K. (2010). How and why teachers adapt their literacy instruction. *31<sup>st</sup> Yearbook of the Association of Literacy Educators and Researchers*, 221-236.

Parsons, S. A., & Harrington, A. D. (2009). Following the script. *Phi Delta Kappan*, 90, 748-750.

\*Parsons, S. A., Gray, E. S., Moore, N., & Davis, S. G. (2009). Distinguished scholars' insights into obtaining funding for literacy research. *58<sup>th</sup> Yearbook of the National Reading Conference*, 197-204.

\*Parsons, S. A. (2008). Providing all students ACCESS to self-regulated literacy learning. *The Reading Teacher*, 61(8), 628-635. <https://doi.org/10.1598/RT.61.8.4>

\*Duffy, G. G., Miller, S. D., Kear, K. A., Parsons, S. A., Davis, S. G., & Williams, J. B. (2008). Teachers' instructional adaptations during literacy instruction. *Yearbook of the National Reading Conference*, 57, 160-171.

## Books

Vaughn, M., & Parsons, S. A. (in press). *Accelerating learning recovery for all students: Core principles for getting literacy growth back on track*. Guilford.

Parsons, S. A., & Vaughn, M. (Eds.). (2021). *Principles of effective literacy instruction, K-5*. Guilford.

Scales, R. Q., Wolsey, T. D., & Parsons, S. A. (2020). *Becoming a metacognitive teacher: A guide for early and preservice teachers*. Teachers College Press.

## Book Chapters

Parsons, S. A., Patterson, A. N., Colwell, J., Jang, B. G., & Baker, E. (2022). Epistemologies and methodologies in literacy research. A case study. In D. Yaden, & T. Rogers (Eds., Literacies and Languages Education volume) *International encyclopedia of education* (4<sup>th</sup> ed.). Elsevier.

Ives, S. T., Parsons, S. A., Marine, J. Rogers, P., Horton, A., & Young, C. (2022). Elementary students' writing engagement. In T. Hodges (Ed.), *Handbook of research on writing instruction practices for equitable and effective teaching* (pp. 155-172). IGI Global.

Johnson, R. D., Parsons, S. A., Parker, A., Zenkov, K., Dennis, D. V., del Prado Hill, P., & Garas-York, K. (2021). The case for PDS as an exemplary model of school-university partnerships. In P. T. Chandler, & L. Barron (Eds.), *Rethinking school-university partnerships: A new way forward*. Information Age Publishing.

Hjalmarson, M., Parsons, A. W., Parsons, S. A., & Hutchison, A. C. (2021). Design-based research and publication challenges. In Z. Philippakos, A. Pellegrino, & E. Howell (Eds.), *Design-based research in education: Theory and applications* (pp. 23-54). Guilford.

Ives, S. T., Wells, M., & Parsons, S. A. (2021). Autonomy-supportive classrooms. In S. A. Parsons, & M. Vaughn (Eds.), *Principles of effective literacy instruction, K-5* (pp. 225-234). Guilford.



- Parsons, S. A.** (2020). Foreword. In N. L. Duke, & M. Mallette (Eds.), *Literacy research methodologies* (3<sup>rd</sup> ed.). Guilford. (invited)
- Sprague, D. R., **Parsons, S. A.**, & Parker, A. K. (2020). Technology infusion in clinical experiences. In A. C. Borthwick, T. S. Foulger, & K. J. Graziano (Eds.), *Championing technology infusion in teacher preparation: A framework for supporting future educators* (pp. 131-148). International Society for Technology in Education.
- Parker, A. K., **Parsons, S. A.**, Groth, L., Bean, A., & Slattery, C. (2020). George Mason University's elementary education PDS program: Structures for shared governance, reflection, and collaboration. In E. Garin, & R. Burns (Eds.), *Clinically based teacher education in action: Cases from professional development schools* (pp. 183-190). Information Age Publishing.
- Zenkov, K., **Parsons, S. A.**, Parker, A. K., Brown, E. L., Groth, L. A., Pytash, K., & Pellegrino, A. (2019). From collaborative inquiry to critical, project-based clinical experiences: Partnership pathways to field-based teacher education. In T. E. Hodges, & A. C. Baum (Eds.), *Handbook of research on field-based teacher education* (pp. 89-118). IGI Global.
- Parker, A. K., Zenkov, K., & **Parsons, S. A.** (2019). Purposeful preparation for roles in boundary-spanning clinical teacher preparation. In D. Yendol-Hoppey, N. F. Dana, & D. T. Hoppey (Eds.), *Preparing the next generation of teacher educators for clinical practice* (pp. 7-24). Information Age Publishing.
- Gallagher, M., **Parsons, S. A.**, Parker, A. K., Groth, L. A., Brown, E., & Baker, C. (2018). Building critical, project-based clinical experiences across an elementary PDS program. In K. Zenkov, & K. Pytash (Eds.), *Clinical experiences in teacher education: Critical, project-based interventions in diverse classrooms* (pp. 49-70). Routledge.
- Zenkov, K., Parker, A. K., **Parsons, S. A.**, Pellegrino, A., & Pytash, K. (2017). From project-based clinical experiences to collaborative inquiries: Pathways to professional development schools. In J. A. Ferrara, J. Nath, I. Guadarrama, & R. Beebe (Eds.), *Expanding opportunities for linking research and clinical practice: A volume in professional development school research* (pp. 9-33). Information Age.
- Parsons, S. A.**, Groth, L. A., Parker, A. K., Brown, E. L., Sell, C., & Sprague, D. (2017). Elementary teacher preparation at George Mason University: Evolution of our program. In R. Flessner, & D. Lecklider (Eds.), *Case studies of clinical preparation in teacher education* (pp. 109-124). Rowman & Littlefield.
- Dodman, S. L., Groth, L. A., Fulginiti, K., Hull, B., Parker, A. K., & **Parsons, S. A.** (2017). George Mason University's elementary PDS program: Teacher education built on principles. In R. Flessner, & D. Lecklider (Eds.), *Case studies of clinical preparation in teacher education* (pp. 125-144). Rowman & Littlefield.
- Suh, J., Weiss, A., Fulginiti, K., Rawding, M., King, L., & **Parsons, S. A.** (2017). Developing teacher candidates' ability to analyze mathematics quality of instruction using collaborative

instructional rounds. In R. Flessner, & D. Lecklider (Eds.), *Case studies of clinical preparation in teacher education* (pp. 145-166). Rowman & Littlefield.

**Parsons, S. A.**, Vaughn, M., Bruyning, A., & Daoud, N. (2017). Teaching, visioning, and hope: A longitudinal study of one teacher's vision. In N. P. Gallavan, & L. G. Putney (Eds.), *Teacher Education Yearbook XXVI* (pp. 21-36). Rowman and Littlefield.

**Parsons, S. A.**, Malloy, J. A., Parsons, A. W., & Burrowbridge, S. C. (2016). High-level instruction for all students: Reimagining literacy instruction. In J. Richards, & K. Zenkov (Eds.), *Social justice, the Common Core, and closing the instructional gap: Empowering students and their teachers* (pp. 245-263). Information Age Publishing.

**Parsons, S. A.**, Parker, A. K., Zenkov, K., DeGregory, C., Taylor, L., Kye, D., & Haury, S. (2015). Exploring the use of video and Edthena in Literacy/English teacher preparation. In E. Ortlieb, L. Shanahan, & M. McVee (Eds.), *Video research in disciplinary literacies* (pp. 269-285). Emerald Press.

**Parsons, S. A.**, Swalwell, K., Burrowbridge, S. C., McNamee, M., Pascual, W., & Close, M. (2013). Home visits supporting social justice at a Title I professional development school. In K. Zenkov, D. G. Corrigan, R. S. Beebe, & C. R. Sell (Eds.), *Professional development schools and social justice: Schools and universities partnering to make a difference* (pp. 287-306). Lexington Books.

**Parsons, S. A.** (2010). Using the ACCESS framework to design tasks that promote students' self-regulated learning. In J. Arias, & M. Eissa (Eds.), *International handbook on applying self-regulated learning in different settings* (pp. 167-182). Education & Psychology.

Duffy, G. G., Miller, S. D., **Parsons, S. A.**, & Meloth, M. (2009). Teachers as metacognitive professionals. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Handbook of metacognition in education* (pp. 240-256). Lawrence Erlbaum.

Duffy, G. G., Israel, S. E., Davis, S. G., Doyle, K., Gavigan, K. Gray, E. S., Jones, A., Kear, K., Qualls, R., Mason, P., **Parsons, S. A.**, & Williams, B. (2009). Where to from here? An afterword. In S. E. Israel, & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 668-675). Lawrence Erlbaum.

## Other Publications

**Parsons, S. A.** (2018, October). How methodologically diverse is JLR? *Literacy Research Association Newsletter*. <https://www.literacyresearchassociation.org/assets/LRA%20Newsletter%20-%20October%202018.pdf>

**Parsons, S. A.**, Parker, A. K., Zenkov, K., Erbrecht, A. Kraft, J., & Slattery, C. (2018). PDS partnerships as a means to recruiting and retaining effective teachers. *PDS Partners*, 13(4), 11-13.

Zenkov, K., Parker, A. K., **Parsons, S. A.**, Kennedy, M. K., & Stunkard, C. (2018). A snapshot of the Clinical Practice Commission report on clinical teacher preparation. *PDS Partners*, 13(3), 1, 3-4.

**Parsons, S. A.** (2018, Spring). President's message. *Greater Washington Reading Council Newsletter*.

**Parsons, S. A.** (2017, Fall). President's message. *Greater Washington Reading Council Newsletter*.

**Parsons, S. A.,** Parker, A. K., & Zenkov, K. (2015, September). Using Edthena in PDS partnership work. *Professional Development School Research AERA SIG Newsletter*, 2-3.

**Parsons, S. A.** (2014, September 26). [Book Review: *School-based instructional rounds: Improving teaching and learning across classrooms*, by L. Teitel]. *Teachers College Record*. <http://www.tcrecord.org> ID number 17698.

Sprague, D., **Parsons, S. A.**, & Swalwell, K. (2013). The evolution of the preservice technology course: Lessons learned. In R. McBride, & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International conference 2013* (pp. 1049-1053). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/48257>.

Samaras, A. P., Smith, L., Harmon, L., Nasser, I., Smith, T., Borne, K., **Parsons, S. A.**, Woodville, L., Constantine, L., Roman-Mendoza, E., Suh, J., Swanson, R., & Karczmarczyk, D. (2012). Reforming in the first person plural: Explorations of a faculty self-study collaborative. In J. R. Young, L. B., Erickson, & S. Pinnegar (Eds.), *Proceedings of the Ninth International Conference on the Self-Study of Teacher Education Practices* (pp. 251-255). Brigham Young University.

**Parsons, S. A.**, & Metzger, S. R. (2009). Facilitating communication through OSTE Camp. *PDS Partners*, 5(1), 13, 15. (invited)

**Parsons, S. A.** (2008, February 3). [Book Review: *Knowledge to support the teaching of reading*, C. Snow, P. Griffin, & S. Burns]. *Education Review: A Journal of Book Reviews*.

## Works in Progress

Verbeist, C., Murnan, R., & **Parsons, S. A.** (in preparation). Breaking barriers to representation in texts. *English Journal*

**Parsons, S. A.**, Fields, S., Barksdale, B., Ives, S. T., Marine, J., & Rogers, P. (in preparation). Elementary students' writing engagement. *The Reading Teacher*.

Ives, S. T., **Parsons, S. A.**, Parsons, A. W., Robertson, D. A., Young, C., Horton, A., Pierczynski, M., Polk, L., & Daoud, N. (in preparation). Validation of elementary students' responses to a reading motivation scale. *Contemporary Educational Psychology*

**Parsons, S. A.**, Ives, S. T., Cutter, D., Field, S., Lague, M., & Wells, M. S. (in preparation). K-12 students' reading motivation. *Review of Educational Research*

**Parsons, S. A.**, Ives, S. T., Parsons, A. W., Young, C., Robertson, D. A., Horton, A., Daoud, N., Pierczynski, M., & Polk, L. (in preparation). Elementary students' reading motivation and genre preferences: A national study. *Reading Research Quarterly*.

Gallagher, M. A., **Parsons, S. A.**, Vaughn, M., Ankrum, J., Scales, R. Q., Hayden, E., & Ives, S. T. (in preparation). The metacognitive awareness inventory for teacher candidates. *Teaching Education*

Parsons, A. W., **Parsons, S. A.**, Ankrum, J., Vaughn, M., Morewood, A., & Lohnas, C. (in preparation). An expert literacy teacher's instructional adaptations. *Literacy Research and Instruction*.

Scales, R. Q., **Parsons, S. A.**, Vaughn, M., Gallagher, M. A., Parsons, A. W., Davis, S. G., & Leggett, A. B. (in preparation). Literacy teachers' instructional adaptations: A review of the literature, 1975-2018.

## Funding

Ferguson, D., Coogle, C., Rioux-Bailey, C., Nagro, S., Parker, A., & **Parsons, S. A.** (2020). *Building pedagogies of undergraduate teacher education for early childhood, elementary, and special education*. CEHD Seed Grant, \$10,000 – funded

Hjalmarson, M. (PI), Kelly, A., Parsons, A. W., & **Parsons, S. A.** (co-PIs). (2019). *Design-based research in STEM education*. National Science Foundation, \$1,405,031 – unfunded

Ankrum, J. (PI), Kidd, J., Morewood, A., **Parsons, S. A.**, Parsons, A. W., & Vaughn, M. (co-PIs). (2019). *An exploration of the influence of teacher expertise and teacher adaptability on student reading achievement*. Institute for Educational Sciences, Topic 6: Teacher Effectiveness and Effective Teaching, Goal 1: Exploration, \$1,322,082 – unfunded

**Parsons, S. A.** (Faculty Associate). (2019). *PRISE cohort*. S. Nagro (PI), U.S. Department of Education, \$2,092,298 – submitted

**Parsons, S. A.** (Faculty Associate). (2019). *Project synergy*. K. Regan (PI), M. Weiss, N. Beadles, & E. Rowe (co-PIs), Office of Special Education Programs, U.S. Department of Education, \$1,384,040 – unfunded

Nagro, S. (PI), Coogle, C., Parker, A., **Parsons, S. A.**, & Zenkov, K. (co-PIs). *Leveraging school-university partnerships to strengthen clinical experiences through enhanced mentorship for teacher candidates preparing to educate students with disabilities in p-12 settings*. CEHD Academic Innovation Fund, \$7,500 – funded

Coogle, C. (PI), Nagro, S., Parker, A., **Parsons, S. A.**, & Zenkov, K. (co-PIs). *Leveraging school-university partnerships to enhance teacher candidates' use of evidence-based practices related to supporting students with disabilities within pre-K through 12<sup>th</sup> grade classrooms*. CEHD Seed Grant, \$7,500 – funded

Hjalmarson, M. (PI), Parsons, A. W., & **Parsons, S. A.** (co-PIs). *Design-based research in STEM education: A systematic review*. National Science Foundation, \$499,833 – unfunded

Kidd, J. (PI), Ankrum, J., **Parsons, S. A.**, Parsons, A. W., & Vaughn, M. (co-PIs). (2018). *An exploration of the influence of teacher expertise and teacher adaptability on student reading achievement*. Institute for Educational Sciences, Topic 6: Teacher Effectiveness and Effective Teaching, Goal 1: Exploration, \$1,399,678 – unfunded.

**Parsons, S. A.** (Faculty Associate). (2018). *Project synergy*. K. Regan, M. Weiss, N. Beadles, & E. Rowe (PIs), Office of Special Education Programs, Interdisciplinary Preparation in Special Education and Related Services for Personnel Serving Children with Disabilities who have High-Intensity Needs-Focus Area B (84.325K), \$1,250,000 – unfunded.

**Parsons, S. A.** (Research Faculty). (2018). *SPARK STEM Literacy: Equitable Access for All Learners (EQUAL) in STEM*. J. Suh, A. Gilbert, M. Powell, T. Frank, A. Parker, & P. Seshaiyer (PIs). Institute for Educational Sciences, Topic 11: Science, Technology, Engineering, and Mathematics (STEM) Education, Goal 2: Development and Innovation, \$1,400,000 – unfunded.

**Parsons, S. A.** (PI). (2015). *Assessment of Literacy Teacher Adaptability (ALTA)*. Institute for Educational Sciences, Section 4: Effective Teachers and Effective Teaching, Goal 5: Measurement, \$1,000,472 – unfunded.

**Parsons, S. A.** (participant) (2015-2016). *Arlington Public Schools early literacy professional development*. A. W. Parsons (PI). Arlington County, VA. \$84,000 – funded

Burrowbridge, S. C., & **Parsons, S. A.** (PIs) (2014). *Helping teachers become adaptive experts*. The NEA Foundation: Learning and Leadership Grants. \$5,000 – unfunded.

**Parsons, S. A.** (participant) (2014). *Virginia Center for Excellence in Teaching*. E. Sturtevant (PI). Virginia Department of Education. \$720,000 – funded

**Parsons, S. A.** (participant) (2014-2015). *Arlington Public Schools early literacy professional development*. A. W. Parsons, & E. Sturtevant (PIs). Arlington County, VA. \$84,000 – funded

**Parsons, S. A.**, Parsons, A. W., & Dodman, S. (PIs). (2012). *Collaborative advancement of reading education (CARE): Leveraging urban school capacity to advance student literacy performance*. CEHD Seed Grant. \$2,500 – funded.

**Parsons, S. A.**, Parsons, A. W., & Dodman, S. (PIs). (2012). *Collaborative advancement of reading education (CARE): Leveraging school capacity to advance student literacy*. Spencer Foundation. \$35,390 – unfunded.

**Parsons, S. A.**, Parsons, A. W., & Dodman, S. (PIs). (2011). *Collaborative advancement of reading education (CARE): A school-university partnership in an urban charter school*. Spencer Foundation. \$40,000 – unfunded.

Parsons, A. W., & **Parsons, S. A.** (PIs). (2011). *Building early science vocabulary knowledge in an urban, high-needs school*. Elva Knight Research Grant, International Reading Association. \$8,000.00 – unfunded.

- Schrum, L., **Parsons, S. A.**, & Dantzler, J. (PIs). (2011). *Developing an innovative clinical faculty course*. Virginia Department of Education. \$11,600 – unfunded.
- Samaras, A. P., Suh, J., **Parsons, S. A.**, & Fox, R. (PIs). (2011). *Examining the impact of a communities of self-studies model on teachers' professional development*. Spencer Foundation. \$635,847 – unfunded.
- Parsons, S. A.**, (2010). *Developing thoughtfully adaptive teachers through teacher education focusing on visioning*. Summer Research Funding, George Mason University, Vice President of Research and Economic Development. \$1,000 – funded.
- Malloy, J. A., **Parsons, S. A.**, & Gambrell, L. (2010). *Shared workspaces: Developing effective peer-led discussions in elementary classrooms to support reading comprehension and engagement*. Grant proposed to the Institute for Educational Sciences. \$1.4 million – unfunded.
- Parsons, S. A.** (consultant). (2010). *Web-based multi-media support for students with adequate word recognition skills but insufficient comprehension strategies*. D. Nettles (PI), grant submitted to the Institute for Educational Sciences – unfunded
- Helena Gabriel Houston Scholarship**, \$30,000, UNCG, 2007-2008 academic year
- Summer Research Assistantship**, UNCG, 2006 & 2007
- Richard Horn Scholarship**, UNCG, 2005-2006 academic year

### Refereed International and National Presentations

- Parsons, S. A.**, Rogers, P., Marine, P., & Ives, S. T. (2023, April). Investigating elementary and middle school students' writing engagement. Paper to be presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Parsons, S. A.**, Ives, S. T., Marine, J., Rogers, P., Young, C., & Horton, A. (2022, December). *The writing engagement scale*. Paper to be presented at the annual meeting of the Literacy Research Association. Phoenix, AZ.
- Ives, S. T., **Parsons, S. A.**, Parsons, A. W., Young, C., Robertson, D. A., & Horton, A. (2022, December). *A cluster analysis of elementary students' motivation to read*. Paper to be presented at the annual meeting of the Literacy Research Association. Phoenix, AZ.
- Schlaf, A., & **Parsons, S. A.**, (2022, November). *Graphic representations of marginalized identities: A review of the literature*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Denver, CO.
- Vaughn, M., Ankrum, J. W., Parsons, A. W., **Parsons, S. A.**, & Morewood, A. L. (2022, November). *Adaptive teaching: A cross-site exploration*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Denver, CO.

- Ives, S. T., **Parsons, S. A.**, Young, C., Robertson, D., Daoud, N., Pierczynski, M., & Parsons, A. W. (2022, July). *Validity evidence and measurement invariance of the SRQ-reading motivation*. Poster to be presented at the annual meeting of the American Psychological Association (Division 15), Online.
- Ferguson, D., Coogle, C. G., Nagro, S., **Parsons, S. A.**, & Majetich, E. (2022, April). *Building pedagogies of undergraduate teacher education for equity and justice*. Roundtable presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Vaughn, M., Parsons, A. W., Ankrum, J., **Parsons, S. A.**, Morewood, A., Carboneau, K., & French, B. (2022, April). *Exploring teacher metacognition in instructional adaptations during literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Parsons, S. A.** (discussant). (2022, April). *Cognitive and motivational factors in multilingual learners' reading: Findings before and during the pandemic*. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Parsons, S. A.**, Nunez Cortez, I., Templeton, T., Quast, E., Trigos, L. & Wargo, J. (2021, December). *Promoting methodological diversity in LRA: Perspectives from association committees and innovative community groups*. Symposium presented at the annual meeting of the Literacy Research Association, Atlanta, GA.
- Ives, S. T., **Parsons, S. A.**, Cutter, D., Field, S., Wells, M. S., & Lague, M. (2021, December). *Intrinsic and extrinsic reading motivation: Context and measurement*. Paper presented at the annual meeting of the Literacy Research Association, Atlanta, GA.
- Reinking, D., **Parsons, S. A.**, Hruba, G., Barber, A. T., Gutierrez, K., Lee, C., Patterson, A., Rowsell, J., Walpole, S., & Yaden, D. (2021, December). *Widening the angles of theory and theorizing among literacy researchers*. Symposium presented at the annual meeting of the Literacy Research Association, Atlanta, GA.
- Ives, S. T., **Parsons, S. A.**, Parsons, A. W. Young, C., & Horton, A. (2021, November). *Upper elementary students' motivation to read: A cluster analysis*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
- Ankrum, J., Morewood, A., Vaughn, M., Parsons, A. W., & **Parsons, S. A.** (2021, November). *Adaptive teaching: A case study of instructional adaptations made by one expert literacy teacher*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
- Parsons, S. A.**, Ives, S. T., Parsons, A. W., Robertson, D. A., Young, C., Polk, L., Daoud, N., Horton, A., & Pierczynski, M. (2020, December). *Motivation to read and genre preferences grades 3-5: A multi-state study*. Paper presented at the Literacy Research Association, Online (due to COVID).
- Parsons, S. A.** (2020, December). *What theoretical perspectives are literacy researchers using?* Paper presented at the Literacy Research Association, Online (due to COVID).

- Parsons, S. A.**, Patterson, A. N., Colwell, J., Jang, B. G., Coiro, J., Mallette, M., Tatum, A., Baker, E., McMillon, G., Korona, M., Vardas-Doane, A., Usher, K., LePelch, L., & Arnold, M. (2020, December). *How is LRA a home for a range of epistemologies and research methodologies?* Paper presented at the Literacy Research Association, Online (due to COVID).
- Vaughn, M., Ankrum, J., Moorwood, A., **Parsons, S. A.**, & Parsons, A. W. (2020, December). *Adaptive Teaching Observation Protocol (ATOP): Examining expert teachers of literacy instruction*. Paper presented at the Literacy Research Association, Online (due to COVID).  
**--Best Paper Award, Literacy Research Association, Area 3: Literacy Instruction and Literacy Learning**
- Ives, S. T., **Parsons, S. A.**, Cutter, D., & Field, S. (2020, August). *Reading motivation measurement and conceptualization: A research synthesis*. Poster presentation at the annual meeting of the American Psychological Association (Division 15), Online (due to COVID).
- Ankrum, J. W., Moorwood, A. L., **Parsons, S. A.**, Parsons, A. W., & Vaughn, M. (2020, October). *A study of literacy teacher expertise and adaptability*. Poster presentation at the annual meeting of the International Literacy Association, Columbus, OH.
- Parsons, S. A.**, & Bean, A. (2020, February). *Writing for School-University Partnerships*. Paper presented at the annual meeting of the National Association for Professional Development Schools, Atlantic City, NJ.
- Johnson, J., **Parsons, S. A.**, Parker, A., & del Prado Hill, P. (2020, February). *The case for PDS as an exemplary model of school-university partnerships*. Paper presented at the annual meeting of the National Association for Professional Development Schools, Atlantic City, NJ.
- Roselle, R., Reed, D., Lucero, R., Parker, A., **Parsons, S. A.**, & Zenkov, K. (2020, February). *The National Center for Clinical Practice in Educator Preparation (NCCPEP): A dialogue about mission and vision*. Paper presented at the annual meeting of the National Association for Professional Development Schools, Atlantic City, NJ.
- Parsons, S. A.**, Ives, S. T., Cutter, D., & Field, S. (2019, December). *Reading motivation and engagement: A research synthesis, 1992-2017*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Parsons, S. A.**, Gallagher, M. A., Ives, S. T., & Leggett, A. B. (2019, November). *A content analysis of 15 literacy journals, 2007-2016*. Paper presented at the annual meeting of the National Council for Teachers of English, Baltimore, MD.
- Brown, M., Ives, S. T., Kerestes, S., Malloy, J. A., Parsons, A. W., **Parsons, S. A.**, Repko-Erwin, M., Sylvester, R. & Wang, J. (2019, November). *Research in early and elementary literacies: Advancing literacy teaching diverse learners*. Panel presented at the annual meeting of the National Council for Teachers of English, Baltimore, MD.



- Vaughn, M., **Parsons, S. A.**, & Gallagher, M. A. (2019, November). *Adaptive Teaching Inventory (ATI): Developing a measure of teacher adaptability*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.
- Parsons, A. W., Ankrum, J. W., Morewood, A., **Parsons, S. A.**, & Vaughn, M. (2019, November). *Adaptive teaching during literacy instruction: Honing the Adaptive Teaching Observation Protocol (ATOP)*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.
- Malloy, J. A., Marinak, B. A., Applegate, T., Applegate, A., Roberts, L., **Parsons, S. A.**, Solar, E., Cook, C., Parsons, A. W., Brady, K., & Ives, S. T. (2019, November). *Literacy motivation: Research to practice*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.
- Parsons, S. A.**, Gallagher, M. A., Vaughn, M., Scales, R. Q., Ankrum, J. W., & Hayden, E. (2019, April). *The Metacognitive Awareness Inventory for Teachers: A validation study*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, Ontario, Canada.
- Parsons, S. A.**, Daoud, N., & Leggett, A. B. (2018, December). *Preservice literacy teachers' visioning and hope*. Paper presented at the annual meeting of the Literacy Research Association, Indian Hills, CA.
- Vaughn, M., Wall, A., Scales, R. Q., & **Parsons, S. A.** (2018, December). *Teacher visioning: A research synthesis*. Paper presented at the annual meeting of the Literacy Research Association, Indian Hills, CA.
- Parsons, A. W., **Parsons, S. A.**, & Irish, C. (2018, December). *Designing longitudinal professional learning to support early literacy*. Paper presented at the annual meeting of the Literacy Research Association, Indian Hills, CA.
- Parsons, S. A.**, Gallagher, M. A., Leggett, A. B., Ives, S. T., Parsons, A. W., & The George Mason University Content Analysis Team. (2018, November). *A content analysis of 15 literacy journals over the last ten years: Topics, theories, methods, and data sources*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Louisville, KY.
- Parsons, S. A.**, Ives, S. T., & Parsons, A. W. (2018, November). *MRP-F and MRP-NF item response theory analysis*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Louisville, KY.
- Ankrum, J. W., Morewood, A. L., Parsons, A. W., **Parsons, S. A.**, Vaughn, M., Hawkins, P. (2018, April). *Documenting adaptive instruction: The Adaptive Teaching Observation Protocol (ATOP)*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Exemplary Paper Award, AERA, Classroom Observation SIG**
- Parsons, A. W., **Parsons, S. A.**, Silver, L. W., Mattix-Foster, A., Irish, C., Bartolini, M. C., Ramirez, E. M. (2018, April). *The effects of sustained, collaborative professional learning on literacy teachers'*

*instruction: Year 2*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Gallagher, M. A., **Parsons, S. A.**, Vaughn, M., Scales, R. Q., Parsons, A. W., Bruyning, A. K., & Davis, S. G. (2018, April). *Literacy teachers' instructional adaptations: A review of the literature, 1975-2014*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Gallagher, M. A., **Parsons, S. A.**, & Vaughn, M. (2018, April). *Responsive teaching in mathematics: A review of the literature*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Glassman, S., & **Parsons, S. A.** (2018, April). *Task characteristics and the pattern of seventh grade students' situational engagement during a science unit*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

**Parsons, S. A.**, & Bean, A. (2018, March). *School-university partnerships: Updates on the NAPDS journal*. Session presented at the annual meeting of the National Association of the Professional Development Schools, Jacksonville, FL.

**Parsons, S. A.**, Stunkard, C., Parker, A., Zenkov, K., Lucero, R., & Lester, A. (2018, March). *AACTE's Clinical Practice Commission*. Session presented at the annual meeting of the National Association of the Professional Development Schools, Jacksonville, FL.

Zenkov, K., Parker, A. K., **Parsons, S. A.**, Groth, L., & Brown, E. L. (2018, March). *Envisioning the ideal roles of school- and university-based teacher educators*. Paper presented at the annual meeting of the National Association of the Professional Development Schools, Jacksonville, FL.

Zenkov, K., **Parsons, S. A.**, Parker, A., & Groth, L. (2018, March). *From embedded teacher education courses to project-based clinical experiences: A continuum of roles and expectations in innovative clinical practices*. Session presented at the annual meeting of the National Association of the Professional Development Schools, Jacksonville, FL.

**Parsons, S. A.**, & Parsons, A. W. (2018, March). *Elementary students' motivation to read fiction and nonfiction: New tools!* Paper presented at the annual meeting of the Virginia State Reading Association, Richmond, VA.

Cantaffa, D., Glazer, C., **Parsons, S. A.**, Schendel, R., & Wingate, J. (2018, February). *AACTE's Clinical Practice Commission symposium: Recommendations from the white paper*. Symposium presented at the annual meeting of the American Association for Colleges of Teacher Education, Baltimore, MD.

Zenkov, K., Parker, A., Groth, L., **Parsons, S. A.**, Dennis, D. V., & Pytash, K., (2018). *From embedded teacher education courses to project-based clinical experiences: A continuum of roles and expectations in innovative clinical practices*. Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, Baltimore, MD.

- Parsons, S. A.**, Vaughn, M., Bruyning, A., & Daoud, N. (2018, February). *Teaching, visioning, and hope: A longitudinal study of one teacher's vision*. Paper presented at the annual meeting of the Association for Teacher Educators, Las Vegas, NV.
- Parsons, S. A.**, Vaughn, M., Malloy, J. A., & Pierczynski, M. (2018, February). *The development of teachers' visions from pre-service to their first years teaching: A longitudinal study*. Distinguished Research in Teacher Education Award session at the annual meeting of the Association for Teacher Educators, Las Vegas, NV.
- Parsons, A. W., Silver, L. W., Picard, M., & **Parsons, S. A.** (2017, December). *Teachers' perceptions of sustained literacy professional development*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Parsons, A. W., Hutchison, A., Hall, L. A., & **Parsons, S. A.** (2017, December). *Teachers' online professional learning interests: A national survey*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Ankrum, J. W., Morewood, A., Vaughn, M., **Parsons, S. A.**, Parsons, A. W., & Hawkins, P. (2017, December). *Adaptive teaching observation protocol (ATOP): Emerging results from observations of literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Parsons, A. W., & **Parsons, S. A.** (2017, November). *A longitudinal literacy professional learning in a high-needs urban elementary school*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Parsons, A. W., **Parsons, S. A.**, Ankrum, J., Morewood A. Vaughn, M., Gallagher, M. A., & Hawkins, P. (2017, November). *Development and validation of the adaptive teaching observational protocol: Implications for literacy instruction*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Marinak, B., Gambrell, L., Malloy, J., Reutzell, D. R., Fawson, P., **Parsons, S. A.**, Parsons, A. W., Applegate, A., & Applegate, M. (2017, November). *Intrinsic motivation to read: Spotlight on grades 3-6*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Ankrum, J., Morewood, A., Hawkins, P., **Parsons, S. A.**, Vaughn, M., Parsons, A. W., & Gallagher, M. (2017, July). *Observing thoughtfully adaptive literacy teachers: Creation of an observation instrument*. Poster presented at the annual meeting of the International Literacy Association, Orlando, FL.
- Parsons, S. A.**, Gallagher, M. A., Ramirez, E. M., Parsons, A. W., Daoud, N., Bruyning, A. K., King, L., & Groundwater, S. (2017, April). *An analysis of seven literacy journals: Comparing the content of higher-impact and lower-impact journals*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Parsons, A. W., **Parsons, S. A.**, Sell, C. R., Silver, L. W., Irish, C., Drake-Patrick, J., Groth, L., & Ramirez, E. M. (2017, April). *The effects of sustained, collaborative professional learning on literacy*

- teachers' instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Ankrum, J., Morewood, A., Hawkins, P., **Parsons, S. A.**, Vaughn, M., Parsons, A. W., & Gallagher, M. A. (2017, April). *Adaptive teaching observation: Creation and validation of an observation instrument*. Paper presented at the annual meeting of the New England Educational Research Organization, Portsmouth, NH.
- Groth, L., Parker, A., **Parsons, S. A.**, & Zenkov, K. (2017, March). *Video coding and teacher preparation: Creating a comprehensive, developmental, and sustainable model*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Tampa, FL.
- Dennis, D., Groth, L., Parker, A., **Parsons, S. A.**, & Zenkov, K. (2017, March). *Challenges and opportunities with developing and maintaining effective partnerships*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Tampa, FL.
- Parsons, S. A.**, Vaughn, M., Scales, R. Q., Davis, S. G., Gallagher, M. A., Pierczynski, M., & Parsons, A. W. (2016, December). *Literacy teachers' instructional adaptations: A literature review*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Parsons, S. A.**, Gallagher, M. A., Parsons, A. W., Bruyning, A., Daoud, N. & the George Mason University Content Analysis Team. (2016, December). *A content analysis of fifteen literacy journals, 2009-2014*. Paper presented at the Literacy Research Association, Nashville, TN.
- Gallagher, M. A., & **Parsons, S. A.** (2016, December). *Teacher candidates' perceptions of a literacy methods course embedded in clinical practice*. Paper presented at the Literacy Research Association, Nashville, TN.
- Parsons, A. W., **Parsons, S. A.**, Drake-Patrick, J., Foster, A. M., Irish, C. K., Sell, C., Picard, M., Silver, L. W., & Bartolini, M. C. (2016, December). *The impact of literacy professional learning on teachers' knowledge and instruction*. Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.
- Parsons, S. A.**, Vaughn, M., Bruyning, A., & Daoud, N. (2016, November). *Literacy teachers' visions for instruction*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Parsons, A. W., **Parsons, S. A.**, Foster, A. M., Irish, C., Patrick, J. D., Bartolini, M. C., Silver, L., Ewaida, M. (2016, November). *The process of developing an effective early literacy professional learning institute: Year two*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Marinak, B., Gambrell, L., Malloy, J., Applegate, M., Applegate, T., Fawson, P., Parsons, A. W., **Parsons, S. A.**, & Reutzell, D. R. (2016, November). *Motivation to read fiction and non-fiction: Developmental differences*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.

- Gallagher, M., & **Parsons, S. A.** (2016, July). *Increasing theory into practice: Preservice teachers' perceptions of a practice-based literacy methods course*. Paper presented at the annual meeting of the International Literacy Association, Boston, MA.
- Parsons, A. W., Picard, M., & **Parsons, S. A.** (2016, July). *Literacy professional learning is a two-way street: Insights from a school district-university partnership*. Paper presented at the annual meeting of the International Literacy Association, Boston, MA.
- Parsons, S. A.** (organizer and discussant). (2016, April). *An examination of adaptive teaching: Exploring democratic spaces in education*. Symposium presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Vaughn, M., **Parsons, S. A.**, Gallagher, M., Scales, R. Q., Davis, S. G., Pierczynski, M., Parsons, A. W., & Allen, M. H. (2016, April). *A review of the literature on teachers' instructional adaptations*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Gallagher, M., **Parsons, S. A.**, & Suh, J. (2016, April). *"We saw it!": Bridging theory and practice at professional development schools through structured observation*. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Gallagher, M., **Parsons, S. A.**, Parker, A., Brown, E. L., Suh, J., Baker, J., & Groth, L. (2015, March). *The importance of collaboration: Creating courses embedded in the clinical practice paradigm*. Paper presented at the annual meeting of the National Association of Professional Development Schools, Washington, DC.
- Parsons, S. A.**, Vaughn, M., Pierczynski, M., Groth, L., Bruyning, A., & Daoud, N. (2016, February). *Teacher visioning as a teacher preparation activity*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.
- Parsons, S. A.**, Parker, A., Zenkov, K., Groth, L., Daoud, N., & Bruyning, A. (2016, February). *Using a video-coding resource in teacher candidates' early field experiences*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.
- Parker, A., **Parsons, S. A.**, Groth, L., Sell, C., Brown, E. L., Baker, C., & Gallagher, M. (2016, February). *School-based teacher education: Collaborating with P-6 partners to reconceptualize methods courses and field experiences*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago, IL.
- Parsons, S. A.**, Gallagher, M., Ramirez, E. M., Doheney, K. S., Groundwater, S. V., Ainger, J., King, L., Smith, P. (2015, December). *A content analysis of 10 journals, 2009-2013*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Parsons, S. A.**, Vaughn, M., Scales, R. Q., Davis, S. G., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, December). *A literature review of adaptive teaching during literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.

- Parsons, S. A.**, Vaughn, M., Scales, R. Q., Davis, S., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, November). *Methods used to study teacher adaptations in literacy instruction: A literature review*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Vaughn, M., & **Parsons, S. A.** (2015, November). *Principles of adaptive teaching in literacy*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Parsons, A. W., **Parsons, S. A.**, Patrick, J. D., Silver, L. W., Irish, C. K., Groth, L., Sell, C., Newton, J. A., & Tyler, S. (2015, November). *The process of developing an effective early literacy professional development institute*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Marinak, B., Gambrell, L. B., Malloy, J., Reutzell, R., Fawson, P., Applegate, A., Applegate, M., **Parsons, S. A.**, & Parsons, A. W. (2015, November). *Exploring students' motivation to read fiction and non-fiction*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Parsons, S. A.**, Doheney, K. S., King, L., Groundwater, S. V., Gallagher, M., Ramirez, E. M., Ainger, J., & Smith, P. (2015, April). *A content analysis of seven influential literacy research journals, 2009-2013*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Parsons, A. W., **Parsons, S. A.**, Dodman, S. L., Ramirez, E. M., Pierczynski, M., & Nuland, L. R. (2015, April). *A longitudinal professional development initiative in a high-needs urban elementary school*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Parsons, S. A.**, & Gallagher, M. (2014, March). *Preservice teachers' perceptions of a methods course*. Paper presented at the annual meeting of the National Association of Professional Development Schools, Atlanta, GA.
- Zenkov, K., **Parsons, S. A.**, Parker, A., DeGregory, C., Bush, A., & Burrowbridge, S. C. (2015, March). *Writing for School-University Partnerships, the NAPDS research journal*. Panel presented at the annual meeting of the National Association of Professional Development Schools, Atlanta, GA.
- Parker, A., **Parsons, S. A.**, Farinelli, L., & O'Donnell, K. (2015, March). *Collaboratively designing and implementing a PDS yearlong internship*. A paper presented at the annual meeting of the National Association of Professional Development Schools, Atlanta, GA.
- Parker, A., Groth, L., & **Parsons, S. A.** (2015, March). *Designing a developmental framework for building a PDS network*. Paper presented at the annual meeting of the National Association of Professional Development Schools, Atlanta, GA.

- Parsons, S. A.**, Zenkov, K., Parker, A. K., DeGregory, C., & Bush, A. (2015, February). *Exploring the use of video coding in elementary and secondary internships*. Paper presented at the annual meeting of the Association of Teacher Educators, Phoenix, AZ.
- Parker, A. K., **Parsons, S. A.**, Sell, C., Groth, L. A., & Suh, J. (2015, February). *Teacher educators' discussions and reflections on teacher candidates' video recorded lessons: Our experiences with video coding technology*. Paper presented at the annual meeting of the Association of Teacher Educators, Phoenix, AZ.
- Parsons, S. A.** (panelist). (2015, February). *Case studies of clinical preparation in teacher education*. Symposium session presented at the annual meeting of the Association of Teacher Educators, Phoenix, AZ.
- Parsons, S. A.**, Parsons, A. W., Dodman, S. L., Pierczynski, M., & Ramirez, E. M. (2014, December). *A longitudinal, collaborative literacy professional development initiative in a high-needs urban charter school*. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Parsons, S. A.** (2014, November). *Thoughtfully adaptive teachers of English: Classroom teachers' instructional moves*. Poster presented at the annual meeting of National Council of Teachers of English, Washington, DC.
- Marinak, B., Reutzell, R., Fawson, P., **Parsons, S.**, Parsons, A., Gambrell, L., Malloy, J., Applegate, A., & Applegate, M. (2014, November). *Exploring reading motivation from multiple perspectives*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Delray Beach FL.
- Ankrum, J. W., Parsons, A. W., **Parsons, S. A.**, Morewood, A., L., Dodman, S. L., Pierczynski, M., & Ramirez, E. M. (2014, November). *The difficulty in enacting change in literacy practice: Three professional development projects*. Symposium presented at the annual meeting of the Association of Literacy Educators and Researchers, Delray Beach, FL.
- Parsons, S. A.** (2014, May). *Capitalizing on teachable moments: How teachers adapt their literacy instruction*. Poster presented at the annual meeting of the International Reading Association, New Orleans, LA.
- Parsons, S. A.**, & Vaughn, M. (2014, April). *Adaptive teaching in the context of increased standardization*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Parsons, S. A.**, Parsons, A. W., Dodman, S. L., Nuland, L. R., Pierczynski, M., Cauffman, R., & Ramirez, E. (2014, April). *A longitudinal literacy professional development initiative in an urban elementary school*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Vaughn, M., **Parsons, S. A.**, & Malloy, J. A. (2014, April). *Authoring visions: Visioning as a tool to support beginning teachers*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Parsons, S. A.**, Parsons, A. W., Dodman, S. L., Pierczynski, M., Caufman, R., Richey, L. N., & Ramirez, E. (2013, December). *Collaborative advancement of reading education (CARE): A longitudinal literacy professional development project in a high-needs, urban elementary school*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Parsons, S. A.**, La Croix, L., Pierczynski, M., & Malloy, J. A. (2013, December). *The development of teachers' visions over time*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Richey, L. N., Merz, S. & **Parsons, S. A.** (2013, December). *Do they see themselves as readers? Profiles of pre-service physical education teachers' reading habits and their visions for teaching literacy*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Vaughn, M., Parsons, A. W., **Parsons, S. A.**, & Gray, E. S. (2013, December). *Opening our minds: Literacy teacher educators engage in an online book club to improve our practice*. Roundtable presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Parsons, S. A.**, Parsons, A. W., Dodman, S. L., Richey, L. N., Pierczynski, M., & Caufman, R. (2013, November). *Findings from a longitudinal literacy professional development initiative*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Dallas, TX.
- Parsons, S. A.**, Parsons, A. W., & Malloy, J. A. (2013, November). *Sixth-grade students' engagement in literacy tasks*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Dallas, TX.
- Parsons, A. W., & **Parsons, S. A.** (2013, November). *Semantic connections: Making meaningful content vocabulary choices for kindergarteners*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Dallas, TX.
- Parsons, S. A.**, Vaughn, M., La Croix, L., & Pierczynski, M. (2013, August). *Visioning as a teacher education practice: Helping sustain teachers in the profession*. Paper presented at the summer conference of the Association of Teacher Educators, Washington, DC.
- Dodman, S. L., **Parsons, S. A.**, Parsons, A. W., & Ramirez, E. (2013, August). *A charter-university partnership for school improvement: Promising practices and potential obstacles*. Paper presented at the summer conference of the Association of Teacher Educators, Washington, DC.
- Merz, S. A., Richey, L. N., & **Parsons, S. A.** (2013, August). *Prospective teachers' visions of teaching and understandings about teaching diverse students*. Paper presented at the summer conference of the Association of Teacher Educators, Washington, DC.



- Parsons, S. A., & Vaughn, M.** (2013, April). *A constructivist view of classroom teaching: Analysis of two educators' instructional adaptations*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Sprague, D., **Parsons, S. A., & Swalwell, K.** (2013, March). *The evolution of the preservice technology course: Lessons learned*. Paper presented at the annual meeting of the Society for Information Technology and Teacher Education, New Orleans, LA.
- Dodman, S. L., **Parsons, S. A., & Parsons, A. W.** (2013, February). *Partnering for improvement: The Collaborative Advancement of Reading Education project*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Orlando, FL.
- Parsons, S. A., Parsons, A. W., Richey, L. N., Dodman, S. L., Scales, D., & Ramnath, R.** (2012, December). *Year 2 of a longitudinal, collaborative literacy professional development project*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Parsons, S. A.** (2012, December). *The development of teachers' visions over time*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Malloy, J. A., **Parsons, S. A., Parsons, A. W., & Burrowbridge, S. C.** (2012, December). *Methods for evaluating literacy engagement as a dynamic construct in an integrated social studies/ELA classroom*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Parsons, S. A., Parsons, A. W., Richey, L. N., & Dodman, S. L.** (2012, November). *What components of literacy professional development are most helpful for teachers and specialists? Insights from a longitudinal school-university partnership*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Grand Rapids, MI.
- Parsons, S. A., & Scales, R. Q.** (2012, November). *What are we asking kids to do? An investigation of the literacy tasks teachers assign students*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Grand Rapids, MI.
- Marinak, B., Gambrell, L., Reutzell, R., Fawson, P., Malloy, J., **Parsons, S. A., & Parsons, A. W.** (2012, November). *Motivation transforms literacy beliefs and practices*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Grand Rapids, MI.
- Parsons, S. A., Ward-Parsons, A., Richey, L., Simmons, S. X., & Scales, W. D.** (2012, April). *The beginning of a collaborative, longitudinal professional development project*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Parsons, S. A., Nasser, I., Samaras, A., Smith, T., & Suh, J.** (2012, April). *Scholars of studying teaching collaborative (SOSTC): A cross-disciplinary initiative to improve our practice as university instructors*. Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

- Parsons, S. A.**, Suh, J., Schrum, L., & Burrowbridge, S. (2012, March). *School-university partnerships: Enhancing teaching and learning in diverse elementary schools*. Poster session at the Association for Childhood Education International's Global Summit on Childhood, Washington, DC.
- Parsons, S. A.**, Ward, A., Simmons, S. X., & Richey, L. (2011, December). *Year 1 of a collaborative, longitudinal professional development project*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Parsons, S. A.**, Malloy, J. A., Ward, A., & Burrowbridge, S. C. (2011, December). *A formative study of student engagement in integrated literacy and social studies tasks*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Parsons, S. A.**, Malloy, J. A., & La Croix, L. (2011, December). *Exploring teachers' visions and their adaptive teaching: A longitudinal study*. Paper session presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Parsons, S. A.**, Ward, A. E., Malloy, J. A., & Burrowbridge, S. C. (2011, November). *Adaptive teaching in integrated literacy and social studies lessons*. Paper presented in a symposium at the annual meeting of the Association of Literacy Educators and Researchers, Richmond, VA.
- Parsons, S. A.**, La Croix, L., Malloy, J. A., & Vaughn, M. (2011, November). *The vision statements of teachers from two different preparation programs*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Richmond, VA.
- Marinak, B. A., Gambrell, L. B., Fawson, P. C., Reutzell, D. R., Malloy, J. A., **Parsons, S. A.**, Parsons, A. W., Burrowbridge, S. C., Applegate, M., & Applegate, T. (2011, November). *Research on motivation to read: Classroom implications*. Symposium presented at the annual meeting of the Association of Literacy Educators and Researchers, Richmond, VA.
- Malloy, J. A., **Parsons, S. A.**, Ward, A. E., & Burrowbridge, S. C. (2011, May). *Methods for exploring the nature of student engagement in the classroom*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington D.C.
- Vaughn, M., Faircloth, B. S., & **Parsons, S. A.** (2011, April). *The examination of two teachers' visions and their attempt to promote student agency*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Allen, M., Matthews, C., & **Parsons, S. A.** (2011, April). *Thoughtfully adaptive teaching: A case study of one second-grade teacher's adaptations when integrating science and literacy*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Parsons, S. A.**, Burrowbridge, S. C., & Ward, A. E. (2010, December). *Students' cognitive engagement during open literacy tasks*. Paper presented in symposium at the annual meeting of the Literacy Research Association, Fort Worth, TX.

- Parsons, S. A.**, Malloy, J. A., Scales, R. Q., Vaughn, M., & Faircloth, B. (2010, December). *Resolve and resiliency: Visioning as a means of enhancing preservice teachers' adaptability*. Paper presented the annual meeting of the Literacy Research Association, Fort Worth, TX.
- Parsons, S. A.** (chair). (2010, December). *High potential literacy teachers' adaptive instructional actions and their impact on student outcomes*. Symposium session presented at the annual meeting of the Literacy Researchers Association, Fort Worth, TX.
- Williams, J. B., **Parsons, S. A.**, Scales, R. Q., Malloy, J., Vaughn, M., Howerton, W. S., & Faircloth, B. (2010, November). *Expanding the view of adaptive literacy instruction*. Symposium session presented at the annual meeting of the Association of Literacy Educators and Researchers, Omaha, NE.
- Parsons, S. A.**, Williams, J. B., Kear, K. A., Davis, S. G., Scales, R. Q., Allen, M., Lawson, M., & Cohen, S. (2010, May). *Navigating the complexity of classroom instruction: A longitudinal study of thoughtfully adaptive teaching*. Paper presented at the meeting of the American Educational Research Association, Denver, CO.
- Parsons, S. A.**, Massey, D., Atkinson, T., Griffith, R., Scales, R., Faircloth, B., Malloy, J., Vaughn, M., & Howerton, S. (2010, April). *Preparing thoughtfully adaptive teachers of reading*. Poster session presented at the convention of the International Reading Association, Chicago, IL.
- Parsons, S. A.**, & Scales, R. Q. (2009, December). Overview of adaptive teaching. In **S. A. Parsons** (chair), *Developing thoughtfully adaptive teachers of reading in face-to-face and online teacher education courses*. Alternative format presented at the meeting of the National Reading Conference, Albuquerque, NM.
- Faircloth, B., **Parsons, S. A.**, Scales, R. Q., Howerton, W. S., & Vaughn, M. (2009, December). *Adaptive teaching: Learning from preservice teachers in face-to-face setting*. Paper presented in alternative format session presented at the meeting of the National Reading Conference, Albuquerque, NM.
- Scales, R. Q., **Parsons, S. A.**, Kear, K., Davis, S. G., Williams, J. B., & Gray, E. S. (2009, November). *Literacy teachers' instructional adaptations and how they relate to student tasks, motivation, and teacher knowledge*. Paper presented in symposium at the meeting of the Association for Literacy Educators and Researchers, Charlotte, NC.
- Scales, R., Nichols, W. D., & **Parsons, S. A.** (2009, November). *Knowledge in literacy teacher education*. Idea exchange presented at the meeting of the Association for Literacy Educators and Researchers, Charlotte, NC.
- Parsons, S. A.**, Scales, R., Williams, J. B., Davis, S., & Kear, K. (2009, May). *Thoughtfully adaptive literacy instruction: Twenty-six case studies exploring a construct*. Poster session presented at the meeting of the International Reading Association, Minneapolis, MN.
- Parsons, S. A.**, Williams, B., Scales, R., Kear, K., & Davis, S. (2009, April). *Thoughtfully adaptive literacy instruction: The influence of tasks and teacher knowledge*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

- Parsons, S. A.** (2008, December). *Case studies of four third-grade teachers: The literacy tasks they implement and the adaptations they make*. Paper presented at the meeting of the National Reading Conference, Orlando, FL.
- Parsons, S. A.**, Gray, E. S., Davis, S. G., Moore, N. S., & Najera, K. (chairs) with Allington, R. L., Almasi, J., Moje, E., & Palincsar, A. (2008, December). *Putting the fun in funding: Experienced literacy researchers discuss grant writing*. Alternative format presented at the meeting of the National Reading Conference, Orlando, FL.
- Gray, E. S., & **Parsons, S. A.** (2008, December). *Providing context for the collaborative writing endeavor: A recap*. Alternative format presented at the meeting of the National Reading Conference, Orlando, FL.
- Parsons, S. A.**, Qualls, R., Kear, K. A., Williams, J. B., & Davis, S. G. (2008, November). *Teachers' thoughtfully adaptive teaching during literacy instruction*. Symposium presented at the meeting of the College Reading Association, Sarasota, FL.
- Parsons, S. A.** (2007, November). *Case studies of teachers' adaptations in guided reading*. Paper presented at the meeting of the National Reading Conference, Austin, TX.
- Parsons, S. A.**, Gray, E. S., Meyer, C. K., McCraw, S. B., Najera, K., Blamey, K. L., & Moore, N. S. (chairs) with Morris, D., Valencia, S., Maloch, B., & Pearson, P. D. (2007, November). *But I don't want to perish: Experienced literacy researchers discuss the ins and outs of publishing*. Alternative Format presented at the meeting of the National Reading Conference, Austin, TX.
- Najera, K., Meyer, C. K., Blamey, K. L., McCraw, S. B., **Parsons, S. A.**, & Davis, S. G. with Smith, A., Reinking, D. & Coiro, J. (2007, November). *Graduate students as researchers: From proposal to dissertation*. Study group at the meeting of the National Reading Conference, Austin, TX.
- Parsons, S. A.**, & Duffy, G. G. (2006, December). *The conceptual basis of thoughtfully adaptive teaching*. Paper presented at the National Reading Conference, Los Angeles, CA.

### Invited and Local Presentations

- Parsons, S. A.**, Colwell, J., Patterson, A., Jang, B., Corio, J., Tatum, A., Baker, B., Mallette, M., & McMillon, G. (2019, December). *LRA's ad hoc Research Methodologies Committee: An update and a conversation*. Roundtable to be presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Parsons, S. A.** (2019, November). *PDS as an exemplary model of school-university partnerships*. Paper presented at the Teacher Residency Research Conference, online. (invited).
- Parsons, S. A.** (panelist). (2018, May). *AACTE Clinical Practice Commission panel*. Kentucky Excellence in Educator Preparation Summit, Louisville, KY. (invited).

- Parsons, S. A.** (chair). (2016, December). *Race in teacher education and middle grades textbooks*. Session at the annual meeting of the Literacy Research Association, Nashville, TN.
- Parsons, S. A.** (2015, May). *Thoughtful teachers: We need you now more than ever*. Keynote at the 12<sup>th</sup> annual Fairfax County Public Schools Teacher Research Conference, Fairfax, VA. (invited).
- Parsons, S. A.** (discussant). (2012, December). *Analyzing teacher talk, practice, and reflection to support teacher expertise*. Session at the annual meeting of the Literacy Research Association, San Diego, CA.
- Parsons, S. A.**, Parsons, A. W., Richey, L., & Dodman, S. (2012, February). *Collaborative advancement of reading education (CARE): A school-university partnership in an urban charter school*. Poster presented at the College of Education and Human Development Research Symposium, George Mason University, Fairfax, VA.
- Parsons, S. A.**, & La Croix, L. (2012, February). *A longitudinal study of teachers' visions*. Poster presented at the College of Education and Human Development Research Symposium, George Mason University, Fairfax, VA.
- Smith, T., Borne, K., Constantine, L. M., Harmon, L., Ramon-Mendoza, E., Nasser, I., **Parsons, S. A.**, Samaras, A., Smith, L., Suh, J., Swanson, R., & Woodville, L. (2011, October). *A faculty teaching salon: Artfully scientific!* Paper presented at the annual meeting of the Innovations in Teaching and Learning conference, George Mason University, Fairfax, VA.
- Parsons, S. A.** (chair and discussant). (2011, April). *Reading, motivation, and belonging*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (invited).
- Parsons, S. A.** (chair). (2011, April). *Issues in professional development school networks: Partnerships and fidelity*. Roundtable session at the annual meeting of the American Educational Research Association, New Orleans, LA. (invited)
- Malloy, J. A., **Parsons, S. A.**, Ward, A. E., & Burrowbridge, S. C. (2011, February). *Teaching and engaging: Using a formative experiment to find the balance in a sixth-grade classroom*. Poster presented at the College of Education and Human Development Research Symposium, George Mason University, Fairfax, VA.
- Smith, T., **Parsons, S. A.**, & Borne, K. (2011, February). *Cross-disciplinary, self-studies exploring the role of the teacher in helping to develop various dispositions within their studies*. Poster presented at the College of Education and Human Development Research Symposium, George Mason University, Fairfax, VA.
- Samaras, A., Borne, K., Harmon, L., Constantine, L. Suh, J., Mendoza, E., Nasser, I., **Parsons, S.**, Smith, L., Smith, T., Swanson, R., Woodville, L., & Eby, K. (2011, February). *Boundary crossers and bounty hunters: A meta-study of Scholars of Studying Teaching Practice Collaborative (SOSTC)*. Paper presented at the College of Education and Human Development Research Symposium, George Mason University, Fairfax, VA.

**Parsons, S. A.** (2010, August). *Early career professor panel presentation for new GMU faculty*. Center for Teaching Excellence, George Mason University, Fairfax, VA. (invited)

**Parsons, S. A., & Malloy, J. A.** (2010, February). *Developing thoughtfully adaptive teaching through teacher education focusing on visioning*. Poster presented at the College of Education and Human Development Research Symposium, George Mason University, Fairfax, VA.

**Parsons, S. A.** (2010, January). *Bridging the gap: Educational goals, classroom practice, and a hypothesis about how to bring them together*. Presentation to the special interest group of the International Reading Association, the National Council of Teachers of English, and the Department of Education. Washington, DC. (invited)

**Parsons, S. A.** (discussant) (2009, December). *Vocabulary development*. Paper session at the meeting of the National Reading Conference, Albuquerque, NM.

Kear, K., **Parsons, S. A.**, Webb, S., Leiphart, R. Q., Duffy, G. G., & Miller, S. D. (2007, April). *Teacher education and the development of thoughtfully adaptive literacy teachers*. Poster session at the School of Education's Educational Research Symposium, University of North Carolina at Greensboro.

Blamey, K. L., Davis, S. G., McCraw, S. B., Meyer, C. K., Najera, K., & **Parsons, S. A.** (2007, November). *NRC – The next generation*. Alternative session presented at the meeting of the National Reading Conference, Austin, TX. (invited)

## University Teaching

### George Mason University

- EDCI 555 Literacy Teaching and Learning I (Fall, 2008, 2009, 2012, 2013, 2014, 2020; Spring, 2016, 2020, 2022; Summer, 2020)
- EDCI 556 Literacy Teaching and Learning II (Fall, 2016, 2018; Spring, 2009, 2010, 2011, 2012, 2013)
- EDCI 790 Internship in Education (Fall, 2008, 2009, 2010, 2012, 2013, 2014, 2015, 2016, 2017; Spring 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018)
- EDUC 542 Foundations in Education (Summer, 2009)
- EDCI 545 Assessment and Differentiation (Summer, 2009, 2011)
- EDCI 559 Research and Assessment (Summer, 2010, 2011, 2012, 2014, 2015, 2016, 2017, 2018, 2022(2))
- EDRS 810 Problems and Methods in Education Research (Fall 2016, 2021; Spring 2017, 2018, 2020)
- EDRD 635 School-Based Inquiry (Summer, 2011, 2016(2), 2017, 2018, 2019, 2020, 2022)
- EDRD 633 Literacy Assessments and Interventions for Individuals (Summer, 2015)
- EDRD 637 Supervised Literacy Practicum (Summer, 2010, 2015)
- EDRD 829 Advanced Foundations of Literacy (Spring 2022)
- EDRD 830 Foundations of Emergent and Early Literacy (Fall, 2010)
- EDRD 832 Research Methodologies and Trends in Literacy Research (Spring, 2014, Fall 2015, 2017, 2019, 2021)

- EDRD 797 Scholarship in Literacy: Writing, Publishing, Presenting, Leading (Summer, 2012)
- EDEP 820 Teaching, Learning, and Cognition (Fall, 2017, 2019)
- EDUC 896 Research on Reading Motivation (Summer 2019)
- EDUC 892 Independent Study: Dialogic Reading (Summer, 2013)
- EDUC 892 Independent Study: The Current State of Literacy Research (Fall, 2013)
- EDUC 892 Independent Study: Current Research and Theory on Student Engagement (Spring, 2014)
- EDUC 897 Independent Study: Case Study and Literacy (Spring 2016)
- EDUC 897 Independent Study: Developing Effective Teachers of Literacy (Fall, 2016)
- EDUC 897 Independent Study: Examining Methods in Literacy (Fall, 2017)
- EDUC 897 Independent Study: Literacy Motivation (Summer, 2018)
- EDUC 897 Independent Study: Reading Motivation (Fall, 2018)
- EDUC 994 Independent Study: Supporting Asylum-Seeking Refugees (Fall, 2018)
- EDUC 897 Independent Study: Review of Reading Motivation (Spring, 2019)
- EDUC 897 Independent Study: Peer Coaching as a Means of PD (Summer, 2019)

#### University of North Carolina at Greensboro

- CUI 250 Teaching as a Profession (Summer, 2006)
- CUI 320 Language Arts Methods (Spring, 2008)
- CUI 320/420 Language Arts and Reading Methods (with Gerry Duffy, Fall, 2007)
- CUI 346 Children's Literature (Spring, 2007)
- CUI 350 Inquiry into Teaching & Learning I (classroom management, Fall, 2006)
- CUI 375 Inquiry into Teaching & Learning II (exceptional learners, Spring 2007)
- CUI 400 Inquiry into Teaching & Learning III (diversity in education, Fall 2007)
- CUI 461 Inquiry into Teaching & Learning IV (student teaching, Spring 2008)
- CUI 491 Independent Study of Principles of Effective Instruction (Summer, 2007)
- CUI 692 Independent Study of Teacher Research (Spring 2008)

#### Doctoral Student Committees

- Samantha Ives, dissertation committee, co-chair; portfolio committee, member
- Amanda Ayers, dissertation committee, chair; portfolio committee, member
- Deidre Cutter, dissertation committee, chair; portfolio committee, chair
- Sara Field, dissertation committee, member; portfolio committee, co-chair
- Kate (Kyoung-hai) Park, dissertation committee, co-chair; portfolio committee, member
- Jeff Vomund, dissertation committee, member, portfolio committee, member
- Michelle Lague, dissertation committee, member portfolio committee, member
- Reagan Murnan, dissertation committee, member, portfolio committee, member
- Stephanie Dean, PhD, *A phenomenological study of the lived experiences of teachers who implementing outdoor/environment education within a K-12 setting*, dissertation committee, member portfolio committee, member, defended June 24, 2022
- Madelyn Stephens, PhD, *Exploring the new literacies pedagogies of secondary English language arts teachers*, dissertation committee, member; portfolio committee, member, defended June 13, 2022

- Matt Korona, PhD, *Disciplinary media literacy: A multiple case study examining a media literacy online professional development for high school teachers*, dissertation committee, member; portfolio committee, member, defended March 28, 2022
- Patty Salerno, PhD, *When educators design their own professional development: A yearlong case study of high school teachers' peer observations*, dissertation committee, **chair**; portfolio committee, chair, defended October 26, 2021
- Lilly LePelch, PhD, *Sharing cultural knowledge through intercultural competence: A collective case study of exemplary content area teachers working with Latina immigrant youth in grades 9-12*, dissertation committee, chair; portfolio committee, chair, defended June 30, 2021
- Leila Richey Nuland, PhD, *One size does not fit all: An examination of experienced and novice teachers' experiences with online professional development*, dissertation committee, **chair**; portfolio committee, member, defended October 22, 2019
- Alicia Bruyning Leggett, PhD, *Black teacher preparation: Experiences at a PWI and HBCU*, dissertation committee, **chair**; portfolio committee, chair, defended September 30, 2019
- Chris Seeger, PhD, *An equity-centered approach to teaching in high-poverty schools*, dissertation committee, member, defended March 28, 2019
- Ronald Shultz, PhD, *The (trans)formation of teacher candidates' dispositions toward English language learners in the mainstream elementary classroom*, dissertation committee, **chair**, portfolio committee, chair, defended October 15, 2018
- Jan Ainger, PhD, *Exemplary teachers of reading: Their inclusion of students with disabilities and their collaboration*, dissertation committee, **chair**, defended August 21, 2018; portfolio committee, chair
- Nisreen Daoud, PhD, *Examining elementary teacher preparation: What works in today's programs?* dissertation committee, dissertation committee, **chair**, defended March 6, 2018; portfolio committee, chair
- Joanna Newton, PhD, *Teachers' experiences with professional development and a morphological approach to vocabulary instruction*, dissertation committee, **co-chair**, defended January 16, 2018; portfolio committee, member
- Christy Irish, PhD, *Dialogic reading in the home environment: A multiple case study of six families*, dissertation committee, **chair**, defended October, 2016; portfolio committee, member
- Sarah Glassman, PhD, *The relationship between observed task characteristics and the pattern of seventh grade students' situational engagement during a science instructional unit*, dissertation committee, **chair**, defended August 2016; portfolio committee, chair
- Melissa Gallagher, PhD, *Mathematics teacher effectiveness: Profiles of practice and teacher knowledge predicting student growth*, dissertation committee, member, defended March 2016
- Karen Dohoney, PhD, *"A tremendous amount of effort": A case study of literacy learning in one accelerated development English class*, dissertation committee, member, defended February 2016
- Melissa Pierczynski, PhD, *Preservice teachers' perceptions of using digital technologies in literacy instruction*, dissertation committee, member, defended October 2015
- Athene Bell, PhD, *A formative study investigating the acquisition of early reading skills among high school English language learners beginning to read English*, dissertation committee, **co-chair**, defended June 2012
- Christine Goldstein, PhD, *Exploring high school mainstream teachers' perceptions of ESOL students*, dissertation committee, member, defended November 2011
- Sung Choi, portfolio committee, member



- Hsiao Ping Tai, portfolio committee, member
- Senem Bas, portfolio committee, member
- Giovanni Dazzo, portfolio committee, member
- Leslie La Croix, portfolio committee, member
- Denise Robinson, portfolio committee, member

## Editorial Work

- *Journal of Literacy Research*  
Co-Editor, 2022-present  
Editorial Review Board, 2009-2013  
Reviewer, 2018, 2021
- *Reading Research Quarterly*  
Editorial Review Board, 2012-present
- *School-University Partnerships*  
Senior Editor, 2017-present  
Co-Editor, 2013-2017  
Associate Editor, 2011-2013
- *The Reading Teacher*  
Editorial Review Board, 2015-present
- *Review of Educational Research*  
Reviewer, 2014-present
- *The Journal of Educational Research*  
Executive Editor, Cognition and Motivation, 2022-present  
Consulting Editor, 2017-2022  
Reviewer, 2014-2017
- *Educational Researcher*  
Reviewer, 2022
- *Educational Psychologist*  
Reviewer, 2022
- *Journal of Teacher Education*  
Reviewer, 2011-2019
- *Teaching and Teacher Education*  
Reviewer, 2015-2019
- *Literacy Research and Instruction*  
Reviewer, 2018-present
- *Reading and Writing Quarterly*  
Reviewer, 2018, 2020, 2021
- *Journal of Research in Reading*  
Reviewer, 2019
- *Modern Language Journal*  
Reviewer, 2020
- *Instructional Science*  
Reviewer, 2019

- *Learning and Instruction*  
Reviewer, 2015, 2021
- *Action in Teacher Education*  
Editorial Review Board, 2012-2017, 2021
- *Journal of Educational Psychology*  
Reviewer, 2014
- *Current Issues in Education*  
Reviewer, 2013-2016
- *Journal of School Connections*  
Editorial Review Board, 2008-2014
- *Alberta Journal of Educational Research*  
Editorial Review Board, 2012-2015
- *Reflective Practice*  
Reviewer, 2014
- *Reading in Virginia*  
Editorial Review Board, 2015-present
- *Journal of Practitioner Research*  
Reviewer, 2017
- *Global Education Review*  
Editorial Review Board, 2012
- *Electronic Journal of Research in Educational Psychology*  
Editorial Review Board, 2009-2011

### Service to the Field

- External reviewer for tenure dossiers
  - October, 2021, Fordham University
  - October, 2021, Mississippi State University
  - August, 2021, Boise State University
  - August, 2021, North Carolina State University
  - August, 2019, Brigham Young University
  - August, 2019, Texas A&M University, College Station
  - August, 2019, East Carolina University
  - July, 2019, University of Central Florida
  - August, 2017, Johns Hopkins University
  - November, 2015, Utah State University
  - October, 2015, University of San Francisco
- External reviewer for Rollins College's School of Education, October 2020
- External reviewer for Texas Woman's University's PhD in Reading Education, March 2019
- Literacy Research Association
  - Research Committee, chair, 2020-2021, 2022-present
  - Oscar Causey Award Committee, member, 2020-present
  - Co-Chair Area 11 (Research Theory, Methods, and Practices), 2020-present
  - LRA ad-hoc Committee on Research Methodologies, chair, 2018-2020

- Co-Chair Area 2 (Inservice Teacher Education/PD in Literacy), 2019-2020
- Early Career Achievement Award Committee, 2014-2017
- Research Committee, 2011-2014
- Co-Chair Area 1 (Preservice Teacher Education in Literacy), 2009-2011
- Literacy Research: Theory, Methods, and Practice*, Reviewer, 2016-2018
- LRA Yearbook* Editorial Review Board, 2010-2015
- Conference Proposal Reviewer, 2007-present
- American Educational Research Association
  - Conference Proposal Reviewer
    - Research in Reading and Literacy SIG, 2008-2018
    - Division C – Learning and Instruction, 2008, 2009, 2013, 2016-2018
    - Division K – Teaching and Teacher Education, 2010, 2011, 2013, 2016
    - Motivation SIG, 2013, 2016, 2017, 2018
    - Professional Development School SIG, 2017, 2019
- Association of Literacy Educators and Researchers
  - Past President, 2021-2022
  - President, 2019-2021
  - Vice President and Conference Chair, 2018-2019
  - Vice President-Elect, 2017-2018
  - Annual Meeting Program Committee, 2009-present
  - ALER Yearbook* Board of Reviewers, 2009-present
  - Literacy Teacher Educators Grant Review Committee, 2015-2018
  - Awards Committee, 2013
- National Association for Professional Development Schools
  - Journal Editor, 2016-present
  - Conference proposal reviewer, 2016-present
- Greater Washington Reading Council
  - Past President, 2018
  - President, 2017
  - Vice President, 2016
  - Vice President-Elect, 2015
  - Board of Directors, GMU liaison, 2011-2017, 2020
  - Board of Directors, at-large member, 2019
  - Making Literacy Connections*
    - Senior Editor, 2015-2017
    - Editorial Review Board, 2013-2015, 2017
- External reviewer for the Programme Council for Fundamental Scientific Education Research, The Netherlands Organisation for Scientific Research, November 2016
- Praxis™ Core Academic Skills for Educators Standard Setting, Virginia Department of Education, 2013

### Service to the Program, College, and University

- CEHD Dean search committee, member, GMU, 2021-2022
- Promotion and Tenure Committee, co-chair, CEHD, 2021-present
- Administrative Director and Term Faculty search committee, CEHD, 2019

- Data and Survey Coordinator search committee, CEHD, 2019
- Faculty Evaluation Committee, CEHD, 2017-2018 (chair 2018)
- First-Tier promotion committee, CEHD, 2015, 2017, 2018, 2020
- TCLDEL program search committee, CEHD, 2016-2017, 2017-2018
- Special Education project manager search committee, CEHD, 2018
- CEHD Council, 2015-2017
- Child Development Center search committee, GMU, 2016
- Literacy program search committee, chair, CEHD, 2014-2015, 2015-2016
- Faculty/Staffing Family Support strategic planning committee, GMU, 2015-2017
- Parent Teacher Advisory Group, Child Development Center, GMU, 2015-2016
- Clinical Practice Committee, CEHD, 2014-2017
- Cross Disciplinary Task Force, CEHD, 2013-2015
- Virginia Teachers of Promise Institute, GMU representative, CEHD, 2012-2016
- Elementary Education program search committee, member, CEHD, 2012
- University Facilitator mentor, Elementary Education, 2012-2013
- Continuous Improvement Committee, member, Elementary Education, 2012-2013
- Research Committee, co-chair, Elementary Education, 2012-2013
- Thomas Haggai Scholarship selection committee, CEHD, 2012
- Creation, administration, and analysis of end-of-year PDS survey of stakeholders, Elementary Education, 2011-2012
- Performance Assessment Committee (subcommittee 3 – field experience), member, CEHD, 2010-2012
- Initiatives in Educational Transformation search committee, member, CEHD, 2012
- NCATE school visit committee, CEHD, 2011
- Lead author of application for the Association of Teacher Educators' Excellent Teacher Education Program Award (recognized as Semi-Finalist), Elementary Education, CEHD, 2010
- Revision of EDCI 545 PBA and rubric, Elementary Education, 2011
- Revision of EDRD 635 Performance-Based Assessment and rubric, Literacy, 2011
- Revision of the intern evaluation form, Elementary Education, 2009

### Service to Schools

- Mentor, 2015-2016  
Virginia Run Elementary, Centreville, VA
- Literacy professional development, 2014-2016  
Arlington Public Schools, Arlington, VA
- Mentor for at-risk students, 2008-2015  
Lynbrook Elementary, Springfield, VA
- Literacy professional development, 2010-2013  
Howard Road Academy, Washington, DC
- Teacher Research Team member, 2008-2011  
Lynbrook Elementary, Springfield, VA
- Study Buddies program for homeless students, 2009-2011

Christ Lutheran Church, Fairfax, VA

- Word Study professional development, 2009  
Sugarland Elementary, Sterling, VA
- Curriculum and PDS committee member, 2006-2008  
Hunter Elementary, Greensboro, NC
- Mentor for at-risk student, 2006-2008  
Hunter Elementary, Greensboro, NC
- Camp EOG session leader, 2007, 2008  
Hunter Elementary, Greensboro, NC
- Tutor-tutee campus cleanup participant, 2007  
Hunter Elementary, Greensboro, NC
- End-of-grade (EOG) test proctor, 2007  
Oak Hill Elementary, Greensboro, NC
- Senior project speech evaluator, 2007  
Southern Guilford High School, Greensboro, NC

### Professional Affiliations

- American Educational Research Association (2005-present)
  - Motivation SIG (2008-present)
  - Professional Development School Research SIG (2010-present)
  - Research in Reading and Literacy SIG (2011-present)
- American Psychological Association, Division 15 – Educational Psychology (2014-present)
- Association of Literacy Educators and Researchers (2008-present)
- Association of Teacher Educators (2014-present)
- International Reading Association (2003-present)
  - Virginia State Reading Association (2010-present)
  - Greater Washington Reading Council (2010-present)
  - Virginia College Reading Educators (2013-present)
  - Organization of Teacher Educators in Literacy (2009-2018)
- Literacy Research Association (2005-present)
- National Association of Professional Development Schools (2011-present)
- National Council for Teachers of English (2006-present)
- Society for the Scientific Study of Reading (2021-present)
- Phi Delta Kappa International (2009, 2013-2018)
- Association for Childhood Education International (2012-2015)

### Teaching Certificates

- K-12 Reading Specialist
- K-12 Academically Gifted
- 6-8 Language Arts
- 9-12 English