

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., Reutzel, 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., Reutzel, 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., & Brannen, 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. *62nd 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. *35th 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 21st 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. 35th *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. 34th *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. 32nd *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. *31st 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. *58th 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* (4th 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* (3rd 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., Bruynning, 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.

Zenzov, 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 12th 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.**, Hruby, 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., Morewood, 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., Reutzel, 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., Bruynning, 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., Bruynning, 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.**, & Reutzel, 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., Reutzel, 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., Reutzel, 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., Cauffman, 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., & Cauffman, 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., Reutzel, 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., Reutzel, 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 12th 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 Doheney, 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