

JONATHAN M. KITTLE, MA, RPCV
302-379-8752 | jkittle@udel.edu

EDUCATION

Ph.D. in Education (Literacy Specialization), University of Delaware *Expected 2027*
Secondary Specialization: Educational Statistics and Research Methods
Advisor: Dr. Steven J. Amendum

M.A. in Education, University of Delaware 2023

M.A. in Teaching English as a Second Language, University of Delaware 2019

B.A. in History, University of Delaware 2008
Minor: Economics; Certificate: Business Essentials
Study Abroad: La Universidad Interamericana de Costa Rica

HONORS, FELLOWSHIPS, AND AWARDS

External

National Academy of Education/Spencer Dissertation Fellowship 2026
National Academy of Education and the Spencer Foundation

Laura Bassi Scholarship Noteworthy Applicant Recognition 2026
Editing Press

Love of Learning Award (\$1,000) 2025
The Honor Society of Phi Kappa Phi

National Academy of Education/Spencer Dissertation Fellowship Semifinalist 2025
National Academy of Education and the Spencer Foundation

Jeanne S. Chall Research Fellowship (\$5,000) 2024
International Literacy Association (ILA)

US Doctoral Scholarship Award (\$750) 2024
University of Michigan Mixed Methods Program

Graduate Student Travel Award (\$100) 2024
SIG 011 Reading & Literacy, American Educational Research Association (AERA)

Annual Meeting Registration Award (\$100) 2024
SIG 011 Reading & Literacy, American Educational Research Association (AERA)

Love of Learning Award (\$1,000) 2023
The Honor Society of Phi Kappa Phi

Internal

Frank B. Murray Award for Excellence in Graduate Research 2025
School of Education, University of Delaware

Spring Dissertation Support Award (\$500) 2025
The Committee on Graduate Studies, School of Education, University of Delaware

Graduate Student Travel Award (\$1,500) 2024
The Graduate College and School of Education, University of Delaware

Awarded Membership to Phi Kappa Phi University of Delaware Chapter of The Honor Society of Phi Kappa Phi	2023
1st Place for Graduate Poster Award (\$500) 38th Annual Marion H. Steele Research Symposium, University of Delaware	2023
Tuition Scholarship Award (100% Tuition) College of Education and Human Development, 63% of tuition College of Arts and Sciences, 37% of tuition University of Delaware	2017–2019

PUBLICATIONS

Peer-Reviewed Publications

Budde, C. M., Amendum, S. J., & **Kittle, J. M.** (2026). An enhanced science of reading for multilingual learners: The importance of leveraging multilingualism. *The Reading Teacher*, 79(5), e70041.
<https://doi.org/10.1002/trtr.70041>

Kittle, J. M., Amendum, S. J., & Budde, C. M. (2024). What does research say about the science of reading for K-5 multilingual learners? A systematic review of systematic reviews. *Educational Psychology Review*, 36(108), 1–31. <https://doi.org/10.1007/s10648-024-09942-6>

Manuscripts In Revision

Amendum, S. J., **Kittle, J. M.**, Ramirez, A. G., Babinksi, L., Knotek, S., & Sanchez, M. (Revise & Resubmit). *Cross-language relationships between early Spanish-English language and literacy*.

Kittle, J. M., & Amendum, S. J. (Revise & Resubmit). *Linguistic interdependence revisited: Toward a conditional theory of cross-linguistic transfer for K–3 Spanish-speaking multilingual learners*.

Manuscripts In Preparation

Kittle, J. M. (In Preparation). *Reading specialists' development and application of Spanish-English cross-linguistic transfer knowledge: A mixed-methods study*.

Kittle, J. M. (In Preparation). *Reading specialists' pedagogical content knowledge of cross-linguistic transfer for K–3 Spanish-speaking multilingual learners: A latent class analysis*.

Kittle, J. M., & Amendum, S. J. (In Preparation). *Spanish-influenced English spelling in K-5 Spanish-speaking multilingual learners classified as English Learners: A scoping review*.

Kittle, J. M., Budde, C. M., Amendum, S. J., VanGronigen, B., & Del Tufo, S. N. (In Preparation). *Linguistically responsive reading specialists: How state credentialing requirements signal ML-EL expertise*.

Post, I. I., **Kittle, J. M.**, Budde, C. M., Bergwall, E., & Zhuang, Z. (In Preparation). *"It's not cheating": Exploring translanguaging pedagogy in a White, English-dominant teacher preparation program*.

INVITED TALKS

Budde, C. M., **Kittle, J. M.**, & Amendum, S. J. (2026, April 22–23). *An enhanced science of reading for multilingual learners: Leveraging multilingualism to strengthen literacy outcomes*. 6th Annual Delaware Department of Education Multilingual Learner Virtual Conference.

Budde, C. M., **Kittle, J. M.**, & Amendum, S. J. (2024, April 17-18). *Leveraging multilingualism within the science of reading*. 4th Annual Delaware Department of Education Multilingual Learner Virtual Conference.

Amendum, S., & **Kittle, J.** (2022, January 14). *What is "the science of reading" for multilingual learners?* Las Americas ASPIRA Academy Biliteracy Conference, Newark, DE, United States.

NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS

Paper Presentations

- Amendum, S., Babinski, L., Knotek, S., Carrig, M., Mann, J., & **Kittle, J.** (2025, December 3-6). *Is there a relationship between participation in an evidence-based professional learning program to support multilingual learners and implementation of instructional strategies for decoding and language comprehension?* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Las Vegas, NV, United States.
- Amendum, S., Babinski, L., Knotek, S., Carrig, M., Mann, J., & **Kittle, J.** (2025, July 16-19). *Exploring teachers' use of instructional strategies for decoding and language comprehension within an evidence-based professional learning program to support multilingual learners* [Paper presentation]. Society for the Scientific Study of Reading (SSSR) Thirty-Second Annual Meeting, Calgary, Canada.
- Post, I., **Kittle, J. M.**, Budde, C. M., Bergwall, E., & Zhuang, Z. (2025, April 23-27). *Exploring perceptions and practices: Pre-service teachers' engagement with translanguaging pedagogy in primarily White, English-dominant contexts* [Paper presentation]. 2025 American Educational Research Association (AERA) Annual Meeting, Denver, CO, United States.
- Kittle, J. M.** (2024, December 4-7). *Cross-linguistic transfer of oral language and reading skills for K-3 Spanish-speaking multilingual learners in U.S. public school settings: A systematic review* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA, United States.
- Kittle, J. M.**, Amendum, S., & Budde, C. (2022, November 29–December 3). *Expanding "the science of reading" for multilingual learners: A systematic review of systematic reviews* [Paper presentation]. Literacy Research Association (LRA) Annual Conference, Phoenix, AZ, United States.
- Amendum S., Budde, C., & **Kittle, J. M.** (2021, December 1-3). Toward a science of reading for multilingual learners. In L. Tortorelli (Chair), *Broadening the science of reading discussion: Topics that warrant additional attention* [Symposium]. Literacy Research Association (LRA) Annual Conference, Atlanta, GA, United States.
- Kittle, J.** (2018, November 17). *Cross-language transfer of phonological awareness in Spanish-speaking children: A narrative review* [Paper presentation]. Eastern Pennsylvania Area Association Of Teachers Of English (Penn-TESOL) Fall Conference, Philadelphia, PA, United States.

Poster Presentations

- Amendum, S., Babinski, L., Knotek, S., **Kittle, J.**, Mann, J., & Coull, E. (Accepted for 2026, July 16-18). *Do professional learning and teacher characteristics impact teachers' asset and deficit orientations toward multilingual learners?* [Poster presentation]. Society for the Scientific Study of Reading (SSSR) Thirty-Third Annual Meeting, Rotterdam, the Netherlands.
- Kittle, J. M.**, & Amendum, S. J. (2024, July 10-13). *Spanish-influenced English spellings in K-5 U.S. settings: A systematic review* [Poster presentation]. Society for the Scientific Study of Reading (SSSR) Thirty-First Annual Meeting, Copenhagen, Denmark.
- Kittle, J. M.**, Budde, C. M., Amendum, S. J., VanGronigen, B. A., & Del Tufo, S. (2024, April 11-13). *Preparing linguistically responsive reading specialists: An examination of state credentialing requirements* [Poster presentation]. 2024 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA, United States.
- Amendum, S. J., **Kittle, J. M.**, Ramirez, A., Babinski, L. M., Carrig, M., Knotek, S., & Sánchez, M. (2024, April 11-13). *Relationships among early Spanish speaking skills and English reading for multilingual learners* [Poster presentation]. 2024 American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA, United States.

OTHER PRESENTATIONS

Kittle, J. M. (2025, April 11). *Panel 2A - Literacy: Reading disability, multilingual learners, and Black literacy practices* [Discussant]. 40th Annual Marion H. Steele Research Symposium, Newark, DE, United States.

Kittle, J. M. (2024, April 19). *The influence of Spanish phonology and orthography on K-5 Spanish-speaking multilingual learners' English spelling achievement: A systematic review* [Paper presentation]. 39th Annual Marion H. Steele Research Symposium, Newark, DE, United States.

Kittle, J. M. (2023, April 28). *The influence of Spanish phonology and orthography on Spanish-speaking multilingual learners' English spelling achievement in K-5: A systematic review* [Poster presentation - 1st place winner]. 38th Annual Marion H. Steele Research Symposium, Newark, DE, United States.

Budde, C., **Kittle, J. M.**, & Amendum, S. (2022, June 28). *The science of reading and English learners* [Conference session]. 20th Annual Policy & Practice Institute: DE Conference on Public Education, Dover, DE, United States.

RESEARCH EXPERIENCE

Principal Investigator

2023–present

School of Education, University of Delaware

Research Mentor and Collaborator: Dr. Stephanie N. Del Tufo

State Reading Specialist Certification Requirements and Multilingual Learners: A study to examine how reading specialist credentialing requirements address multilingual learners classified as English learners and align with the linguistically responsive teaching framework

- Designed and led a content analysis of 152 documents from 43 states using MAXQDA
- Coordinated a team of four faculty collaborators in data analysis and manuscript development
- Preparing manuscript for submission in a peer-reviewed journal

Lab Member

2023–present

Developmental and Aging Neuroscience Education (DANE) Laboratory, University of Delaware

Principal Investigator: Dr. Stephanie N. Del Tufo

- Attend monthly meetings with 10 lab members to present research, engage in professional development activities, and learn from external faculty presenters
- Meet bi-weekly with Dr. Del Tufo for over two years to obtain feedback on ongoing research, identify PD opportunities, and receive guidance on preparing award and grant applications
- Presented two posters and one paper at lab meetings to practice communicating ongoing research and to receive feedback from lab members
- Reviewed manuscripts for three lab members, providing feedback on logic, clarity, and readability
- Provided feedback to three undergraduate lab members and four Ph.D. lab members on their research statement and cover letter drafts

Co-Investigator

2022–present

School of Education, University of Delaware

Principal Investigator: Dr. Christina M. Budde

Pre-Service Teachers' Knowledge and Pedagogical Beliefs about Translanguaging Practices: An exploratory qualitative study to examine how pre-service teachers at a predominantly White, English-dominant institution engage with translanguaging pedagogy

- Initiated a research collaboration with Dr. Budde and three graduate students
- Co-designed research study and co-developed study protocols for IRB submission

- Designed and administered Qualtrics survey instrument, based on prior literature, to measure pre-service teachers' knowledge and beliefs about translanguage pedagogy
- Coded and analyzed qualitative interview data from participants using Dedoose
- Drafted the methods, provided detailed feedback on manuscript drafts, and assisted in editing the manuscript for submission

Graduate Research Assistant

2021–*present*

School of Education, University of Delaware

Principal Investigator: Dr. Steven J. Amendum

BELLA Online: ESL and Classroom Teachers Working Together With Children and Families (IES Grant, R305A220311): A study to design, develop, and test an online professional development (PD) program called Bridging English Language Learning and Academics (BELLA) for improving teacher and student outcomes for working with multilingual learners

- Modified and tested in-person BELLA PD for online delivery through three online modules
- Provided mentorship to one undergraduate student from the UD SOURCE (Summer Opportunities for Undergraduate Research and Creative Endeavors) program in conducting a literature review on K-5 teacher orientations toward multilingual learners
- Developed code and ran two multilevel models in R to examine the impact of the BELLA PD program on 59 teachers' asset and deficit-based views of bilingual development

Efficacy of the BELLA Program: ESL and Classroom Teachers Working Together with Students and Families (IES Grant, R305A180336): A study to evaluate the impact of the BELLA PD program

- Revised and updated the literature review section of a manuscript on cross-linguistic transfer of language and literacy skills for Spanish-speaking multilingual students
- Developed code and ran six multilevel models in R to examine how 106 multilingual children's early Spanish language and literacy skills are associated with their English skills
- Collaborated on writing the methods and results section of the manuscript to detail the analysis plans and summarize the research findings

The Science of Reading for Multilingual Learners Project: A systematic review of systematic reviews published between 2000 and 2022 aimed at identifying the essential components of the science of reading and effective instructional practices for multilingual learners

- Led the design and implementation of the systematic review published in *Educational Psychology Review*, a journal with a 12.5 five-year impact factor
- Retrieved, processed, and assessed 1,093 documents using inclusion/exclusion criteria
- Conducted forward and backward citation searches on 23 documents, identifying an additional 11 documents, for a total of 34 documents analyzed
- Designed nine tables and three figures and prepared the methods, results, and references sections for manuscript submission
- Led all manuscript preparation and revisions, coordinating with two co-authors

Investigating the Efficacy of a Web-Based Early Reading Intervention Professional Development Program for K-1 English Learners (IES Grant, R305A160255): A study to determine the efficacy of the Targeted Reading Intervention, an intervention and PD program designed to help classroom teachers acquire key diagnostic strategies for use with struggling K-1 readers, with multilingual learners

- Coded 561 intervention video sessions to assess fidelity of intervention implementation
- Reviewed literature and drafted four paragraphs related to early reading intervention and PD for classroom teachers especially related to Tier 2 small group instruction/intervention

UNIVERSITY TEACHING EXPERIENCE

Instructor on Record 2025

School of Education, University of Delaware

- *EDUC440: Teaching Literacy to Multilingual Learners (online)*

Teaching Assistant 2024

School of Education, University of Delaware

- *EDUC472: Teaching English as a Second Language*

Instructor on Record 2019–2020

Intensive English Program, English Language Institute, University of Delaware

- *ELIRW301: Reading and Writing III*
- *ELIRW101: Reading and Writing I*
- *ELISRW101: BASIC Reading and Writing I*

Guest Lecturer 2018–2020

Intensive English Program, English Language Institute, University of Delaware

- *ELIS101: Listening and Speaking I*
- *ELIS607: Music Listening*
- *ELIS650: English for Academic Purposes Preparation Listening/Speaking*
- *ELIRW201: Reading and Writing II*
- *SABIC Reading and Testing Seminar Workshop*

Instructor (Teaching Practica) 2018–2019

Intensive English Program, English Language Institute, University of Delaware

- *ELILS401: Listening and Speaking IV*
- *ELIRW201: Reading and Writing II*

Instructor on Record 2017

Intensive English Program, English Language Institute, University of Delaware

- *SABIC Reading Workshop*

K-12 TEACHING EXPERIENCE

AmeriCorps Reading Interventionist 2015–2017

Wilmington Manor Elementary/Reading Assist Institute

OTHER PROFESSIONAL EXPERIENCE

Program Assistant 2017–2019

Academic Transitions Cohort Program

English Language Institute, University of Delaware

Team Lead 2017–2019

Academic Transitions New Student Orientations

English Language Institute, University of Delaware

Senior Graduate Admissions Administrative Assistant 2013–2014

School of Communication

American University

Acting Senior Graduate Administrative Assistant 2013

School of International Service

American University

Graduate Admissions Assistant 2012–2013
School of International Service
American University

Peace Corps Volunteer 2009–2011
Peace Corps Panama

ADDITIONAL METHODOLOGICAL TRAINING

An Introduction to Qualitative Thematic Analysis (4 hours) 2025
Dr. Johnny Saldaña, American Educational Research Association (AERA)

Fall 2024 MAXQDA Workshop (7 hours) 2024
Mixed Methods Program, University of Michigan

Designing and Conducting a Mixed Methods Dissertation (20 hours) 2024
Mixed Methods Program, University of Michigan

ADDITIONAL PROFESSIONAL TRAINING

Reading Horizons Online Professional Development Course 2019

Language Essentials for Teachers of Reading and Spelling (LETRS®) 2016
Reading Assist Institute

Dynamic Indicators of Basic Early Literacy Skills (DIBELS® Next) 2015–2016
Reading Assist Institute

Project Management and Leadership Training (20 hours) 2010
Peace Corps Panama

Spanish Language Training (116 hours) 2009
Peace Corps Panama

Ngäbere Language Training (20 hours) 2009
Peace Corps Panama

Cross-Cultural Training (30 hours) 2009
Peace Corps Panama

FIELD SERVICE

Ad Hoc Reviewer
American Educational Research Journal 2025
Journal of Literacy Research 2024
Journal of Mixed Methods Research 2023

INSTITUTIONAL AND DEPARTMENTAL SERVICE

Co-Graduate Coordinator & Host 2025–*present*
Literacy Specialization Colloquium
School of Education, University of Delaware

Committee Member 2023–2025
Anti-Racist Curriculum in PK-12 Schools
The University of Delaware Anti-Racism Initiative, University of Delaware

Poster Presenter

2022, 2025

Delaware Day, PhD Recruiting Event
School of Education, University of Delaware

MA in Teaching English as a Second Language Graduate Student Representative

2017

College of Education and Human Development Open House
School of Education, University of Delaware

PROFESSIONAL AFFILIATIONS

American Association for Applied Linguistics (AAAL)

American Educational Research Association (AERA)

- Mixed Methods Research (SIG 158)
- Research in Reading and Literacy (SIG 011)
- Second Language Research (SIG 108)
- Division K - Teaching and Teacher Education

Eastern Pennsylvania Area Association of Teachers of English (PennTESOL-East)

International Literacy Association (ILA)

Literacy Research Association (LRA)

Mixed Methods International Research Association (MMIRA)

Society for the Scientific Study of Reading (SSSR)

TESOL International Association

ANALYTICAL SKILLS AND COMPETENCIES

Data Collection Tools: REDCap and Qualtrics

Data Analysis Tools: Dedoose, HLM 7, MAXQDA, NVivo, and RStudio

Languages: Spanish (Peace Corps Certification) and Ngäbere (Indigenous–Panamá)