

Jennifer I. Hathaway
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EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

Ph.D.	August 2009	Vanderbilt University Nashville, TN	Teaching & Learning (concentration in Language, Literacy, and Culture)
M.A.Ed.	August 2002	East Carolina University Greenville, NC	Elementary Education
B.S.	May 1998	East Carolina University Greenville, NC	Elementary Education (concentrations in math and reading) with General Education Honors and University Honors in Education, <i>summa cum laude</i>

Licenses

North Carolina Elementary Education (K-6) Professional License (master's level) (inactive)
North Carolina Reading (K-12) Professional License (bachelor's level) (inactive)

PROFESSIONAL EXPERIENCE

2023-present	George Mason University Division of Elementary, Literacy and Secondary Education Fairfax, VA	Academic Program Coordinator for the Literacy Program
2022-2023	George Mason University College of Education and Human Development	Coordinator of Curriculum Review
2022-2023	George Mason University Division of Elementary, Literacy, and Secondary Education Fairfax, VA	Academic Program Co-Coordinator for the Literacy Program
2016-2022	George Mason University Division of Elementary, Literacy, and Secondary Education Fairfax, VA	Academic Program Coordinator for the Literacy Program

2021-present	George Mason University Division of Elementary, Literacy, and Secondary Education Fairfax, VA	Associate Professor of Education
2015-2021	George Mason University Division of Elementary, Literacy, and Secondary Education Fairfax, VA	Assistant Professor of Education
2009-2015	University of North Carolina at Charlotte Department of Reading and Elementary Education Charlotte, NC	Assistant Professor of Reading
2004-2009	Vanderbilt University Department of Teaching and Learning Nashville, TN	Instructor, University Mentor, and Teaching Assistant
2004	Edgecombe Community College Tarboro, NC	Instructor
1998-2004	Nash-Rocky Mount Schools Nashville, NC	4 th & 5 th Grade Classroom Teacher

TEACHING

Courses Taught

Undergraduate Level Courses

George Mason University

- EDRD 300, *Literacy and Curriculum Integration* (Fall 2015, 2018; Spring 2016, 2019, 2020)
- EDRD 301, *Facilitating Literacy in School or Community Settings* (Spring 2016, 2017; Fall 2016-2018)

University of North Carolina at Charlotte

- READ 3224, *Teaching Reading to Primary Level Learners* (Fall 2009-2011; Spring 2010-2011)
- READ 3226, *Teaching Reading to Intermediate Grade Learners* (Spring 2012-2015; Fall 2012-2014)
- READ 4161, *Assessment, Design, and Implementation of Classroom Reading Instruction* (Spring 2015)

Vanderbilt University

- EDUC 2216, *Practicum in the Teaching of Elementary Reading and Language Arts* (Fall 2007-2008; Spring 2008-2009)
- EDUC 2430, *Addressing Problems in Literacy Learning* (Spring 2006, Fall 2006)

Edgecombe Community College

- ENG 080, *Writing Foundations* (Summer 2004)

Graduate Level

George Mason University

- EDCI 555, *Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I* (Spring 2016)
- EDRD 501, *Literacy and Curriculum Integration, PK-12* (Fall 2015, 2018; Spring 2016, 2019-2021)
- EDRD 628, *Word Analysis: Phonics, Vocabulary, and Spelling for K-12 Learners* (Fall 2020-2021; Spring 2021)
- EDRD 630, *Literacy Foundations and Instruction for Diverse Populations: Birth through Middle Childhood* (Fall 2015-2021; Spring 2018-2023)
- EDRD 632, *Assessments and Interventions for Groups* (Fall 2015-2017, 2019, 2021)
- EDRD 633, *Assessments and Interventions for Individuals* (Summer 2017-2021; Spring 2023, Spring 2024)
- EDRD 634, *School-Based Leadership in Literacy* (Spring 2016-2023; Fall 2022-2023)
- EDRD 635, *School-Based Inquiry in Literacy* (Summer 2016-2017, 2020)
- EDRD 637, *Supervised Literacy Practicum* (Summer 2016-2020, 2022; Spring 2023, Spring 2024)
- EDRD 640, *Trajectory of Literacy Research* (Fall 2023-2025, Spring 2024-2026)
- EDRD 641, *Trends and Issues in Literacy* (Spring 2024-2026, Summer 2024-2025)
- EDRD 642, *Foundations of Literacy Instruction: Code-Based Skills* (Fall 2023-2025, Spring 2024-2025)
- EDRD 644, *Literacy Assessment and Intervention* (Summer 2024-2025, Fall 2024)
- EDRD 647, *Introduction to Literacy Coaching* (Spring 2025-2026, Fall 2025)
- EDRD 680, *Foundations of Coaching and Fostering Professional Learning* (Fall 2021-2022)
- EDUC 506, *Foundations of Literacy* (Spring 2022)

University of North Carolina at Charlotte

- READ 5200, *Teaching Reading to Primary Grade Learners* (Summer 2013)
- READ 5300, *Teaching Reading to Intermediate Grade Learners* (Fall 2010-2014; Spring 2011; Summer 2011)

RESEARCH

Publications (* = data-based, # = peer-reviewed)Book Chapters

- Pilonieta, P., & Hathaway, J. I. (2024). From page to pen: Leveraging the reading/writing connection. [under review] In B. C. Pletcher, & M. Nicol (Eds.), *Writing in the age of the science of reading, PK-5: Strategies for literacy educators*.
- Parsons, A. W., & Hathaway, J. I. (2019). Video as a tool for guided reflection in literacy specialist preparation. In R. Karchmer-Klein & K. E. Pytash (Eds.), *Effective Practices in Online Teacher Preparation for Literacy Educators* (pp. 85-106). IGI Global. <https://doi.org/10.4018/978-1-7998-0206-8.ch005> *#

Hathaway, J. I., & Risko, V. J. (2013). On becoming teachers: Knowing and believing. In K. Hall, T. Cremin, B. Comber, & L. C. Moll (Eds.), *International Handbook of Research on Children's Literacy, Learning and Culture* (pp. 427-439). Wiley Blackwell.
<https://doi.org/10.1002/9781118323342.ch31> #

Hathaway, J. I. (2012). The influence of a literacy coach's beliefs about her work. In P. J. Dunston, S. K. Fullerton, C. C. Bates, K. Headley & P. M. Stecker (Eds.), *61st yearbook of the Literacy Research Association* (pp. 225-241). Literacy Research Association. *#

Wood, K. D., **Hathaway, J. I.**, & Soares, L. B. (2012). If they can't read their social studies books—Support their learning with guided instruction. In D. Lapp & B. Moss (Eds.), *Exemplary instruction in the middle grades: Teaching that supports engagement and rigorous learning* (pp. 19-34). Guilford Press.

Articles in Refereed Journals

Pilonieta, P., & **Hathaway, J. I.** (2024). "It's my turn to talk!" Tapping the literacy and language benefits of academic conversations in kindergarten. *Young Children*, 79(3), 80-87. #

Pilonieta, P., & **Hathaway, J. I.** (2023). Building kindergarteners' independence with text-based conversations. *The Reading Teacher*, 77(1), 131-136. <https://doi.org/10.1002/trtr.2209> #

Pilonieta, P., & **Hathaway, J. I.** (2022). Kindergarteners' engagement in academic conversations. *Early Childhood Education Journal*, 51, 665-674.
<https://doi.org/10.1007/s10643-022-01328-z> *#

Medina, A. L., Hancock, S. D., **Hathaway, J. I.**, Pilonieta, P., & Holshouser, K. O. (2021). The influence of sustained, school-based professional development on explicit reading comprehension strategy instruction. *Reading Psychology*, 42(8), 807-835.
<https://doi.org/10.1080/02702711.2021.1939820> *#

Pilonieta, P., **Hathaway, J. I.**, & Casto, A. (2020). Kindergarteners' strategic talk during partner reading. *Reading & Writing Quarterly*, 36(5), 397-417.
<https://doi.org/10.1080/10573569.2019.1650679> *#

Pilonieta, P., **Hathaway, J. I.**, Medina, A. L., & Casto, A. (2019). The impact of explicit comprehension strategy instruction on first- and second-grade at-risk students. *Journal of Education*, 199(3), 128-141. <https://doi.org/10.1177/0022057419854346> *#

Pilonieta, P., Medina, A. L., & **Hathaway, J. I.** (2017). The impact of a study abroad experience on preservice teachers' dispositions and plans for teaching English Language Learners. *The Teacher Educator*, 52(1), 22-38. <https://doi.org/10.1080/08878730.2016.1247204> *#

Hathaway, J. I., & Martin, C. S., & Mraz, M. (2016). Revisiting the roles of literacy coaches: Does reality match research? *Reading Psychology*, 37(2), 230-256.
<https://doi.org/10.1080/02702711.2015.1025165> *#

- Medina, A. L., **Hathaway, J. I.**, & Pilonieta, P. (2015). How preservice teachers' study abroad experiences lead to changes in perceptions of English Language Learners. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 25, 73-90. *#
- Putman, S. M., **Hathaway, J. I.**, Coiro, J., & Quinn, D. (2015). Putting on CAPES to search the internet: Teaching students to use a framework for self-regulation during online inquiry. *Literacy Learning: The Middle Years*, 23(3), 38-49.
[#https://www.alea.edu.au/resources/literacy-learning-the-middle-years-llmy-2 #](https://www.alea.edu.au/resources/literacy-learning-the-middle-years-llmy-2)
- Kissel, B., **Hathaway, J.**, & Wood, K. (2011). Side trip: Digital storytelling. *Voices from the Middle*, 18(3), 23.
- Hathaway, J.**, & Wood, K. (2010). Side trip: The music of poetry; Poetry in music. *Voices from the Middle*, 18(2), 48.
- Hathaway, J.**, & Wood, K. (2010). Side trip: The students' perspective on reading. *Voices from the Middle*, 17(4), 10-11.
- Kissel, B., **Hathaway, J. I.**, & Wood, K. D. (2010). Digital collaborative literacy: Using wikis to promote social learning and literacy development. *Middle School Journal*, 41(5), 58-64.
<https://doi.org/10.1080/00940771.2010.11461742>

Other Publications

- Pilonieta, P., & **Hathaway, J. I.** (2013). *Literacy curriculum framework: A balanced approach to explicit literacy instruction*. Curriculum guide.

Conference Presentations (* = data-based, # = refereed presentations)

National/International Presentations

- Pilonieta, P., & Hathaway, J. I. (2022, November 29-December 3). *Academic conversations in kindergarten* [Paper presentation]. Literacy Research Association, Phoenix, AZ, United States. *#
- Pilonieta, P., & Hathaway, J. I. (2019, December 4-7). *Comprehension strategies as springboards to meaningful conversation in an urban kindergarten classroom* [Paper presentation]. Literacy Research Association, Tampa, FL, United States. *#
- Hathaway, J. I., & Pilonieta, P. (2019, November 7-10). *The impact of instructional setting and teacher scaffolding on kindergartners' strategic talk* [Paper presentation]. Association of Literacy Educators and Researchers, Corpus Christi, TX, United States. *#
- Pilonieta, P., Hathaway, J. I., & Casto, A. R. (2018, November 28-December 1). *Kindergartners' strategic talk during partner reading* [Paper presentation]. Literacy Research Association, Indian Wells, CA, United States. *#

- Pilonieta, P., & Hathaway, J. I. (2018, November 8-11). *Kindergarteners' talk during scaffolded partner reading* [Paper presentation]. Association of Literacy Educators and Researchers, Louisville, KY, United States. *#
- Hathaway, J. I., & Pilonieta, P. (2017, November 29-December 2). "You don't need to look in no book!" *Literate conversations during partner reading as a window to kindergarteners' strategic thinking* [Paper presentation]. Literacy Research Association, Tampa, FL, United States. *#
- Medina, A. L., Hathaway, J. I., & Pilonieta, P. (2017, November 2-5). *Exploring teachers' knowledge of reading comprehension strategies: The influence of sustained, school-based professional development* [Paper presentation]. Association of Literacy Educators & Researchers, St. Petersburg, FL, United States. *#
- Hathaway, J. I., Pilonieta, P., & Medina, A. L. (2015, December 2-5). *The impact of explicit comprehension strategy instruction on urban first- and second-graders* [Paper presentation]. Literacy Research Association, Carlsbad, CA, United States. *#
- Pilonieta, P., Hathaway, J. I., & Medina, A. L. (2014, October 10). *Explicit comprehension strategy instruction: Impacting urban primary students' reading comprehension* [Paper presentation]. Pursuing Extraordinary Outcomes in Public Education Conference, Charlotte, NC, United States. *#
- Pilonieta, P., Hathaway, J. I., & Medina, A. L. (2014, May 9-12). *Demystifying comprehension strategy instruction in a Common Core world* [Conference session]. International Reading Association, New Orleans, LA, United States. *#
- Hathaway, J. I. (2013, December 4-7). *Envisioning ideal literacy instruction: Changes in preservice teachers' beliefs over time* [Paper presentation]. Literacy Research Association, Dallas, TX, United States. *#
- Hathaway, J. I. (2012, November 1-4). *Pre-service teachers' visions and beliefs of ideal literacy instruction* [Paper presentation]. Association of Literacy Educators and Researchers, Grand Rapids, MI, United States. *#
- Hathaway, J. I., Pilonieta, P., & Medina, A. L. (2012, November 1-4). *Transforming pre-service teachers' beliefs about English Language Learners: The impact of a study abroad experience* [Paper presentation]. Association of Literacy Educators and Researchers, Grand Rapids, MI, United States. *#
- Hathaway, J. I., Sullivan, C., Mraz, M., & Stover, K. (2012, April 29-May 2). *Roles of elementary literacy coaches: Expectations, challenges, and visions for future directions* [Poster presentation]. International Reading Association, Chicago, IL, United States. *#
- Hathaway, J. I. (2011, November 30-December 3). *We use the same language, but do we mean the same thing? Considering differences in teachers' beliefs in a literacy coaching setting*

- [Paper presentation]. Literacy Research Association, Jacksonville, FL, United States. *#
- Hathaway, J. I. (2011, November 30-December 3). *The influence of a literacy coach's beliefs about her work*. In J. I. Hathaway (Chair), *The beliefs of teachers and coaches: Their influence on classroom practices, curriculum implementation, and literacy achievement* [Symposium]. Literacy Research Association, Jacksonville, FL, United States. *#
- Hathaway, J. I., & Mraz, M. (2011, November 30-December 3). *Literacy coaching: Revisiting coaches' expectations and experiences*. [Paper presentation]. Literacy Research Association, Jacksonville, FL, United States. *#
- Mraz, M., Hathaway, J. I., & Sullivan, C. (2011, November 3-6). *Revisiting the role of literacy coaches: Does reality match research?* [Paper presentation]. Association of Literacy Educators and Researchers, Richmond, VA, United States. *#
- Hathaway, J. I. (2011, May 8-11). *Preservice teachers' visions of literacy instruction* [Poster presentation]. International Reading Association, Orlando, FL, United States. *#
- Hathaway, J. I. (2010, November 30-December 4). *Using teachers' talk to expand understanding of their beliefs: Considering new methodological tools for the study of teachers' beliefs* [Paper presentation]. National Reading Conference, Fort Worth, TX, United States. *#
- Hathaway, J. I. (2010, November 4-7). *Why do teachers believe what they do? Considering the reasonableness of teachers' beliefs* [Paper presentation]. Association of Literacy Educators and Researchers, Omaha, NE, United States. *#
- Hathaway, J. I. (2010, April 25-25). *The influence of teachers' beliefs on their participation in coaching* [Poster presentation]. International Reading Association, Chicago, IL, United States. *#
- Hathaway, J. I. (2009, December 2-5). *Considering "how" teachers believe: The role and function of beliefs in the literacy coaching relationship* [Paper presentation]. National Reading Conference, Albuquerque, NM, United States. *#
- Rainville, K. N., Shanklin, N., & Hathaway, J. I. (2009, December 2-5). *Literacy coaching study group* [Study group]. National Reading Conference, Albuquerque, NM, United States. #
- Risko, V. J., & Hathaway, J. I. (2009, November 5-8). *Research syntheses* [Conference session]. Association of Literacy Educators and Researchers, Charlotte, NC, United States.
- Hathaway, J. I. (2009, May 3-7). *The role of beliefs in the literacy coaching relationship* [Poster presentation]. International Reading Association, Minneapolis, MN, United States. *#
- Hathaway, J. I. (2009, April). *Do you see what I see? Literacy visions of three teachers and their coach* [Paper presentation]. National Literacy Coaching Summit, Corpus Christi, TX, United States. *#

- Hathaway, J. I., & Porter, S. (2009, April). *Now you want DIBELS too? The impact of a new assessment on coaching* [Conference session]. National Literacy Coaching Summit, Corpus Christi, TX, United States. *#
- Hathaway, J. I. (2008, December 3-6). *It's not the "what" but the "how": The missing piece in the study of teachers' literacy beliefs* [Paper presentation]. National Reading Conference, Orlando, FL, United States. *#
- Bean, R., Risko, V. J., & Hathaway, J. I. (2008, April 4-8). *Implementing successful elementary literacy or instructional coaching programs* [Conference session]. National Association of Elementary School Principals, Nashville, TN, United States. #
- Bean, R., Belcastro, B., Hathaway, J. I., Risko, V. J., Rosemary, C., & Roskos, K. (2008, March 24-28). *A review of the research on instructional coaching* [Paper presentation]. American Educational Research Association, New York, NY, United States. *#
- Hathaway, J. I., & Risko, V. J. (2008, March 24-28). *Literacy coaches: Personal and institutional dynamics of leadership* [Paper presentation]. American Educational Research Association, New York, NY, United States. *#
- Hathaway, J. I., & Risko, V. J. (2007, April 9-13). *Reading specialists as professional development leaders: Contextualizing school change* [Paper presentation]. American Educational Research Association, Chicago, IL, United States. *#
- Hathaway, J. I., & Risko, V. J. (2007, February). *Staff developers/teacher trainers and classroom teachers: Working together for student success in culturally/linguistically diverse classrooms* [Conference session]. 6th International Literacy Conference, Guatemala City, Guatemala. #
- Bean, R. M., Roskos, K., Risko, V. J., Rosemary, C., Belcastro, E., & Hathaway, J. I. (2006, November 29-December 2). *Literacy coaching: A synthesis of the research and literature* [Paper presentation]. National Reading Conference, Los Angeles, CA, United States. *#
- Hathaway, J. I., Risko, V. J., McClain, K., & Tyler, L. (2006, November 29-December 2). *Reconceptualizing reading specialists as teacher leaders: A distributed perspective* [Paper presentation]. National Reading Conference, Los Angeles, CA, United States. *#
- State/Regional Presentations
- Hathaway, J. I., & Pilonieta, P. (2026, March 2-4). *From comprehension to composition: Connecting the science of reading to the science of writing*. [Conference session]. 59th Annual conference of the Virginia State Literacy Association, Roanoke, VA, United States.
- Hathaway, J. I. (2021, March 18-20). *Supporting vs. challenging teachers: Finding the balance in coaching*. [Conference session]. 54th annual conference of the Virginia State Literacy

Association, Online.

- Hathaway, J. I. (2020, February 29). *Understanding & supporting teachers as adult learners* [Conference session]. Mason Coaching Institute for Math and Literacy, Manassas, VA, United States.
- Zylstra, A., Roman-Mendoza, R., Belle, G., & Hathaway, J. I. (2019, September 27). *Leveraging course evaluations to empower students and improve teaching* [Conference session]. 11th annual Innovations in Teaching & Learning Conference, Fairfax, VA, United States. #
- Hathaway, J. I. (2019, March 30). *Designing effective professional learning: Understanding & supporting teachers* [Conference session]. Mason Coaching Institute for Math and Literacy, Manassas, VA, United States.
- Hathaway, J. I., & Pilonieta, P. (2019, March 14-16). *Engaging students in strategic talk in the primary classroom* [Paper presentation]. 52nd annual conference of the Virginia State Reading Association, Norfolk, VA, United States. *#
- Hathaway, J. I. (2018, April 7). *Finding the balance in coaching* [Conference session]. Mason Coaching Institute for Math and Literacy, Manassas, VA, United States.
- Hathaway, J. I. (2017, April 1). *Finding the balance in coaching* [Conference session]. Mason Coaching Institute for Math and Literacy, Manassas, VA, United States.
- Hathaway, J. I., Medina, A. L., & Pilonieta, P. (2015, August). *Building students' independence with comprehension strategies* [Conference session]. Gaston County School Teaching and Learning Conference, Dallas, NC, United States. *
- Hathaway, J. I., & Pilonieta, P. (2015, February). *Building students' independence with comprehension strategies* [Conference session]. 2015 UNC Charlotte Reading Conference, Charlotte, NC, United States. *
- Medina, A. L., Hathaway, J. I., Pilonieta, P., Rodgers, M., & Haudeck, H. (2012, June). *Cooperative teaching project: The impact of the collaborative and study abroad experience* [Paper presentation]. 18th Annual German-American Faculty Symposium, Charlotte, NC, United States. *
- Hathaway, J. I. (2011, March 3). *Finding the balance in coaching*. Workshop presented for Charlotte-Mecklenburg Schools' elementary school literacy facilitators.
- Hathaway, J. I. (2010, June). *Teachers' beliefs about literacy instruction and education* [Paper presentation]. 16th Annual German-American Faculty Symposium, Charlotte, NC, United States. *

Grants and Contracts

National Grants

Hathaway, J. I. (2010-2012). *Preservice teachers' visions and beliefs of ideal literacy instruction*. Association of Literacy Educators & Researchers' Literacy Teacher Education Research Grant. \$2,500.

Local Contracts

Pilonieta, P., Hathaway, J. I., & Medina, A. L. (2015-2016). *Extending teachers' expertise with reading instruction*. Sugar Creek Charter School.

Pilonieta, P., & Hathaway, J. I. (2014-2015). *Guiding young readers to literacy—Kindergarten*. Sugar Creek Charter School.

Hathaway, J. I., Medina, A. L., & Pilonieta, P. (2013-2014). *Guiding young readers to literacy—Fourth and fifth grade*. Sugar Creek Charter School.

Pilonieta, P., & Hathaway, J. I. (2013-2014). *Literacy Curriculum Framework—K-5 professional development*. Sugar Creek Charter School.

Pilonieta, P., & Hathaway, J. I. (2013). *Literacy Curriculum Framework development*. Sugar Creek Charter School.

Pilonieta, P., Hathaway, J. I., Hancock, S. D., & Medina, A. L. (2012-2013). *Guiding young readers to literacy—First, second, and third grade*. Sugar Creek Charter School.

Medina, A. L., Pilonieta, P., Hancock, S. D., & Hathaway, J. I. (2012). *DRA2 Training*. Sugar Creek Charter School.

SERVICE

Service to the University

2025-present	CEHD Promotion & Tenure Committee
2020-present	CEHD Graduate Council Representative
2021-2022	SOED Curriculum Committee Member
2019-2021	Chair, SOED Curriculum Committee
2018-2020	Effective Teaching Committee
2018-2019	GSE Curriculum Committee Member
2017-present	CEHD Collaborative Programs Group
2016-present	Academic Program Coordinator, Literacy
2016-2019	CEHD CAEP Standards 1 & 2 Advanced Working Group
2014-2015	UNC Charlotte, College Faculty Advisory Library Committee Alternate
2013-2015	Department of Reading and Elementary Education Representative to the College of Education Faculty Council
2013-2015	edTPA Liaison for the Department of Reading and Elementary Education
2013-2015	ReadWriteServe Program Director for America Reads at UNC Charlotte
2013-2015	Faculty Advisor for the Student North Carolina Association of Educators

- 2013 UNC Charlotte's IHE Representative to the North Carolina Department of Public Instruction's Regional Reading Focus Group
- 2013 Member, MTEL Summer Planning Task Force
- 2011-2013 ReadWriteServe Program Co-Director for America Reads at UNC Charlotte
- 2011-2015 Course Mentor for READ 3226
- 2011-2015 Course Mentor for READ 5300
- 2010-2014 Department of Reading and Elementary Education Library Representative
- 2010 ReadWriteServe Program Director for Summer Programs at UNC Charlotte

Service to the Profession

Editorial Service

- 2012-2018 Literacy Research Association, Conference Proposal Reviewer
- 2010-2015 International Literacy Association, Invited Research Poster Session Proposal Reviewer
- 2011 Association of Literacy Educators & Researchers, Literacy Teacher Education Research Grant Reviewer
- 2010-2015 International Reading Association, Book Proposal Reviewer
- 2007-2010 National Reading Conference, Conference Proposal Reviewer
- 2008 National Reading Conference, Student Editorial Assistant, *57th Yearbook of the National Reading Conference*

Professional Leadership Positions

- 2009-2019 Chair, Disabled Reader Special Interest Group, International Literacy Association
- 2014-2017 Member, Jeanne S. Chall Research Fellowship/Helen M. Robinson Grant/Steven A. Stahl Research Grant Committee, International Reading Association
- 2012-2015 Member, J. Michael Parker Award Committee, Literacy Research Association
- 2013-2014 Co-Chair, Steven A. Stahl Research Grant Committee, International Reading Association
- 2012-2013 Member, Steven A. Stahl Research Grant Committee, International Reading Association
- 2010-2011 Member, Special Interest Groups Committee, International Reading Association
- 2008 Co-Chair, Disabled Reader Special Interest Group, International Reading Association

Professional Consultation

- 2010 Holcomb Hathaway Publishers, Textbook Reviewer
- 2025 Virginia Commonwealth University, Reading MEd Academic Program Reviewer

Service to the Community and Practitioners

Community Engagement

- 2018 GMU Representative, Alexandria City Public Schools Literacy & Math Think Tank
- 2017-2022 GMU Liaison, Greater Washington Reading Council Board
- 2013 Member, Education Committee, Renaissance West Community Initiative
- 2013 Member, Charter Application Subcommittee, Renaissance West Community Initiative

Professional Development

2011-2015 Sugar Creek Charter School, *Guiding Young Readers to Literacy*, ongoing professional development on comprehension

HONORS AND AWARDS

George Mason University Teaching Excellence Award, 2021
Nominee for the 2019 George Mason University Teaching Excellence Award, 2018
Teaching Fellows Undergraduate Teaching Award, University of North Carolina at Charlotte, 2014
Otto C. Bassler Award for Outstanding Research, Department of Teaching and Learning, Peabody College, Vanderbilt University, 2010
Peabody Dean's Fellowship, Vanderbilt University, 2004-2009
University Graduate Fellowship, Vanderbilt University, 2004-2008
Kappa Delta Pi Honor Society, 2008
North Carolina Teaching Fellow, 1994-1998

PROFESSIONAL MEMBERSHIPS

International Literacy Association
Virginia State Reading Association

- Greater Washington Chapter
- Virginia College Literacy Educators Chapter

International Dyslexia Association
Association for Supervision and Curriculum Development