

STEVEN J. AMENDUM, Ph.D.
Associate Professor
University of Delaware

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EDUCATION

2008 Ph.D in Literacy Education, University of North Carolina at Chapel Hill, Chapel Hill, NC

Dissertation: *Federal Funding Matters: Does Type of Reading Excellence Act Initiative and School Effectiveness predict Kindergarten Through Second-Grade Students' Two-Year Reading Growth?* Under the direction of Dr. Jill Fitzgerald.

1996 M.Ed. in Reading Education, University of North Carolina at Charlotte, Charlotte, NC

1994 B.A. in Psychology with honors, New York State Teacher Certification Program, Hobart College, Geneva, NY

PROFESSIONAL APPOINTMENTS & EMPLOYMENT

Associate Professor University of Delaware	2013-present
DCTE Faculty Scholar in Literacy University of Delaware	2013-2018
Assistant Professor N. C. State University	2008-2013
Project Director, Targeted Reading Intervention (IES R305A040056) University of North Carolina at Chapel Hill	2006-2008
Clinical Literacy Faculty Instructor (full-time) University of North Carolina at Chapel Hill	2005-2006
Literacy Coach	1999-2002
SE Region Area Manager for Implementation Breakthrough to Literacy	2002-2004
K-2 Multi-age teacher Charlotte-Mecklenburg Schools, NC	1995-1999

COURSES TAUGHT

Undergraduate

Diagnosis and Instruction: Literacy Problems (UD)	EDUC 437
Reading and Writing in Elementary School (UD)**	EDUC 310
Literature and Literacy for Young Children (UD)	EDUC 210
Teaching Reading for Early and Emergent Readers (NCSU)*	ELM 330
Teaching Reading and Language Arts K-6 (UNC-CH)	EDUC 513
Emergent Literacy for the Elementary Program (UNC-CH)	EDUC 413

Graduate

Reading Development and Instruction (UD)*	EDUC 802
Literacy Assessment and Instruction II (UD)* [△]	EDUC 609
Assessment of Reading Difficulties (NCSU)**	ECI 543
Remediation of Reading Difficulties (NCSU)**	ECI 544
Methods for Teaching Reading in Elementary (NCSU)*	ELM 573
Targeted Literacy Assessment and Instruction (NCSU)*	ELM 533
Explorations in Literacy (UNC-CH)* [△]	EDUC 621
Reflective Literacy Teaching (UNC-CH)* [△]	EDUC 701
Revisiting Literacy (UNC-CH) [△]	EDUX 703
Advanced Reflective Literacy Teaching (UNC-CH)* [△]	EDUX 722

*designed course; **co-designed course; [△]online course

PUBLICATIONS

Peer-Reviewed Journal Articles

*current or former doctoral student

Amendum, S. J. & *Liebfreund, M. D. (in press). Situated learning and professional development: The promise of a classroom-based early reading and professional development intervention. *Journal of Educational Research*. doi: 10.1080/00220671.2018.1523782

Dore, R. A., Amendum, S. J., Golinkoff, R. M., & Hirsch-Pasek, K. (in press). Theory of mind: A hidden factor in reading comprehension? *Educational Psychology Review*. doi: 10.1007/s10648-018-9443-9

*Strong, J. Z., Amendum, S. J., & Conradi, K. (2018). Supporting elementary students' reading of difficult texts. *The Reading Teacher*, 72, 201-212. doi: 10.1002/trtr.1702

Amendum, S. J., Bratsch-Hines, M., & Vernon-Feagans, L. (2018). Investigating the efficacy of a web-based early reading and professional development intervention for young English learners. *Reading Research Quarterly*, 53, 155-174. doi: 10.1002/rrq.188

- Amendum, S. J., Conradi, K., & Hiebert, E. (2018). Does text complexity matter in the elementary grades? A research synthesis of text difficulty and elementary students' reading fluency and comprehension. *Educational Psychology Review*, 30, 121-151. doi: 10.1007/s10648-017-9398-2
- Babinski, L., Amendum, S. J., Knotek, S., Sanchez, M., Malone, P., & Sanchez, C. (2018). Improving young English learners' language and literacy skills through teacher professional development: A randomized, controlled trial. *American Educational Research Journal*, 55, 117-143. doi: 10.3102/0002831217732335
- Walpole, S., McKenna, M., Amendum, S. J., Pasquarella, A., & *Strong, J. Z. (2017). Rigorous reading: Effect of the Bookworms intervention on students' fluency and comprehension in grades 3-5. *The Elementary School Journal*, 118, 257-280. doi: 10.1086/694219
- *Liebfreund, M. D. & Amendum, S. J. (2017). Teachers' experiences providing one-on-one instruction to struggling readers. *Reading Horizons*, 56 (4). Retrieved from http://scholarworks.wmich.edu/reading_horizons/vol56/iss4/5
- *Jones, J. S., Conradi, K., & Amendum, S. J. (2016). Matching interventions to reading needs: A case for differentiation. *The Reading Teacher*, 70, 307-316. doi: 10.1002/trtr.1513
- Amendum, S. J., Conradi, K., & *Pendleton, M. (2016). Interpreting reading assessment data: Moving from parts to whole in a testing era. *Intervention in School and Clinic*, 51, 284-291. doi: 10.1177/1053451215606686
- Conradi, K., Amendum, S.J., & *Liebreund, M.D. (2016). Examining variance in comprehension success for students in a high-poverty setting. *Reading & Writing Quarterly*, 32, 427-453. doi: 10.1080/10573569.2014.994251
- Amendum, S. J., Conradi, K., & *Liebfreund, M. D. (2016). The push for more challenging texts: An analysis of early readers' rate, accuracy, and comprehension. *Reading Psychology*, 37, 570-600. doi:10.1080/02702711.2015.1072609
- Fitzgerald, J., Amendum, S. J., *Relyea, J., & *Garcia, S. (2015). Is oral-English ability related to young Latinos' English-reading trajectory? *Reading and Writing Quarterly*, 31, 68-95. doi: 10.1080/10573569.2013.857972
- Amendum, S. J. (2014). Embedded professional development and classroom-based early reading intervention: Early diagnostic reading intervention through coaching. *Reading & Writing Quarterly*, 30, 348-377. doi: 10.1080/10573569.2013.819181
- Amendum, S. J. & Fitzgerald, J. (2013). Does structure of content delivery or degree of professional development support matter for student reading growth in high poverty settings? *Journal of Literacy Research*, 45, 465-502. doi: 10.1177/1086296X13504157

- Vernon-Feagans, L., Kainz, K., Hedrick, A., Ginsberg, M., & Amendum, S. (2013). Live webcam coaching to help early elementary classroom teachers provide effective literacy instruction for struggling readers: The Targeted Reading Intervention. *Journal of Educational Psychology, 105*, 1175-1187. doi: 10.1037/a0032143
- Amendum, S. J., Amendum, E. K., & Almond, P. (2013). "One dy I kud not red a book bot naw I can.": A case study of a first-grade English-learner's reading development. *The Reading Teacher, 67*, 59-69. doi:10.1002/TRTR.1183
- Vernon-Feagans, L., Kainz, K., Amendum, S. J., Ginsberg, M. C., *Wood, T., & *Bock, A. (2012). Targeted Reading Intervention: A coaching model to help classroom teachers with struggling readers. *Learning Disability Quarterly, 35*, 102-114. doi: 10.1177/0731948711434048
- Amendum, S. J., Vernon-Feagans, L., & Ginsberg, M. C. (2011). The effectiveness of a technologically-facilitated classroom-based early reading intervention: The Targeted Reading Intervention. *Elementary School Journal, 112*, 107-131. doi: 10.1086/660684
- Ginsberg, M. C., Vernon-Feagans, L., & Amendum, S. J. (2010). Webcam-coaching for professional learning. *Academic Exchange Quarterly, 14*(1), 40-45.
- Vernon-Feagans, L., Gallagher, K.C., Ginsberg, M., Amendum, S. J., Kainz, K., *Rose, J., & Burchinal, M. (2010). A diagnostic teaching intervention for classroom teachers: Helping struggling readers in early elementary school. *Learning Disability Research & Practice, 25*, 183-193. doi: 10.1111/j.1540-5826.2010.00316.x
- Amendum, S. J., Li, Y., Hall, L., Fitzgerald, J., Creamer, K. H., Head-Reeves, D. M., & Hollingsworth, H. L. (2009). Which reading lesson instruction characteristics matter for early reading achievement? *Reading Psychology, 30*, 119-147. doi: 10.1080/02702710802275173
- Fitzgerald, J., Amendum, S. J., & Guthrie, K. (2008). Young Latino students' English-reading growth in all-English classrooms. *Journal of Literacy Research, 40*, 59-94. doi: 10.1080/10862960802070459
- Neufeld, P., Amendum, S. J., Guthrie, K. & Fitzgerald, J. (2006). First-grade Latino students' English-reading growth in all-English classrooms. *Reading Research and Instruction, 46*, 23-52. doi: 10.1080/19388070609558459

Peer Reviewed Articles Under Review or In Preparation

- Balta, N., Duran, M., & Amendum, S. J. (under review). *Job-embedded professional development and student achievement: A meta-analysis.*

*Relyea, J. E. & Amendum, S. J. (under review). *Early English reading growth in Spanish-speaking language-minority students: The moderating effect of English proficiency on cross-language influence*.

Conradi, K., Amendum, S. J., & Jang, B. G. (in preparation). *Profiles of struggling third-grade readers: What can DIBELS data tell us?*

Amendum, S. J., Conradi, K., & *Liebfreund, M. D. (in preparation). *Moving beyond oral reading fluency: Contributions of curriculum-based comprehension measures for student subgroups*.

Book Chapters

Amendum, S. J., Pasquarella, A., & *Purinton, A. (in press). English Language Learners: Helping handout for the school. In G.G. Bear & K. Minke (Eds.), *Helping handouts to support students at school and home*. Bethesda, MD: National Association of School Psychologists.

*Kung, M., Fitzgerald, J., & Amendum, S. J. (2013). Using curriculum-based assessment to identify young second-language learners at risk for delayed second-language reading progress. In D. Tsagari & G. Spanoudis (Eds.), *Assessing second language students with learning and other disabilities*. London: Lit Verlag.

Amendum, S. & Fitzgerald, J. (2011). Reading instruction research for English-language learners in kindergarten through sixth grade: The last twenty years. In R. Allington & A. McGill-Franzen (Eds.), *The handbook of reading disabilities research*. Mahwah, NJ: Lawrence Erlbaum.

Mayer, K. L., Amendum, S. J., & Vernon-Feagans, L. (2010). The transition to formal schooling and children's early literacy development in the context of the USA. In D. Jindal-Snape (Ed.), *Educational transitions. Moving stories from around the world*. New York: Routledge.

Amendum, S. & Fitzgerald, J. (2009). Young Latino children's English reading development: Insights for classroom teachers. In O. Barbarin & B. H. Wasik (Eds.), *The handbook of child development and early education. Research to practice*. New York: Guilford Press.

Fitzgerald, J. & Amendum, S. (2007). What is sound writing instruction for multilingual learners? In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction*. New York: Guilford.

Algozine, K., Algozzine, R., & Amendum, S. (1997). Including high-risk learners in middle school literacy activities. In J. Flood, D. Lapp, & K. Wood (Eds.), *Staff development guide for middle school teachers*. New York: Macmillan McGraw-Hill.

Technical Manuals/Reports/Measures

Varghese, C., Vernon-Feagans, L., Bratsch-Hines, M., Ginsberg, M., Amendum, S., Taylor, T... & Pedonti, S. (2017). *Targeted Reading Intervention (TRI) teacher reference tool*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Amendum, S. J., Babinski, L., Knotek, S. & Sanchez, M. (2015). *Developing Collaboration and Consultation Skills (DCCS) Fidelity Observation Tool*. Unpublished measure. University of Delaware, Newark, DE.

Amendum, S. J. & Liebfreund, M. D. (2013). *Research report: ENRICH, 2011-12. Early diagnostic reading intervention through coaching*. Prepared for Wake County Public School System.

Amendum, S. J. & Liebfreund, M. D. (2012). *Research report: ENRICH, 2010-11. Early diagnostic reading intervention through coaching*. Prepared for Wake County Public School System.

Amendum, S. J. & TRI Development Team (2011). *ENRICH activities & strategies guide*. Raleigh, NC. North Carolina State University.

Amendum, S. J. & TRI Development Team (2011). *ENRICH teacher's planning & reference guide*. Raleigh, NC. North Carolina State University.

Ginsberg, M. C., Amendum, S. J., Mayer, K., Fedora, P. & Vernon-Feagans, L. (2006). *Targeted reading intervention (TRI) professional development guide*. Chapel Hill, The University of North Carolina, National Research Center for Rural Education Support.

Ginsberg, M. C., Amendum, S. J., Mayer, K., Fedora, P. & Vernon-Feagans, L. (2006). *Targeted reading intervention (TRI) reference tool*. Chapel Hill, The University of North Carolina, National Research Center for Rural Education Support.

Amendum, S. J. & Fitzgerald, J. (2004). [Sixteen] *Summary Reports for [Sixteen REA Schools] for Data Collected for the External Evaluation of the Reading Excellence Act Implementation (2001-2003)*. University of North Carolina at Chapel Hill, School of Education. (one report per REA school, sixteen schools)

FUNDED GRANTS

Projects as PI/Co-PI

Efficacy of the DCCS Program: ESL and Classroom Teachers Working Together with Students and Families. Co-Principal Investigator with Principal Investigator Dr. Leslie Babinski, Duke University, and Co-PIs Dr. Steve Knotek, University of North Carolina - Chapel Hill, and Dr.

Marta Sanchez, University of North Carolina – Wilmington. U.S. Department of Education, Institute of Education Sciences [R305A180336], English Learners – Efficacy & Replication Grant (Goal 3); 2017-2022; \$3,299,206 (sub-award \$553,280 to University of Delaware).

The Targeted Reading Intervention: Investigating the Efficacy of a Web-Based Early Reading Intervention Professional Development Program for K-1 English Learners. Principal Investigator with Co-Principal Investigators Drs. Henry May, Allison Karpyn, Adrian Pasquarella, University of Delaware; Drs. Lynne Vernon-Feagans & Mary Bratsch-Hines, University of North Carolina at Chapel Hill; and Dr. Leslie Babinski, Duke University. U.S. Department of Education, Institute of Education Sciences [R305A160255], English Learners – Efficacy & Replication Grant (Goal 3); 2016-2021; \$3,299,115.

English Reading Intervention for Young English Learners. Principal Investigator; funded by the University of Delaware General University Research (GUR) grant program, Newark, DE; 2014-2016; \$6,000.

Developing Consultation and Collaboration Skills: ESL and Classroom Teachers Working Together with Students and Families. Co-Principal Investigator with Principal Investigator Dr. Leslie Babinski, Duke University, and Co-Principal Investigator Dr. Steven Knotek, University of North Carolina at Chapel Hill. U.S. Department of Education, Institute of Education Sciences [R305A120290], English Learners – Development Grant (Goal 2); 2012-2015; \$1,494,642 (sub-award \$145,636 to NC State University/University of Delaware).

Project ENRICH: Early diagnostic reading intervention through coaching. Principal Investigator, funded by ChildTrust/Golden Corral Foundation, Raleigh, NC; 2011-2012; \$35,414.

Project ENRICH: Early diagnostic Reading Intervention through CoachIng. Principal Investigator, co-submitted with A. B. Combs Leadership Magnet Elementary School and funded by ChildTrust/Golden Corral Foundation, Raleigh, NC; 2011-2012; \$11,450.

Targeted Reading Intervention: Urban Teacher and Student Outcomes. Principal Investigator, co-submitted with A. B. Combs Leadership Magnet Elementary School and funded by ChildTrust/Golden Corral Foundation; 2010-2011; \$19,610.

Targeted Reading Intervention: Urban Teacher and Student Outcomes. Principal Investigator; Faculty Research & Professional Development Grant, North Carolina State University; 2009-2010; \$8000.

Other Funded Grant Activity

Project ATOMS: Accomplished Elementary Teachers of Mathematics and Science. Senior Researcher (2011-2013) with PI Dr. E. McIntyre, Co-PIs Drs. S. Carrier, T. Walkowiak, S. Porter, M. Pop, J. Fleener, & M. Maher, (2011). National Science Foundation [NSF-DRK-12], (1118894), \$3,110,997; 2011-2016.

Project AIM (All Included In Mathematics). Senior Researcher (2010-2012) with PI Paola Sztajn, Co-PI Daniel Heck, Co-Senior Researchers Ellen McIntyre, Angela Wiseman, Temple Walkowiak. National Science Foundation [NSF-DRK-12]; (1020177), \$2,900,000; July 2010 – July 2013.

PRESENTATIONS

Peer-Reviewed: International/National

Tortorelli, L., Hiebert, E. H., Conradi Smith, K., Amendum, S. J., & Lupo, S. M. (accepted for 2018, December). What about the words? Quantifying the theory of leveled texts. Paper presented in *“Leveled Texts: Leveling the Playing Field, or Sidelining Some Readers?”* symposium conducted at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Hiebert, E. H., Tortorelli, L., Conradi Smith, K., Amendum, S. J., Lupo, S. M., & Kearns, D. (accepted for 2018, December). Vocabulary and Topic Familiarity: Variable or Static Across Text Levels?. Paper presented in *“Leveled Texts: Leveling the Playing Field, or Sidelining Some Readers?”* symposium conducted at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Babinski, L., Amendum, S. J., Knotek, S., Sanchez, M., & Malone, P. (2018, August). *Teacher collaboration and instructional strategies for English learners*. Poster presentation at the annual meeting of the American Psychological Association, San Francisco, CA.

Babinski, L., Amendum, S. J., Knotek, S., Sanchez, M., & Malone, P. (2018, January). *Improving young English learners’ language and literacy skills*. Poster presentation at the annual meeting of the Institute of Education Sciences Principal Investigator Meeting, Washington, DC.

Amendum, S. J., Jennings, A., May, H., Blackman, H., Pasquarella, A., Bratsch-Hines, M., Vernon-Feagans, L., & Babinski, L. (2017, December). *Exploring the concurrent validity of two common early literacy assessments when used with young English learners*. Paper presentation at the annual meeting of the Literacy Research Association, Tampa, FL.

Conradi, K., Amendum, S. J., & Jang, B. G. (2017, December). *When statistical significance runs counter to practical significance: An examination of latent profiles of third-grade readers*. Paper presentation at the annual meeting of the Literacy Research Association, Tampa, FL.

- Amendum, S. J., Conradi, K., & Jang, B. G. (2017, July). *Catch 22: A disconnect between statistical validity and instructional utility in latent profile analysis*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading (SSSR), Halifax, Nova Scotia.
- Pasquarella, A., Walpole, S., McKenna, M., Strong, J. Z., & Amendum, S. J. (2017, July). *The promise of a literacy reform effort in the upper elementary grades*. Paper presentation at the annual meeting of the Society for the Scientific Study of Reading (SSSR), Halifax, Nova Scotia.
- Babinski, L., Amendum, S. J., Knotek, S., Sanchez, M., Malone, P., & Sanchez, C. (2017, April). *Improving young English learners' language and literacy skills through teacher professional development*. Paper presentation at the bi-annual meeting of the Society for Research on Child Development (SRCD), Austin, TX.
- Babinski, L.M., Amendum, S. J., & Sánchez, M. (2016, December). *Tapping Latino immigrant parents' cultural wealth: Engaging together as partners and co-designers of teacher professional development*. Paper presented at the Institute of Education Sciences Principal Investigator Meeting, Washington, DC.
- Amendum, S. J., Brastch-Hines, M., & Vernon-Feagans, L. (2016, December). *The effectiveness of Targeted Reading Intervention for English learners in kindergarten and first grade*. Paper presented at the Annual Meeting of the Literacy Research Association, Nashville, TN.
- Amendum, S. J., Pasquarella, A., Walpole, S. C., McKenna, M., & Strong, J. Z. (2016, December). *Effects of a Tier 1 intervention designed to improve fluency and comprehension in grades 3-5*. Paper presented at the Annual Meeting of the Literacy Research Association, Nashville, TN.
- Conradi, K., & Amendum, S. J. (2016, December). Which Theories Ground the Conversation About Text Complexity? Paper presented in *"There is Nothing So Practical as a Good Theory": Looking at Theory and Text Complexity*, symposium conducted at the annual meeting of the Literacy Research Association, Nashville, TN.
- Amendum, S. J., Babinski, L., Sanchez, M., & Knotek, S. (2015, December). *The potential of teacher collaboration for young Latino English learners: A pilot study*. Paper presentation at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Babinski, L.M., Amendum, S., Knotek, S., Sánchez, M., Sanchez, C. & Malone, P. (2015, December). *Promoting academic success for Latino English learners*. Poster presented at the Institute of Education Sciences Principal Investigator Meeting, Washington, DC.

- Amendum, S. J. & Conradi, K. (2015, December). Investigating text challenge level for elementary students: A research synthesis. In *Text complexity: Bringing research to bear on assumptions of the Common Core*, symposium conducted at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Amendum, S. J., Conradi, K., & Walkowiak, T. & Liebfreund, M. D. (2015, July). *Profiles of third-grade readers: A latent profile analysis*. Paper presentation at the annual meeting of the Society for the Scientific Study of Reading (SSSR), Kohala Coast, Hawaii.
- Amendum, S. J. & Conradi, K. (2015, April). Does text challenge level matter? A research synthesis. In *Examinations of the construct of challenge: Readers, texts, and tasks*. Session conducted at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Babinski, L., Amendum, S. J., Sanchez, M., & Knotek, S. (2015, March). *ESL and classroom teacher collaboration: Findings from a professional development program*. Poster presentation at the biennial meeting of the Society for Research on Child Development (SRCD), Philadelphia, Pennsylvania.
- Amendum, S. J., Conradi, K., Walkowiak, T., Liebfreund, M. D., & Jones, J. (2014, December). Latent profiles of third-grade readers. In *Understanding reading achievement: Perspectives from three studies*. Symposium conducted at the annual meeting of the Literacy Research Association, Marco Island, Florida.
- Conradi, K., Amendum, S. J., & Liebfreund, M. D. (2014, December). Test differences for assessing comprehension in readers in a high-poverty setting. In *Understanding reading achievement: Perspectives from three studies*. Symposium conducted at the annual meeting of the Literacy Research Association, Marco Island, Florida.
- Conradi, K., Amendum, S. J., & Walkowiak, T. (2014, July). *Understanding struggling readers: A latent profile analysis*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Knotek, S. E., Babinski, L. M., Sánchez, M., & Amendum, S. (2014, May). *DCCS: Using mental health consultation to support immigrant students*. Presented at 19th Psychology Days International Conference. University of Zadar, Croatia.
- Amendum, S. J., Conradi, K., & Liebfreund, M. D. (2013, December). *The push for challenging texts: A word of caution based on an analysis of early readers' rate, accuracy, and comprehension*. Paper presentation at the annual meeting of the Literacy Research Association, Dallas, Texas.

- Liebfreund, M. D., Mattingly, M., & Amendum, S. J. (2013, December). *Teachers' experiences providing one-on-one instruction to struggling readers: A phenomenological study*. Paper presentation at the annual meeting of the Literacy Research Association, Dallas, Texas.
- Babinski, L. M., Sánchez, M., Amendum, S. J., & Knotek, S.E. (2013, November). *ESL and classroom teachers' views on collaboration*. Annual meeting of the National Association for the Education of Young Children, Washington, DC.
- Kung, M., Fitzgerald, J., & Amendum, S. J. (2013, April). *Instructional reading level growth of English-language learners over two years, according to initial word-reading ability*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Amendum, S. J. & Liebfreund, M. D. (2012, November). *Classroom-based early reading intervention and situated professional learning*. Paper presentation at the annual meeting of the Literacy Research Association, San Diego, CA.
- Spires, H. A., Conradi, K. E., & Amendum, S. J. (2012, November). *New literacies and global learning: Designing a new graduate literacy program*. Roundtable presentation at the annual meeting of the Literacy Research Association, San Diego, CA.
- Garcia, S., Fitzgerald, J., Fitzgerald, J., & Amendum, S. J. (2012, November). *Is young Latinos' native oral-Spanish ability related to English-reading growth?* Paper presentation at the annual meeting of the Literacy Research Association, San Diego, CA.
- Relyea-Kim, E. J., Fitzgerald, J., Garcia, S., & Amendum, S. J. (2012, April). *Is native Spanish oracy related to young Latino's English-reading growth?* Paper presentation at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Vernon-Feagans, L., Kainz, K. L., Hedrick, A., Ginsberg, M. C., & Amendum, S. J. (2012, April). *Live webcam coaching to help elementary classroom teachers provide effective literacy instruction for struggling readers*. Paper presentation at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Amendum, S. J. (2011, December). *Situated professional learning through classroom-based early reading intervention: Experiences of a grade-level teaching team*. Paper presentation at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Relyea, J., Amendum, S. J., Fitzgerald, J., & Garcia, S. (2011, December). *Is oral English ability related to young Latinos' English reading growth?* Paper presentation at the annual meeting of the Literacy Research Association, Jacksonville, FL.

- Amendum, S. J. (2011, April). *A case study of teachers' situated professional learning through the Targeted Reading Intervention*. Paper presentation at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Garcia, S., Amendum, S. J., Fitzgerald, J., & Relyea, J. (2011, April). *Is oral-English ability related to young Latinos' English-reading trajectory?* Paper presentation at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.
- Amendum, S. (2010, December). *Embedded professional development with Targeted Reading Intervention: Two teachers' experiences*. Paper presentation at the annual meeting of the Literacy Research Association (National Reading Conference), Fort Worth, Texas.
- Ginsberg, M. C., Vernon-Feagans, L., & Amendum, S. J. (2010, December). *A synergy that closes the early reading gap: Webcam-coaching targeting both professional learning and struggling readers—a Targeted Reading Intervention*. Paper presentation at the annual meeting of the Literacy Research Association (National Reading Conference), Fort Worth, Texas.
- Vernon-Feagans, L., Amendum, S., Ginsberg, M. C., & Kainz, K. (2010, March). *The Targeted Reading Intervention: A classroom teacher professional development program to promote effective teaching for struggling readers in kindergarten and first grade*. Paper presentation at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.
- Amendum, S. & Fitzgerald, J. (2009, December). *Federally-funded school-wide early reading intervention in high-poverty schools: Does structure of content delivery and/or degree of professional development support for teachers matter for reading growth?* Paper presentation at the annual meeting of the National Reading Conference, Albuquerque, New Mexico.
- Amendum, S. (2009, November). *Federally-Funded reading intervention and reading growth: Which features matter in high poverty schools?* Invited paper presentation at the Annual Convention of the National Council of Teachers of English, Promising Researcher Award Presentation, Philadelphia, Pennsylvania.
- Amendum, S. (2009, May). *Federal funding matters: Relationships among type of Reading Excellence Act initiative, school effectiveness, and young students' two-year reading growth*. Invited poster presentation at the annual International Reading Association Reading Research Conference, Outstanding Dissertation Award Finalists, Minneapolis, Minnesota.
- Amendum, S. & Fitzgerald, J. (2009, April). *Are Types of Reading Excellence Act initiatives and school effectiveness related to students' reading improvement?* Poster presentation at the annual meeting of the American Educational Research Association, San Diego, California.

- Amendum, S. & Vernon-Feagans, L. (2009, April). The Targeted Reading Intervention in year 3: Distance implementation and student outcomes. In *Supporting young struggling readers using the Targeted Reading Intervention: Multiple perspectives on a longitudinal intervention*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego, California.
- Vernon-Feagans, L., Amendum, S. J., Ginsberg, M. C., & Kainz, K. L. (2009, April). The Targeted Reading Intervention: Is this classroom teacher intervention effective for children with phonological and rapid color naming deficits? In *Supporting young struggling readers using the Targeted Reading Intervention: Multiple perspectives on a longitudinal intervention*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego, California.
- Vernon-Feagans, L., Gallagher, K. C., Ginsberg, M. C., Amendum, S. J., Vandergrift, N. A., Kaniz, K. L., Rose, J. C., & Burchinal, M. (2009, April). Helping struggling readers in early elementary school using a targeted reading intervention. In *Supporting young struggling readers using the Targeted Reading Intervention: Multiple perspectives on a longitudinal intervention*. Symposium conducted at the annual meeting of the American Educational Research Association, San Diego, California.
- Vernon-Feagans, L., Amendum, S., Kainz, K., & Ginsberg, M. (2009, March). The Targeted Reading Intervention (TRI): A classroom teacher Tier 2 intervention to help struggling readers in early elementary school. In *Evidence for Interventions for Struggling Readers*. Symposium conducted at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.
- Amendum, S. (2008, May). Enhancing professional development through ongoing collaborative consultation. In *The Targeted Reading Intervention: Integrating professional development, distance learning, and diagnostically-driven strategies for K-2 struggling readers*. Symposium conducted at the annual meeting of the International Reading Association, Atlanta, Georgia.
- Amendum, S. & Ginsberg, M. C. (2008, March). *How a Dual-Level Early Reading Intervention Affected Rural Teachers' Ratings of Students' Literacy Skills*. Poster presentation at the yearly meeting of the American Educational Research Association, New York, New York.
- Amendum, S. & Fitzgerald, J. (2008, February). *Multilingual writing in preschool through twelfth grade: The last 15 years*. Presentation at Writing Research Across Borders Conference, Santa Barbara, California.

- Amendum, S. & Ginsberg, M. C. (2007, November). *The Targeted Reading Intervention: How early reading intervention for rural kindergarten and first-grade students affects teachers' ratings of students' literacy skills*. Paper presentation at the yearly meeting of the National Reading Conference, Austin, Texas.
- Ginsberg, M. C. & Amendum, S. (2007, November). *Accelerating student growth with the Targeted Reading Intervention: A dual-level professional development intervention for K-1 struggling learners*. Presentation at the yearly meeting of the National Reading Conference, Austin, Texas.
- Amendum, S. & Ginsberg, M. C. (2007, November). *Accelerating rural students' growth with the Targeted Reading Intervention: A dual-level intervention for rural K-1 struggling learners and their teachers*. Presentation at the yearly meeting of the National Rural Education Association, Oklahoma City, Oklahoma.
- Vernon-Feagans, L., Gallagher, K., Ginsberg, M. C., & Amendum, S. (2007, June). *Targeted Reading Intervention: Assessment-based strategies for struggling readers in elementary school*. Poster presentation at the yearly Institute for Education Sciences Research Conference, Washington, D. C.
- Vernon-Feagans, L., Ginsberg, M. C., & Amendum, S. (2007, June). *Targeted Reading Intervention: How Rural Diversity Makes a Difference For Implementation*. Presentation at the yearly Institute for Education Sciences Research Conference, Washington, D. C.
- Li, Y., Amendum, S. & Fitzgerald, J. (2007, April). *Which reading lesson characteristics matter for early reading achievement?* Presentation at the yearly meeting of the American Educational Research Association, Chicago, Illinois.
- Amendum, S., Li, Y. & Fitzgerald, J. (2006, December). *Relating first- and second-grade students' instructional reading level to key reading instructional characteristics*. Presentation at the yearly meeting of the National Reading Conference, Los Angeles, California.
- Amendum, S. (2006, October). *Effective professional development for rural kindergarten and first grade teachers*. Presentation at the yearly meeting of the National Rural Education Association, Kansas City, Missouri.
- Amendum, S., Fitzgerald, J. & Guthrie, K. (2005, December). *Young Latino students' English reading growth in all-English classrooms*. Presentation at the yearly meeting of the National Reading Conference, Miami, Florida.
- Fitzgerald, J., Guthrie, K. & Amendum, S. (2005, April). *Young Latino students' English reading growth in all-English classrooms*. Presentation at the yearly meeting of the American Educational Research Association, Montreal, Canada.

Amendum, S. & Galloway, N. (2004, May). *Diamonds and reading and writing are forever: Research in literacy to inform practice*. Presentation at the yearly meeting of the Eta State Organization of The Delta Kappa Gamma Society International, Chapel Hill, North Carolina.

Amendum, S., Ledlie, P., Stevenson, L., & DeHart, E. (2002, April). *Using Breakthrough to Literacy in kindergarten*. Presentation at the National Blue Ribbon Schools Conference, Cleveland, Ohio.

Peer Reviewed: Regional/State/Local

Amendum, S. J., Babinski, L. M., Knotek, S., Sánchez, M., & Corra, A. (2013, April). *Teacher focus group findings on school-based collaboration to strengthen teaching of Latino English learners*. Southeastern Conference on Linguistics. Spartanburg, SC.

Sánchez, M., Babinski, L. M., Knotek, S., Amendum, S. J., & Corra, A. (2013, April). *Culture, language and power: Latino immigrant parents' experiences in the schools of the New Latino South*. Southeastern Conference on Linguistics. Spartanburg, SC.

Conradi, K. & Amendum, S. J. (2013, March). *A toolbox for teachers: Top ten strategies for working with students who struggle with reading*. Presentation at the annual North Carolina Reading Association Conference, Raleigh, NC.

Babinski, L., Knotek, S., Amendum, S., Sanchez, M., & Corra, A. (2012, November). *Developing consultation and collaboration skills (DCCS)*. Paper presentation at the Carolina Teachers of English to Speakers of Other Languages Annual Meeting, Spartanburg, South Carolina.

Babinski, L., & Sánchez, M., Knotek, S., Amendum, S. & Corra, A. (2012, November). *ESL and classroom teacher collaboration: Feedback on a new model*. Carolina Teachers of English for Speakers of Other Languages (TESOL) Conference: Finding the Common Core. Spartanburg, SC.

Amendum, S., Mayer, K., & Fedora, P. (2007, March). *Targeted Reading Intervention: Classroom intervention for rural kindergarten and first grade teachers*. Presentation at the NC Raising Achievement and Closing Gaps Conference, Greensboro, North Carolina.

Li, Y., Amendum, S., Fitzgerald, J., Hall, L. & Creamer, K. H. (2007, March) *Relationships between key reading lesson instruction characteristics and early reading achievement in first- and second-grade children*. Presentation at the yearly meeting of the North Carolina Association for Research in Education, Greensboro, North Carolina.

Guthrie, K., Fitzgerald, J., & Amendum, S. (2006, March). *Young Latino students' English reading growth in all-English classrooms*. Presentation at the yearly meeting of the North Carolina Association for Research in Education, Hickory, North Carolina.

Amendum, S. (2005, February). *Turn it bottom-side-up when you're dividing by a fraction: The life experiences, education, and teaching of Mary Frances Crandall*. Presentation at the yearly meeting of the Southeastern Association of Educational Studies, Chapel Hill, North Carolina.

Amendum, S. & Eaves, L. (2000, February). *Breakthrough to Literacy*. Presentation at the South Carolina [State Council of the] International Reading Association Conference, Hilton Head, South Carolina.

Amendum, S. (1999, October). *Effective literacy environments. Managing the classroom to support reading and writing through small group instruction and independent literacy centers*. Presentation at the South Carolina Reading Recovery Conference, Columbia, South Carolina.

Invited Presentations

Amendum, S. J. (2017, January). *Essential Instructional Routines for Early Word Recognition*. Invited presentation for Georgia Striving Readers Winter Institute, Valdosta & Cartersville, GA.

Amendum, S. J. (2017, January). *Essential Instructional Routines for Advanced Word Recognition*. Invited presentation for Georgia Striving Readers Winter Institute, Valdosta & Cartersville, GA.

Amendum, S. J. & Conradi, K. (2016, November). *Differentiated phonics instruction*. One-day professional learning session for the Northwest Georgia Regional Educational Service Agency (RESA), Rome, GA.

Conradi, K. & Amendum, S. J. (2016, November). *Small group reading instruction and interactive read alouds*. One-day professional learning session for the Northwest Georgia Regional Educational Service Agency (RESA), Rome, GA.

Amendum, S. J. (2016, November). *SRCL data trends and influences on literacy development*. Plenary session at the GA Striving Readers Fall Leadership Institute, Athens, GA.

Conradi, K. & Amendum, S. J. (2016, June). *Working with severely struggling readers K-12*. Two-day professional learning session for the Northwest Georgia Regional Educational Service Agency (RESA), Rome, GA.

Amendum, S. J. & Conradi, K. (2016, June). *Differentiated reading instruction in K-5*. Two-day professional learning session for the Northwest Georgia Regional Educational Service Agency (RESA), Rome, GA.

- Babinski, L.M., Sánchez, M., Amendum, S. J., & Knotek, S. (2016, May). *DCCS: ESL and classroom teachers working together with students and families*. Invited webinar for the grantees of the Striving Readers Comprehensive Literacy Program.
- Amendum, S. J. (2016, January). *Building speaking and listening skills through meaningful discussion*. Invited presentation for Georgia Striving Readers Winter & Summer Institutes, Valdosta & Young Harris, GA.
- Amendum, S. J. (2016, January). *Shared reading in kindergarten*. Invited presentation for Georgia Striving Readers Winter & Summer Institutes, Valdosta & Young Harris, GA.
- Amendum, S. J. (2015, November). *Building language knowledge*. Invited presentation for Georgia Striving Readers Fall Leadership Summit, Athens, GA.
- Amendum, S. J. (2015, November). *Accelerating foundational skills*. Invited presentation for Georgia Striving Readers Fall Leadership Summit, Athens, GA.
- Babinski, L.M., Amendum, S., Knotek, S., and Sánchez, M. (2015, April). *Teacher collaboration for English learners' success: A university-school partnership for designing a teacher professional development program*. Invited presentation at the Duke University School Research Partnership Annual Meeting.
- Babinski, L.M., Sánchez, M., Knotek, S., & Amendum, S. (2015, April). *Supporting teachers to work with Latino English learners and their families*. REDY Community Research Symposium on Maximizing Parental Involvement in Children's Education, Duke University.
- Amendum, S. J. (2015, February). *Principles and practices of effective literacy instruction for English learners*. Keynote address at University of North Carolina at Charlotte Reading Conference, Charlotte, NC.
- Amendum, S. J. & Conradi, K. (2015, February). *Principles and practices of effective elementary reading intervention*. Invited presentation for Read Charlotte stakeholders, Charlotte, NC.
- Amendum, S. (2011, October). *K-3 teacher preparation in literacy assessment and teaching*. Presentation for the Joint Legislative Education Oversight Committee, North Carolina Legislature, Raleigh, NC.
- Amendum, S. (2011, June). *Disciplinary literacy*. Presentation at the Carolina Literacy Institute: Transformative instruction for middle-grades struggling readers and writers. Chapel Hill, North Carolina.
- Amendum, S. J. (2011, February). *The science behind literacy learning and teaching*. Presentation to the Knightdale 100 Community Forum, Knightdale, NC.

- Amendum, S. (2009, October). *The Targeted Reading Intervention: A webconferencing program for K-1 teachers and their struggling readers*. Presentation to the New Literacies Collaborative, North Carolina State University, Raleigh, North Carolina.
- Amendum, S. (2007, February). *Big questions and real answers about teaching reading with new language learners: What does it look like in the classroom?* Presentation to Chapel Hill Carrboro City Schools District, Chapel Hill, North Carolina.
- Amendum, S. (2007, March). *Teaching reading with English-language learners: What does it look like in the classroom?* Presentation to Mary Scroggs Elementary School, Chapel Hill, North Carolina.
- Amendum, S. (2006, September). *Big questions and real answers—What does it look like in the classroom?* Presentation at the 37th Annual Uberto Price Reading and Language Arts Symposium, Appalachian State University, Boone, North Carolina.
- Moss, N., Amendum, S., & Nicolet, T. (2005, February). *Enhancing online presentations and discussions with Macromedia Breeze*. Presentation at the University of North Carolina for UNC ITS, Consider IT, Chapel Hill, North Carolina.
- Fitzgerald, J., Amendum, S., & Ginsberg, M. (2004, March). *NC Reading Excellence Act external evaluation and research: Money matters*. Presentation at the Leadership Early Childhood Grant Seminar at the University of North Carolina at Chapel Hill, Chapel Hill, North Carolina.

PROFESSIONAL SERVICE

Editorial and Review Boards

- Associate Editor, *Journal of Literacy Research*, November 2011-January 2013
- Editorial Board, *Reading Research Quarterly*, January 2014-present
- Editorial Board, *The Reading Teacher*, 2011-present
- Editorial Board, *Reading & Writing Quarterly*, 2010-present
- Editorial Board, *Journal of Literacy Research*, 2009-present
- Ad-hoc reviewer, *Reading Research Quarterly*, 2009, 2010, 2012, 2013
- Guest reviewer, *Educational Psychology Review*, 2016, 2018
- Guest reviewer, *Pediatrics*, 2014
- Guest reviewer, *The Elementary School Journal*, 2010, 2011, 2013-2017
- Guest reviewer, *Journal of Educational Psychology*, 2005, 2011-2013, 2015
- Guest reviewer, *Educational Research and Evaluation*, 2009
- Guest reviewer, *Reading & Writing Quarterly*, 2009
- Guest reviewer, *Journal of Applied Developmental Psychology*, 2009

- Reviewer, Institute of Education Sciences – research report, 2016
- Reviewer, LRA/NRC annual meeting proposals, 2008-present
- Reviewer, American Educational Research Association annual meeting proposals, 2008, 2010, 2011
- Reviewer, National Reading Conference Yearbook, 2007, 2008, 2010, 2011, 2014-2015

Roles in Professional Organizations

- Member, LRA Research Committee, 2017-present
- Member, ILA Dina Feitelson Award Committee, 2014-present
- Member, LRA/NRC Student Outstanding Research Award Committee, 2009-2012

Membership in Professional Organizations

- Society for the Scientific Study of Reading (SSSR)
- Literacy Research Association (LRA)
- International Literacy Association (ILA)
- American Educational Research Association (AERA)

Service to the University

- Small Group Mentor, UD Faculty Achievement Program, 2017
- Co-Chair, *Delaware Will Shine* Strategic Planning Action Team for Innovative Education Design

Service to the College/School of Education

- Chair, CEHD Search Committee for Literacy Faculty, 2017-18
- Chair, SOE Welfare Committee, 2017-present
- Member, CEHD Search Committee for SOE Director, 2017-18
- Coordinator, ESL Concentration of Elementary Teacher Education Program, 2014-2018
- Member, CEHD Doctoral Admissions Committee, 2015-present
- Member, UD SOE Faculty Affairs Committee, 2015-present
- Member, CEHD Search Committee for PDCE Limited Term Researcher, ELL/Literacy, 2017
- Member, CEHD Search Committee for PDCE Limited Term Researcher, Literacy Specialist, 2017
- Member, CEHD Search Committee for PDCE Associate Director, ELL, 2017
- Member, CEHD Search Committee for PDCE Senior Associate Director, ELA, 2016-17
- Member, CEHD Search Committee for SOE Director, 2016-17
- Member, CEHD Search Committee for PDCE Director, 2015-16
- Member, CEHD Search Committee for PDCE Associate Director, ELA, 2015-16
- Member, UD CEHD Search Committee for ELL faculty, 2014-15

- Presenter, UD CEHD Dean's Advisory Council, Newark, DE, May 2014
- Guest presenter, UD EDUC 805, Proseminar in Education I, Newark, DE, 2014
- Member, UD SOE Search Committee for Special Education faculty, 2013-14
- Member, UD SOE Committee on Undergraduate Studies in Education, 2013-2015
- Member, NCSU College PhD Restructuring committee, 2012-2013
- Member, NCSU Search Committee for Literacy Faculty, 2010-2011
- Member, NCSU Search Committee for Quantitative Methodologist, 2010-2011
- Member, NCSU College Research Committee, 2010-2013
- Member, NCSU College Computer and Technology Committee, 2009-2010
- Panelist, Common Core State Standards for Literacy. NCSU New Literacies Collaborative meeting, Raleigh, NC, November, 2012
- Presenter/Facilitator, UNC Carolina Middle-Grades Literacy Institute, Chapel Hill, NC, 2011
- Panelist, Emergent Scholars Research Symposium, UNC School of Education, Chapel Hill, NC, 2010
- Guest Presenter, UNC EDUC 864: Families, School, and Development, Chapel Hill, NC, 2009
- Guest Presenter, UNC EDUC 805: Seminar in Early Childhood, Families and Literacy, Chapel Hill, NC, 2009
- Presenter, UNC Literacy Symposium for the Program on Literacy and Health Research, Sheps Center for Health Services Research, Chapel Hill, NC, 2006.
- Presenter, UNC School of Education courses on distance learning, Chapel Hill, NC, 2006
- Presenter, UNC School of Education forum on Reconceptualizing Student Teaching, 2006
- Member, UNC SOE Literacy Faculty Search Committee, Chapel Hill, NC, 2005-2006
- Panelist, UNC Pharmacy VTC Pedagogy Panel, Chapel Hill, NC, June 2005
- Member, UNC SOE Literacy Faculty Search Committee, Chapel Hill, NC, 2004-2005
- Co-coordinator, Research Triangle Schools Partnership Literacy Project, Chapel Hill, NC, 2004-2005
- Assistant, for NC Reading Excellence Act, UNC SOE, Chapel Hill, NC, 2003-2004

Service to the State

- Co-Chair, Subcommittee for DE Governor's Advisory Council for English Learners, Dover, DE, 2018-present
- Member, DE Governor's Advisory Council for English Learners, Dover, DE, 2018-present
- Invited Presenter, North Carolina Legislature, Joint Legislative Education Oversight Committee, Raleigh, NC, October 2011

Service to the Community

- Consultant/Trainer, Seaford School District, Seaford, DE, 2016-present
- Member, Advisory Board, WolfpackWORKS-literacy instruction support for beginning teachers, NC State University, Raleigh, NC, 2018-present

- Consultant/Trainer, WOLVES Reading Program, Las Americas ASPIRA Academy, Newark, DE, 2017-18
- Consultant/Trainer, Stubbs Elementary School, Wilmington, DE, 2016-2018
- Consultant/Trainer, Leasure Elementary School, Bear, DE, 2015-16
- Consultant/Trainer, Gallaher Elementary School, Newark, DE; Consultant and professional development on instruction for ELLs, 2013-14
- Presenter/Facilitator, Literacy workshops for Northeast Leadership Academy, NC State University, 2012, 2013, 2014
- Invited Member, Wake Up and Read! Grade-level reading project planning committee. Wake County Public School System, Raleigh, NC, 2011-2013
- Presenter, A. B. Combs Elementary, Raleigh, NC; Professional development provider for analysis of reading assessment data for grades 3-5, January 2012
- Invited Presenter, Knightdale Community K100 Forum, Knightdale, NC, February 2011
- Presenter, Wake County Public Schools, Professional development provider for early reading intervention for K-2 teachers, Raleigh, NC, 2010-2011
- Presenter, Wake County Public Schools, Professional development provider for early reading intervention for 1st grade teachers, Raleigh, NC, 2009-2010
- Presenter, Wake County Public Schools, Professional development provider for early reading intervention for K-1 teachers, Raleigh, NC, 2008-2009
- Invited Presenter, Chapel Hill-Carrboro City Schools, 2007
- Invited Presenter, Mary Scroggs Elementary School, 2007
- Co-Instructor, Orange County Schools, 30-hour Middle School Reading Methodology Course, Hillsborough, NC, 2004

Other Service

- Board member, Pilcrow Foundation, Eugene, Oregon, 2018-present
- Board president, Pilcrow Foundation, Eugene, Oregon, 2014-2018
- Consultant/Trainer, Bartow County Schools, Cartersville, GA, 2018
- Consultant/Trainer, Pierce County Schools, Blackshear, GA, 2016-2018
- Consultant/Trainer, Colquitt County Schools, Moultrie, GA, 2015-2017
- Presenter, GA Striving Readers Winter Institutes, Valdosta/Cartersville, GA, 2017
- Presenter, GA Striving Readers Winter Institutes, Valdosta/Brasstown, GA, 2016
- Presenter, GA Striving Readers Summer Institutes, Valdosta/Brasstown, GA, 2016
- Presenter, GA Striving Readers Leadership Summit, Athens, GA, 2016
- Presenter, NW Georgia Regional Educational Service Association (RESA), professional development on Tier 1 and Tier 2 reading instruction, Rome, GA, June 2016
- Presenter, NW Georgia Regional Educational Service Association (RESA), professional development on differentiated word recognition and small group reading instruction, Rome, GA, Dec. 2016
- Presenter/facilitator, Bookworms Instruction K-5, Pierce County Schools, GA, 2015
- Presenter/facilitator, Effective Reading Intervention for Elementary Students, Charlotte-Mecklenburg Schools, Charlotte, NC, 2015.

AWARDS/HONORS/PROFESSIONAL LEARNING

- Early Career Achievement Award, Literacy Research Association, 2015
- DCTE Faculty Scholar in Literacy, University of Delaware, 2013-2018
- Nominated for NC State University Faculty Scholars Program, 2012
- Friday Institute for Educational Innovation Research Fellowship, 2011-2013
- Nominated for NC State College of Education Teaching Award, 2010, 2011
- Nominated for Association of African American Student Educators Teaching Award, 2011
- Promising Researcher Award, National Council of Teachers of English, 2009
- International Reading Association, Distinguished Finalist, Outstanding Dissertation Award, 2009
- University of North Carolina – Chapel Hill, School of Education: Ira Gordon Fellowship, 2005

Professional Learning

- Participant, Write to Change the World, The Op-Ed project, Newark, DE
- Participant, IES Summer Research Training Institute on Cluster Randomized Trials, Northwestern University, July 25 – August 6, 2010.
- Participant, Hierarchical Data Modeling with HLM6 with Dr. Steve Raudenbush and Tony Bryk, Spring, 2005.