

ABBREVIATED CURRICULUM VITAE

Janice Field Almasi, Ph.D.

Carol Lee Robertson Endowed Professor of Literacy
Department of Curriculum and Instruction
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ACADEMIC BACKGROUND

University of Maryland:

Ph.D. Curriculum and Instruction; Specialization: Reading Education/Research
Degree conferred May, 1993
Dissertation: *The Nature of Fourth Graders' Sociocognitive Conflicts in Peer-led and Teacher-led Discussions of Literature*
Committee: Linda B. Gambrell (Advisor), Peter P. Afflerbach, John T. Guthrie, John F. O'Flahavan, & Michael Pressley

M.Ed. Reading Education, Degree conferred May, 1989

Edinboro University of Pennsylvania:

B.S. in Ed. Elementary Education, Summa Cum Laude, University Honors Program,
Degree conferred May, 1984

AWARDS, HONORS, AND ELECTED OFFICES

- Reading Hall of Fame (elected), 2020
- Past President (elected), Literacy Research Association, 2015-2016
- President (elected), Literacy Research Association, 2014-2015
- President-Elect (elected), Literacy Research Association, 2013-2014
- Vice President (elected), Literacy Research Association, 2012-2013
- Reading Diagnostic and Intervention Steering Committee, Commonwealth of Kentucky, Appointed by Governor Steven L. Beshear, 2013-2015.
- Board of Directors (elected), International Reading Association, 2008-2011
- Board of Directors (elected), Literacy Research Association, 2008-2011
- Kentucky Colonel, Commonwealth of Kentucky, Commissioned by Governor Steven L. Beshear; May 4, 2010.
- Elected Fellow, National Conference of Researchers in Language and Literacy, 2006.
- Distinguished Alumni Award, Edinboro University of Pennsylvania, 2005.
- Outstanding Scholar Award, College of Education, University of Maryland Alumni Association, 2004.
- Appointed National Faculty Visiting Scholar, 1996-2000

- Elected Member, National Council of Researchers in Language and Literacy, 1997
- International Reading Association, Outstanding Dissertation Award, 1994.
- Literacy Research Association (formerly National Reading Conference), Outstanding Student Research Award, 1993.
- Academic Fellow, University of Maryland, 1990-91.
- Governor's Citation, State of Maryland, Outstanding Elementary School Teaching, (Governor's Academy of Mathematics, Science & Technology) 1989.

PROFESSIONAL WORK EXPERIENCE

June 2011 - present	Full Professor Department of Curriculum and Instruction University of Kentucky
January 2004 - present	Carol Lee Robertson Endowed Professor of Literacy Education Department of Curriculum and Instruction University of Kentucky
August 1998- December 2003	Associate Professor Department of Learning and Instruction University at Buffalo, SUNY
August 1994-August 1998	Assistant Professor Department of Learning and Instruction University at Buffalo, SUNY
August 1993-August 1994	Learning Research and Development Center University of Pittsburgh: <i>Postdoctoral Fellow</i> <u>Project Director</u> : Isabel L. Beck
July 1992-July 1993	National Reading Research Center University of Maryland: <i>Research Assistant</i> <u>Principal Investigator</u> : John T. Guthrie
August 1991-June 1993	University of Maryland, College of Education Department of Curriculum & Instruction: <i>Instructor</i>
November 1990-Dec. 1992	University of Maryland Reading Clinic: <i>Clinical Screening Supervisor</i> <u>Director</u> : Peter P. Afflerbach
July 1992-August 1992	Western Maryland College: <i>Lecturer</i> Graduate School of Education

June 1992-August 1992	University of Maryland Summer Reading Program: <i>Supervisor of Instruction</i> <u>Director</u> : Peter P. Afflerbach
August 1991-June 1992	Army Research Institute: <i>Research Fellow</i> <u>Mentor</u> : John T. Guthrie
August 1991- Dec. 1991	University of Maryland: <i>Research Assistant</i> <u>Mentor</u> : Linda B. Gambrell
June 1991-August 1991	University of Maryland Reading Clinic: <i>Assistant Director</i> <u>Director</u> : Beth Davey
August 1990-June 1991	University of Maryland Center for Educational Research and Development: <i>Computer Based Literature Retrieval</i> <u>Director</u> : John T. Guthrie
June 1990-August 1990	University of Maryland Reading Clinic: <i>Instructional Coordinator</i> <u>Director</u> : Beth Davey
Sept. 1989-June 1990	Board of Education of Queen Anne's County, Maryland Kent Island Elementary School: <i>Reading Specialist</i> <u>Principal</u> : Joseph M. Ollock
Sept. 1984-June 1989	Board of Education of Queen Anne's County, Maryland Kent Island Elementary School: <i>Fourth Grade Teacher</i> <u>Principal</u> : Joseph M. Ollock

SELECTED PUBLICATIONS

Books:

Almasi, J. F., & Fullerton, S. K. (2012). *Teaching strategic processes in reading* (2nd ed.). New York: Guilford. [Google Scholar number of citations = 301]

Almasi, J. F., Garas-York, K., & Hildreth, L. (2007). *Teaching literacy in third grade*. New York: Guilford.

Almasi, J. F. (2003). *Teaching strategic processes in reading*. New York: Guilford Press. [Google Scholar number of citations = 55]

Edited Books:

Gambrell, L. B., & **Almasi, J. F.** (Eds.) (1996). *Lively discussions! Fostering engaged readers*. Newark, DE: International Reading Association. [Google Scholar number of citations =

173]

Refereed Articles in National/International Journals:

- Cantrell, S. C., **Almasi, J. F.**, Rintamaa, M., & Carter, J. C. (2016). Supplemental reading strategy instruction for adolescents: A randomized trial and follow-up study. *Journal of Educational Research* 109(1), 7-26. [JCR 2016 Impact Factor = 1.197; Impact Factor without Self Cites = 1.171; JCR Current 5-year Impact Factor = 1.850; In 2016, this journal ranked 106 out of 235 educational journals (Quartile 2); Google Scholar number of citations = 29]
- Cantrell, S. C., Madden, A., Rintamaa, M., **Almasi, J. F.**, & Carter, J. C. (2015). The development of literacy coaches' efficacy beliefs in a dual-role position. *Journal of School Leadership*, 25(4), 562-591.
- Cantrell, S. C., **Almasi, J. F.**, Carter, J. C., Rintamaa, M., & Buckman, M. (2014). The impact of supplemental instruction on low-achieving adolescents' reading engagement. *Journal of Educational Research*, 107(1), 36-58. [JCR 2014 Impact Factor = 0.840; Impact Factor without Self Cites = 0.800; JCR Current 5-year Impact Factor = 1.307; In 2014, this journal ranked 92 out of 224 educational journals (Quartile 2); Google Scholar number of citations = 18]
- Cantrell, S. C., **Almasi, J. F.**, Carter, J. C., & Rintamaa, M. (2013). Reading intervention in middle and high schools: Implementation fidelity, teacher efficacy, and student achievement. *Reading Psychology*, 34(1), 26-58. [Google Scholar number of citations = 49]
- Cantrell, S. C., **Almasi, J. F.**, Carter, J. C., Rintamaa, M., & Madden, A. (2010). The impact of a strategy-based intervention on the comprehension and strategy use of struggling adolescent readers. *Journal of Educational Psychology*, 102(2), 257-280. DOI: 10.1037/a0018212 [JCR 2010 Impact Factor = 3.583; Impact Factor without Self Cites = 3.196; JCR Current 5-year Impact Factor = 4.917; In 2010, this journal ranked 2nd out of 50 educational psychology research journals (Quartile 1); Acceptance Rate = 20%; Google Scholar number of citations = 145]
- Almasi, J. F.**, Garas-York, K., & Shanahan, L. (2006). Qualitative research on text comprehension and the Report of the National Reading Panel. *Elementary School Journal*, 107(1), 37-66. [JCR 2006 Impact Factor = 0.591; Impact Factor without Self Cites = 0.477; In 2006, this journal ranked 41st out of 100 educational research journals (Quartile 2); Acceptance Rate = 10%; Google Scholar number of citations = 35]
- Almasi, J. F.**, O'Flahavan, J. F., & Arya, P. (2001). A comparative analysis of student and teacher development in more proficient and less proficient discussions of literature. *Reading Research Quarterly*, 36(2), 96-120. [JCR 2001 Impact Factor = 1.872; JCR Current 5-year Impact Factor = 1.717; Acceptance Rate = 5-10%; In 2001, this journal ranked 2nd out of 92 educational research journals (Quartile 1); JCR number of citations = 10; Google Scholar

number of citations = 158]

Rozendal, M., & **Almasi, J. F.** (2001). Of virgins, blank slates, and gurus: An interpretive case study of elementary teachers implementing peer discussion. In J. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *50th Yearbook of the National Reading Conference* (pp. 544-557). Chicago, IL: National Reading Conference.

Almasi, J. F., McKeown, M. G., & Beck, I. L. (1996). The nature of engaged reading in classroom discussions of literature. *Journal of Literacy Research*, 28(1), 107-146. [JCR 1997 Impact Factor = 0.222; JCR Current 5-year Impact Factor = 0.500; Acceptance Rate = 6-10%; In 1997, this journal ranked 73rd out of 102 educational research journals (Quartile 3); JCR number of citations = 15; Google Scholar number of citations = 141]

Almasi, J. F. (1995). The nature of fourth graders' sociocognitive conflicts in peer-led and teacher-led discussions of literature. *Reading Research Quarterly*, 30(3), 314-351. [JCR 1997 Impact Factor = 1.464; JCR Current 5-year Impact Factor = 1.717; Acceptance Rate = 5-10%; In 1997, this journal ranked 3rd out of 102 educational research journals (Quartile 1); JCR number of citations = 58; Google Scholar number of citations = 439]

Almasi, J. F. (1994). The effects of peer-led and teacher-led discussions of literature on fourth-graders' sociocognitive conflicts. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice* (43rd Yearbook of the National Reading Conference, pp. 40-59). Chicago, IL: National Reading Conference. [Google Scholar number of citations = 7]

Almasi, J. F., Palmer, B. M., Gambrell, L. B., & Pressley, M. (1994). Toward disciplined inquiry: A methodological analysis of whole language research. *Educational Psychologist*, 29(4), 193-202. [JCR 1997 Impact Factor = 1.347; JCR Current 5-year Impact Factor = 5.387; Acceptance Rate = 21-30%; In 1997, this journal ranked 5th out of 39 educational psychology research journals. JCR number of citations = 7; Google Scholar number of citations = 26]

Pressley, M., **Almasi, J. F.**, Schuder, T. L., Bergman, J., Hite, S., El-Dinary, P. B., & Brown, R. (1994). Transactional instruction of comprehension strategies: The Montgomery County, Maryland SAIL program. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 10(1), 5-19. [Acceptance Rate 10-15%; Indexed in ERIC and PsychInfo; Google Scholar number of citations = 63]

Pressley, M., El-Dinary, P. B., Gaskins, I., Schuder, T., Bergman, J., **Almasi, J. F.**, & Brown, R. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *Elementary School Journal*, 92(5), 513-555. [JCR 1997 Impact Factor = 0.421; JCR Current 5-year Impact Factor = 1.876; Acceptance Rate = 10%; In 1997, this journal ranked 35th out of 102 educational research journals; JCR number of citations = 66; Google Scholar number of citations = 653]

Other Refereed Articles:

Klenk, L., & Almasi, J. F. (1997). School-based practicum in reading disabilities. *The Language and Literacy Spectrum*, 7, 73-79.

Walker, B. J., Gambrell, L. B., Truscott, D., & Almasi, J. F. (1994). Mental imagery, text illustrations, and reading comprehension of adult readers. In E. G. Sturtevant, W. M. Linek, K. A. J. Mohr, & E. W. Murphy (Eds.), *Pathways for literacy: Learners teach and teachers learn: The Sixteenth Yearbook of the College Reading Association* (pp. 99-108). Pittsburg, KS: College Reading Association.

Almasi, J. F. (1991). Helping students deal effectively with comprehension failure. *Literacy: Issues and Practices*, 8, 59-66.

Invited Articles:

Hayden, A., Lorch, E. P., Almasi, J., & Milich, R. (2017). Lessons learned from the development of a narrative comprehension intervention for third-graders at-risk for ADHD. *ADHD Report*, 25(6), 1-6.

Almasi, J. F. (2016). Crossing boundaries in literacy research: Challenges and opportunities. In C. Kuby., A. Lannin, C. Gilles, L. Kingsley, L. Sanchez, & A. Zapata (Eds.), *Literacy research: Theory, method and practice* (vol. 65, pp. 24-46). Thousand Oaks, CA: Sage.

Almasi, J. F. (2002). Peer discussion. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia* (Vol. 2, pp. 420-424). New York: ABC.

Almasi, J. F. (1995, August/September). Who says conflict can't be good? Creating classroom discussions that foster engaged reading. *Reading Today*, 13(1), 26.

Book Chapters:

Almasi, J. F., & Hart, S. J. (2019). Best practices in narrative text comprehension. In L. M. Morrow, & L. B. Gambrell (Eds.), *Best practices in literacy instruction* (6th ed., pp. 221-249). New York: Guilford Publications.

Cantrell, S. C., Almasi, J. F., & Rintamaa, M. (2017). Improving adolescents' reading comprehension and engagement through strategy-based interventions. In K. Mokhtari (Ed.), *Improving reading comprehension through metacognitive reading strategies instruction* (pp. 131-153). Lanham, MD: Rowman & Littlefield Publishers.

Garas-York, K., & Almasi, J. F. (2017). Constructing meaning through discussion. In S. E. Israel (Ed.), *Handbook of research in reading comprehension* (2nd ed., pp. 500-518). New York: Guilford Press.

Almasi, J. F., & Hart, S. J. (2015). Best practices in narrative text comprehension. In L. Gambrell & L. M. Morrow (Eds.), *Best practices in literacy instruction* (5th ed., 223-248). New York: Guilford Publications.

- Almasi, J. F., & Palmer, B. M.** (2013). Reading: Comprehension programs. In J. Hattie & E. M. Anderman (Eds.), *International guide to student achievement* (pp.342-344). New York: Taylor & Francis/Routledge.
- Garas-York, K., Shanahan, L., & **Almasi, J. F.** (2013). Comprehension: High level talk and writing about texts and discussion. In B. M. Taylor & N. Duke (Eds.), *Handbook of effective literacy instruction: Research-based practice K-8* (pp. 246-278). New York: Guilford Press.
- Almasi, J. F., & Hart, S. J.** (2011). Best practices in comprehension. In L. M. Morrow & L. B. Gambrell (Eds.), *Best practices in literacy instruction* (4th ed. pp. 250-275). New York: Guilford Publications.
- Almasi, J. F., Palmer, B. M., Madden, A., & Hart, S.** (2011). Interventions to enhance narrative comprehension. In R. Allington & A. McGill-Franzen (Eds.), *Handbook of reading disability research* (pp. 329-344). New York: Routledge. [Google Scholar number of citations = 11]
- Almasi, J. F., & Garas-York, K.** (2009). Comprehension and discussion of text. In S. Israel & G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 470-493). New York: Routledge. [Google Scholar number of citations = 52]
- Almasi, J. F.** (2007). Using questioning strategies to promote students' active comprehension of content area material. In D. Lapp & J. Flood (Eds.), *Content area reading instruction* (5th ed. pp. 487-513). Mahwah, NJ: Erlbaum. [Google Scholar number of citations = 6]
- Almasi, J. F.** (2002). Research-based comprehension practices that create higher level discussions. In C. Collins Block, M. Pressley, & L. B. Gambrell (Eds.), *Comprehension instruction: Building on the past and improving instruction for today's students* (pp. 229-242). San Francisco: Jossey-Bass. [Google Scholar number of citations = 20]
- Gambrell, L. B., Mazzoni, S., & **Almasi, J. F.** (2000). Promoting collaboration, social interaction, and engagement with text. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (119-139). New York: Guilford. [Google Scholar number of citations = 44]
- Almasi, J. F., & Gambrell, L. B.** (1997). Conflict during classroom discussions can be a good *research* (130-155). Newark, DE: International Reading Association. [Google Scholar number of citations = 9]
- Almasi, J. F.** (1996). A new view of discussion. In L. B. Gambrell & J. F. Almasi (Eds.), *Lively discussions! Fostering engaged readers* (pp. 2-24). Newark, DE: International Reading Association. [Google Scholar number of citations = 124]
- Gambrell, L. B., **Almasi, J. F.**, Xie, Q., Heland, V. (1995). Helping first graders get a Running

Start in reading. In L. M. Morrow (Ed.), *Family literacy: Multiple perspectives to enhance literacy development* (pp. 143-154). Newark, DE: International Reading Association.
[Google Scholar number of citations = 17]

Gambrell, L. B., & **Almasi, J. F.** (1994). Fostering comprehension development through discussion. In L. M. Morrow, L. C. Wilkinson, & J. Smith (Eds.), *The integrated language arts: Controversy to consensus* (pp. 71-90). Boston, MA: Allyn-Bacon.

Book Reviews:

Almasi, J. F. (2002). Border crossing dilemmas: What cultural currency is accepted at the toll booth? [Review of the book *Children's Engagement in the World: Sociocultural Perspectives*]. *Race, Ethnicity, and Education*, 5(3), 317-325. [Google Scholar number of citations = 3]

SELECTED REFEREED CONFERENCE PRESENTATIONS:

International:

Edwards, P., & **Almasi, J. F.** (2010, July). *Response to Intervention (RTI): First year implementation gains*. Presented at the International Reading Association's 23rd World Congress, Auckland, New Zealand.

Almasi, J. F., Palmer, B. M., & Hildreth, L. (2008, July). *While students learn, teachers learn/ Mientras aprenden los estudiantes, aprenden los maestros*. Presented at the International Reading Association's 22nd World Congress, San José, Costa Rica.

Almasi, J. F. (2002, July). Designing effective comprehension instruction: The strategy instruction model. In L. B. Gambrell (Chair), *Increasing students' understanding of texts: Research-based practices*. Symposium conducted at the International Reading Association's 19th World Congress on Reading, Edinburgh, Scotland.

National:

Lorch, E., Hayden, A., **Almasi, J. F.**, & Jodts, J. (2020, January). *Comparing changes in comprehension and social problem-solving self-efficacy across three interventions designed for children at risk for ADHD*. Poster presented at the U. S. Department of Education Institute of Education Sciences Annual Principal Investigators Meeting, Washington DC.

French, A. M., Lorch, E., Hayden, A., & Milich, R., & **Almasi, J.** (2017, April). *Factors that explain learning in a narrative comprehension intervention for children at-risk for ADHD*. Presented at the National Conference on Undergraduate Research, Memphis, TN.

Hayden, A, Lorch, E. P., **Almasi, J.**, Milich, R., Hilton, S., Rosado, R., & Thompson, K., Toland, M. (2017, April). *Results of a narrative comprehension intervention for third-graders at-risk for ADHD*. Presented at the biennial meeting of the Society for Research in Child Development, Austin TX.

- Vincent, L., Hayden, A., **Almasi, J. F.**, Kaiser, A., Reeves, S., Hilton, S., & Lorch, E. (2015, March). *The role of ADHD symptomatology in response to a narrative comprehension intervention*. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Philadelphia, PA.
- Moore, J. C., & **Almasi, J. F.** (2013, December). *A content analysis of the clarity and accessibility of alphabet concept books*. Paper presented at the 63rd Annual Meeting of the Literacy Research Association. Dallas, TX.
- Almasi, J. F.**, Edwards, P., & Hart, S. (2011, December). *Waiting for special education: Intended and unintended influences of RTI on literacy instruction*. Paper presented at the 61st Annual Meeting of the Literacy Research Association (formerly the National Reading Conference). Jacksonville, FL.
- Cantrell, S. C., **Almasi, J. F.**, Carter, J. C., & Rintamaa, M. (2011, December). *The Impact of a strategy-based reading intervention on students' achievement, strategy use, and motivation: Results from one Striving Readers site*. Paper presented at the 61st Annual Meeting of the Literacy Research Association (formerly the National Reading Conference). Jacksonville, FL.
- Cantrell, S. C., Madden, A., Carter, J. C., Rintamaa, M., & **Almasi, J. F.** (2011, April). *The development of teacher efficacy in a dual-role literacy coaching position*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
- Almasi, J. F.**, Cantrell, S. C., Carter, J. C., Rintamaa, M., & Grewe, J. (2010, December). *Variations in the strategic processing of expository text by proficient and struggling sixth-grade readers over time*. Presented at the 60th annual meeting of the National Reading Conference. Fort Worth, TX.
- Almasi, J. F.** (2010, April). *Peer discussion of texts in online environments*. Presented at the International Reading Association Annual Convention. Chicago, IL.

INVITED ADDRESSES AND KEYNOTES:

(* Denotes invited addresses, featured speaker sessions, and keynotes engaged in as part of role as member of the International Reading Association Board of Directors. IRA Board Members are not permitted to profit in any manner from these speaking engagements. Speaking engagements are selected from a list of four topics that reflect each IRA Board Member's area of expertise. Thus, there are repetitive presentations on this list. I have included all contractual obligations through spring, 2013.)

- Almasi, J. F.**, Lorch, E. P., Milich, R., Hayden, A., Kaiser, A., Hilton, S., Moore, J., Reeves, S., Shelton, N., Brickey, L., Thompson, K., & Toland, M. (2017, January 28). *Designing narrative comprehension interventions for students who struggle*. Pre-conference Institute presented at the National Reading Recovery® & K-6 Conference, Columbus, OH.
- Hayden, A., Lorch, E. P., **Almasi, J.**, Toland, M., & Thompson, K. (2016, December). A

- narrative comprehension intervention for third-graders at-risk for ADHD: Evaluating evidence of promise and moderators. Presented at the 2016 IES Principal Investigators Meeting, Washington, DC.
- Almasi, J. F.,** Hilton, S., Lorch, E. P., Milich, R., Hayden, A., Kaiser, A., Moore, J., Reeves, S., Shelton, N., Brickey, L., Thompson, K., & Toland, M. (2016, October 28). *Designing comprehension instruction that works for students who struggle*. Workshop presented at the Kentucky Reading Association Annual Conference, Louisville, KY.
- Almasi, J. F.** (2015, December). *Crossing boundaries in literacy research: Challenges and opportunities*. Keynote address presented at the 65th Annual Meeting of the Literacy Research Association, Carlsbad, CA.
- Almasi, J. F.,** Lorch, E. P., R. Milich, Hayden, A., Kaiser, A., Hilton, S., Moore, J., Reeves, S., Shelton, N., & Brickey, L. (2015, October 16). *Examining a new narrative comprehension intervention for struggling comprehenders at-risk for ADHD*. Workshop presented at the Kentucky Reading Association Annual Conference, Louisville, KY.
- Almasi, J. F.,** Lorch, E. P., Milich, R., Hayden, A., Kaiser, A., Hilton, S., Moore, J., Reeves, S., Shelton, N., & Brickey, L., (2015, July). *A narrative comprehension intervention for struggling comprehenders at-risk for ADHD*. Presented at the 60th Annual Convention of the International Literacy Association, St. Louis, MO.
- Almasi, J. F., & Fullerton, S. K.** (2013, February). (Featured Speaker) *Teaching strategic processes in reading*. Pre-conference Institute presented at the National Reading Recovery® & K-6 Classroom Literacy Conference, Columbus, OH.
- Almasi, J. F.** (2012, October). (Keynote Speaker) *Creating a sense of wonder by engaging all readers in high-level discussions about text*. Presented at the Ohio Council of the International Reading Association Annual Conference, Youngstown, OH.
- Almasi, J. F.** (2011, October). (Keynote Speaker) *Literacy for All: Motivating Literacy Leaders to Action*. Presented at the Kentucky Reading Association Annual Conference, Lexington, KY.
- Almasi, J. F.** (2011, October). (Featured Speaker) *How Do I Get My Students to Use Comprehension Strategies on their Own?* Presented at the University of Arkansas-Little Rock Center for Literacy Conference, Hot Springs, AR.
- Almasi, J. F.** (2011, October). (Featured Speaker) *Approaching Word Recognition as a Strategic Process*. Presented at the University of Arkansas at Little Rock Center for Literacy Conference, Hot Springs, AR.
- Almasi, J. F.** (2011, June). (Featured Speaker) *How Do I Get My Students to Use Comprehension Strategies on their Own?* Workshop presented at the Learning Disabilities Association of Kentucky Annual Conference, Shepherdsville, KY.
- Almasi, J. F.** (2011, April). *How Do I Get My Students to Use Comprehension Strategies on their Own?* Workshop presented at the Southeast Regional Professional Development Center, Southeast Missouri State University, Cape Girardeau, MO.
- *Almasi, J. F.** (2011, March). (Keynote Speaker) *How Do I Get My Students to Use Comprehension Strategies on their Own?* Presented at the Indiana State Reading Association Annual Conference, Indianapolis, IN.
- Almasi, J. F., & Fullerton, S. K.** (2011, February). (Featured Speaker) *Teaching Strategic Processes in Reading*. Pre-Conference Institute presented at the National Reading Recovery® & K-6 Classroom Literacy Conference, Columbus, OH.

- Almasi, J. F.** (2011, January). (Featured Speaker) *Helping Students Use Comprehension Strategies on their Own*. Presented at the Early Literacy and Illinois Reading Recovery® Conference, Chicago, IL.
- Almasi, J. F.** (2011, January). (Featured Speaker) *Teaching Students How to Recognize Expository Text Structure*. Presented at the Early Literacy and Illinois Reading Recovery® Conference, Chicago, IL.
- *Almasi, J. F.** (2010, November). (Keynote Speaker) *How Do I Get My Students to Use Comprehension Strategies on their Own?* Presented at the Utah Council of the International Reading Association Annual Conference, Salt Lake City, UT.
- *Almasi, J. F.** (2010, November). (Featured Speaker) *Using Peer Discussion of Text to Promote Comprehension, Motivation, and Social Skills*. Presented at the Utah Council of the International Reading Association Annual Conference, Salt Lake City, UT.
- *Almasi, J. F.** (2010, November). (Featured Speaker) *Using Peer Discussion of Text to Promote Comprehension, Motivation, and Social Skills*. Institute presented at the Connecticut Reading Association's 59th Annual Conference, Cromwell, CT.
- Almasi, J. F.** (2010, November). (Keynote Speaker) *Keys to Teaching Children to be Successful Comprehenders*. Presented at the Texas Woman's University Reading Recovery/Early Literacy Institute, Denton, TX.
- Almasi, J. F.** (2010, November) (Featured Speaker) *Helping Students Use Comprehension Strategies on their Own*. Presented at the Texas Woman's University Reading Recovery/Early Literacy Institute, Denton, TX.
- *Almasi, J. F.** (2010, November). (Keynote Speaker) *Adolescent Literacy: Keys for Promoting Literacy with a Tough Audience*. Presented at the Pennsylvania Reading Teacher Educators' Luncheon at the Keystone State Reading Association Annual Conference, Hershey, PA.
- *Almasi, J. F.** (2010, October). (Keynote Speaker) *Using Peer Discussion of Text to Promote Comprehension, Motivation, and Social Skills*. Presented at the Keystone State Reading Association Annual Conference, Hershey, PA.
- *Almasi, J. F.** (2010, October). (Featured Speaker) *Using Peer Discussion of Text to Promote Comprehension, Motivation, and Social Skills*. Presented at the Diamond State Reading Association Annual Conference, Dover, DE.
- *Almasi, J. F.** (2010, October). (Keynote Speaker) *Using Peer Discussion of Text to Promote Comprehension, Motivation, and Social Skills*. Presented to the Franklin County Reading Association, Chambersburg, PA.
- Almasi, J. F.** (2010, September). (Keynote Speaker) *Using Peer Discussion of Text to Promote Comprehension, Motivation, and Social Skills*. Presented at Mount St. Mary's University, Emmitsburg, MD.
- *Almasi, J. F.** (2010, August). (Keynote Speaker) *Literacy for All: Motivating Council Leaders to Action*. Presented at the International Reading Association Leadership Workshop, Dallas, TX.
- *Almasi, J. F.** (2010, August). (Featured Speaker) *Using Peer Discussion of Text to Promote Comprehension, Motivation, and Social Skills*. Presented at the International Reading Association Leadership Workshop, Dallas, TX.
- *Almasi, J. F.** (2010, July). (Featured Speaker) *How Do I Get My Students to Use Comprehension Strategies on their Own?* Presented to the Reading Association of the

Philippines, Manila, Philippines.

- ***Almasi, J. F.** (2010, July). (Featured Speaker) *Recognizing expository text structures*. Presented to the Reading Association of the Philippines, Manila, Philippines.
- Almasi, J. F.** (2010, April). (Keynote Speaker) *Fostering comprehension through peer discussion*. Presented at the National Technical Assistance Center's Spring Professional Development Session, Chicago, IL.
- ***Almasi, J. F.** (2010, April). (Featured Speaker) *Using peer discussion of text to promote comprehension, motivation, and social skills*. Presented at the Massachusetts Reading Association Annual Conference. Sturbridge, MA.
- ***Almasi, J. F.** (2010, March). (Keynote Speaker) *How do I get my students to use comprehension strategies on their own?* Presented to the Seneca Reading Council. Clarion, PA.
- ***Almasi, J. F.** (2010, March). (Featured Speaker) *Recognizing expository text structures*. Presented at the Annual Conference of the Illinois Reading Council. Springfield, IL.
- ***Almasi, J. F.** (2010, March). (Featured Speaker) *How do I get my students to use comprehension strategies on their own?* Presented at the Annual Conference of the Illinois Reading Council. Springfield, IL.
- Almasi, J. F.** (2010, February). (Featured Speaker) *Helping students use comprehension strategies on their own*. Presented at the National Reading Recovery® & K-6 Classroom Literacy Conference. Columbus, OH.
- ***Almasi, J. F.** (2009, November). (Featured Speaker) *How do I get my students to use comprehension strategies on their own?* Presented at the Arkansas Reading Association Annual Conference. Little Rock, AR.
- ***Almasi, J. F.** (2009, November). (Featured Speaker) *Those kids talk differently: The benefits of peer discussion in the classroom*. Presented at the Tennessee Reading Association Annual Conference. Murfreesboro, TN.
- ***Almasi, J. F.** (2009, November). (Featured Speaker) *How do I get my students to use comprehension strategies on their own?* Presented at the Southeast/Plains Regional Conference. Branson, MO.
- ***Almasi, J. F.** (2009, October). (Keynote Speaker) *Using peer discussion of text to promote comprehension, motivation, and social skills*. Presented at the Connecticut Association for Reading Research. Cromwell, CT.

SELECTED EXTERNAL FUNDING ACTIVITIES: (\$ 8,814,376 Total Funded Projects as PI or Co-PI)

- Funding Source: Kentucky Department of Education; Office of Standards, Assessment and Accountability
- Project: Online Modules to Support Teacher Planning and Implementation of KAS Reading and Writing Standards Related to Determining Central Ideas or Themes of a Text and Analyzing the Structure of Texts
- Role: **Principal Investigator at 0.45% Level of Effort**
- Starting Date: July 1, 2020
- Ending Date: June 30, 2021
- Total Grant Award: \$116,115
- Status: **Funded (PR/AWARD NO. 3048114811)**

• **Funding Source:** U. S. Department of Education, Institute of Education Sciences, Cognition, and Student Learning Competition

Project: Efficacy of a Narrative Comprehension Intervention for Elementary School Children At-Risk for Attention-Deficit Hyperactivity Disorder

Role: **Co-Principal Investigator at 25% Level of Effort** along with:

- Dr. Elizabeth Lorch (Project Director/Principal Investigator, Department of Psychology, University of Kentucky, 23% Level of Effort)
- Dr. Richard Milich (Department of Psychology, University of Kentucky, 21% Level of Effort), Co-PD/PI
- Dr. Paul van den Broek (Department of Social and Behavioral Sciences, Leiden University, The Netherlands), Co-PD/PI

Starting Date: July 1, 2017

Ending Date: June 30, 2022

Total Grant Award: \$3,237,898

Status: **Funded (PR/AWARD NO. R305A170574)**

• **Funding Source:** U. S. Department of Education, Institute of Education Sciences, Cognition, and Student Learning Competition
<http://ies.ed.gov/funding/grantsearch/details.asp?ID=1272>

Project: A Narrative Comprehension Intervention for Elementary School Children At-Risk for Attention-Deficit Hyperactivity Disorder

Role: **Co-Principal Investigator at 27% Level of Effort** along with:

- Dr. Elizabeth Lorch (Project Director/Principal Investigator, Department of Psychology, University of Kentucky, 23% Level of Effort)
- Dr. Richard Milich (Department of Psychology, University of Kentucky, 21% Level of Effort), Co-PD/PI
- Dr. Paul van den Broek (Department of Social and Behavioral Sciences, Leiden University, The Netherlands), Co-PD/PI

Starting Date: March 1, 2012

Ending Date: February 28, 2015

Total Grant Award: \$1,481,432

Status: **Funded (PR/AWARD NO. R305A120171)**

Sponsor: U. S. Department of Education, Institute of Education Sciences, Effective Teachers, and Effective Teaching Competition
<http://ies.ed.gov/funding/grantsearch/details.asp?ID=1302>

Project: Dialogic Teaching: Professional Development in Classroom Discussion to Improve Students' Argument Literacy

Role: **Advisory Board Consultant (1-2 days/year)**

PI: Dr. Ian A. G. Wilkinson, Department of Teaching and Learning, The Ohio State

University (20% level of effort)

Co-PI: Dr. Alina Reznitskaya, Montclair State University
Grant Type: Collaboration (I am only an Advisory Board consultant on this grant)
Starting Date: July 1, 2012
Ending Date: June 30, 2015
Total Grant Award: \$1,447,711
Status: **Funded (PR/AWARD NO. R305A120634)**

- Funding Source: U. S. Department of Education, Office of Elementary and Secondary Education, Striving Readers Grant Competition
Project: Kentucky Content Literacy Consortium (KCLC)
Grantee: Danville Independent Schools
Role: **Co- Principal Investigator of Evaluation Team**
Date Applied: November, 2005
Award Dates: July, 2006 – July, 2010 (extended through December, 2011)
Grant Amount: \$17,000,000 (\$3,165,000 for the evaluation component)
Status: **Funded (\$3,165,000 for the evaluation component) (PR/AWARD NO. S371A060090)**

- Funding Source: U. S. Department of Education, Office of Educational Research and Improvement, Field-Initiated Studies (PR/AWARD NO. R305T010155)
Project: *A Longitudinal Investigation of the Influence of Peer Talk about Text on Reading Development in Grades K-3*
Role: Project Director and Principal Investigator
Date Applied: September 15, 2000
Award Dates: January, 2001 – December, 2003
Grant Amount: \$828,780
Status: **Funded (\$828,780) (PR/AWARD NO. R305T010155)**

- Funding Source: United States Department of Education, Office of Educational Research and Improvement: National Reading Research Center (PR/AWARD NO. 117A20007)
Project: Edited Book for the National Reading Research Center entitled, *Lively Discussions! Creating Classroom Cultures that Foster Interpretation and Comprehension*
Role: Co-editor
Date Applied: August 22, 1995
Date Received: March 1, 1996
Grant Amount: \$38,924
Amount Funded: **Funded (\$38,924) (PR/AWARD NO. 117A20007)**

- Funding Source: United States Department of Education, Office of Educational Research and Improvement: National Reading Research Center (PR/AWARD NO. 117A20007)

Project: *Idea Circles: Literacy engagement, discourse, and conceptual learning in collaborative groups*
Role: Co-investigator
Date Applied: February 15, 1996
Date Received: March 1, 1996
Grant Amount: \$10,000
Amount Funded: **Funded (\$10,000) (PR/AWARD NO. 117A20007)**

- Funding Source: State University of New York at Buffalo
Project: *Interdisciplinary Research on Socio-cultural Perspectives in Literacy: A Pilot Study*
Role: Co-Investigator/Project Director
Date Applied: February 9, 1996
Date Received: April 18, 1996
Grant Amount: \$19,900
Amount Funded: **Funded (\$19,900)**
- Funding Source: New York State/United University Professions: Term Faculty Development Award Program
Project: *The Development of Fourth Graders' Interactive and Interpretive Strategies*
Role: Principal Investigator
Date applied: October 26, 1994
Grant amount: \$ 750.00
Amount Funded: **Funded (\$ 340.00)**

SELECTED PROFESSIONAL ACTIVITIES/SERVICE:

Professional Organization Memberships and Committee Work:

International:

International Literacy Association (formerly International Reading Association):

- Teachers as Researchers Subcommittee, 2007-08
- Urban Diversity Initiative, 2003-06
- Outstanding Dissertation Award Subcommittee, 1996-1999
- Subcommittee on Research Implementation, May 1995-96
- Program Review Board, 1994-2000

National:

Literacy Research Association (formerly National Reading Conference):

- Management Relations Committee Chair, 2016
- Financial Advisory Board Chair, 2016
- Barr/Mosenthal Handbook of Reading Research Committee Member 2015-2017
- Nominations Committee Member, 2016
- Annual Conference Program Chair, 2014
- Annual Conference Program Co-chair, 2013

- Nominations Committee Chair, 2013
- Secretary (appointed), 2000-06
- Program Area Chair, Area 3/4, 1998-2000
- Oscar Causey Award Committee, 1998-2001
- Program Review Board, 1995-2010
- Student Research Award Committee, 1994
- Member, 1993-present

State:

Kentucky Department of Education:

- ELA Standards Advisory Panel, 2018
- Kentucky Literacy Team, Member 2010-2011

New York State Reading Association:

- Past President, 2003-04
- President, 2002-03
- President-Elect, 2001-02
- Vice President, 2000-01
- Executive Committee, 2000-03
- Conference 2002 Planning Committee, 2000-02
- Conference 2001 Planning Committee, 2000-01
- Futures Committee, 2000-02
- Budget Committee, 2000-03
- Editor, *Language and Literacy Spectrum*, 1997-2000
- Conference 1997 Planning Committee, 1996-97
- Delegate's Assembly, 1996-2000

State of Maryland International Reading Association:

- Editor, *Literacy: Issues and Practices*, 1993-1995

Local:

Niagara Frontier Reading Council:

- Past President, 2000-01
- Nominating Committee, Chair, 2000-01
- Audit Committee, 1999-2000
- President, 1999-2000
- Finance Committee, 1999-2000
- Nominating Committee, 1999-2000
- Conference 2001 Planning Committee
- President-elect, 1998-99
- Vice President, 1997-98
- Board of Directors, 1995-97

Buffalo Public School System:

- “Root Cause” Committee, 1998-2000

University-level:

- Senate Council Academic Area Advisory Committee – Social Sciences Area Advisory Committee (September 1, 2018 - August 31, 2019)
- External Review Committee Chair, Academic Enhancement, University of Kentucky (February 14, 2014-March 31, 2014)
- Senate Council Academic Area Advisory Committee - Librarian Series (September 1, 2012 - August 31, 2014)
- Steering Committee, Council of Endowed Chairs and Professors, University of Kentucky, 2008-2014
- Graduate Council, University of Kentucky, 2008-2011
- Faculty Senate, University of Kentucky (filling vacated spot), 2009-2010
- Kirwan Award Committee, University of Kentucky, 2006-07
- Heidelberg Scholarship Committee, University of Kentucky, 2005-07
- Faculty Senate, University at Buffalo, SUNY, 2001-03 (elected)
- Faculty Senate Program Advisory Committee, University at Buffalo, SUNY, 2001-02
- Provost's Junior Faculty Advisory Committee, University at Buffalo, SUNY, 1997-98

College/Departmental-level:

- Program Faculty Chair, Literacy Specialist Endorsement Program, Department of Curriculum and Instruction, College of Education, University of Kentucky, 2010-present
- Research Advisory Committee, College of Education, University of Kentucky, 2020-present
- Member, EDC Budget Surplus Committee, Department of Curriculum and Instruction, University of Kentucky, 2017-2020
- Member, Appointment, Reappointment, Promotion and Tenure Committee, University of Kentucky, College of Education, 2015-2017
- Chair, Budget Committee, Department of Curriculum and Instruction, University of Kentucky, 2016
- Chair, CCLD Executive Director Search Committee, University of Kentucky, College of Education, 2009-2010
- EDC Department Chair Search Committee, University of Kentucky, Department of Curriculum and Instruction, 2009-2010
- COE Dean Search Committee, University of Kentucky, College of Education, 2008-09
- Promotion and Tenure Committee, University of Kentucky, College of Education, 2008-09
- Chair, Literacy Search Committee, University of Kentucky, Department of Curriculum and Instruction, 2008-09
- Strategic Planning Committee, University of Kentucky, College of Education, 2007-08
- Chair, EDC Department Chair Search Committee, University of Kentucky, Department of Curriculum and Instruction, 2007-08
- Research Committee, University of Kentucky, College of Education, 2006-09
- Literacy Search Committee, University of Kentucky, EDC, 2006-07
- Literacy Search Committee, University of Kentucky, EDC, 2005-06

- Literacy Search Committee, University of Kentucky, EDC, 2004-05

Editorial Advisory Boards:

- *American Educational Research Journal*, Guest Reviewer, vol. 101(4), 2009
- *Cognition and Instruction*, Guest Reviewer, vol. 25(4), 2007
- *Contemporary Educational Psychology*, Guest Reviewer, vol. 33(3), 2008; vol. 35(1), 2010
- *Elementary School Journal*, Guest Reviewer (2010-2017); Guest Reviewer, vol. 10(4), 2010
- *Journal of Educational Psychology*, Guest Reviewer, vol. 93(3), 2001; vol. 96(4), 2004; vol. 97(4), 2005; vol. 101(4), 2009
- *Journal of Educational Research*, Guest Reviewer, 2013-2015
- *Journal of Literacy Research* (formerly *Journal of Reading Behavior*), Editorial Advisory Board (1995-2004)
- *Journal of Teacher Education*, Guest Reviewer, 2013
- *Reading Research Quarterly*, Editorial Advisory Board (2011-present; 2003-2007); Guest Reviewer, vol. 43(4), 2008

Grant Review Boards:

- U. S. Department of Education, Institute of Education Sciences, appointed to second term as a Principal Member, Reading and Writing Education Research Scientific Review Panel (2007-2010).
[This panel reviewed grant applications from the National Center for Education Research's Reading and Writing, Interventions for Struggling and Adolescent Readers and Writers, and Teacher Quality - Reading and Writing competitions; the National Center for Special Education Research's Reading, Writing, and Language Development competition; and Education Technology competitions.]
- U. S. Department of Education, Institute of Education Sciences, appointed as a Principal Member, Reading and Writing Education Research Scientific Review Panel (2005-07).
- U. S. Department of Education, Institute of Education Sciences, Reading Comprehension Grant Reviewer (May, 2003).

DOCTORAL STUDENTS:

Doctoral Committee Chair (Degrees Conferred, n = 14):

- Lisa Bosley, Ed.D. (2009, May). "Preparing Adult Education Students for College Reading." Literacy Education, University of Kentucky (defended dissertation, February, 2009).
- Patricia Birch Callaway, Ed.D. (2008, May). "Don't You Fall: Resilient and Academically Successful African American's Literacy and Family Involvement Practices." Literacy Education, University of Kentucky (defended dissertation, April, 2008).
- Judith Conant-Steinbach, Ed.D. (2008, May). "The Effect of Metacognitive Strategy Instruction on Writing." Literacy Education, University of Kentucky (defended dissertation, December, 2007).
- Kimberly Creech, Ed.D. (2014, May). "A Phenomenological Exploration of Teacher Experiences in Creating and Teaching a Senior Year English Transition Course."

- Literacy Education, University of Kentucky (defended dissertation April, 2014).
- Keli A. Garas, Ph.D. (2005, May). "High-Achieving Readers in a Low-Performing School." Literacy Education, State University of New York at Buffalo.
- *Lindsay P. Grow, Ed.D. (2011, September). "The Identity Development of Preservice Teachers of Literacy in Field Experiences Considering their Prior Knowledge." Literacy Education, University of Kentucky (defended dissertation July, 2011).
- ***Dr. Grow was a finalist for the International Reading Association's Outstanding Dissertation of the Year Award in 2013**
- Melinda Harmon, Ed.D. (2013, May). "A Sense of Urgency: Transforming the Literate Identities of Students who Struggle with Learning to Read." Literacy Education, University of Kentucky (defended dissertation April, 2013).
- Susan J. Hart, Ed.D. (2012, May). "Literacygrows.org Cultivating an Online Platform for Teaching Professionals: A Formative Experiment Exploring the Effectiveness, Efficiency, and Appeal of a Co-constructed Online Platform for Professional Development." Literacy Education, University of Kentucky (defended dissertation April, 2012).
- *Su-ja Kang, Ph.D., (2005, September). "Communication Strategies for Linguistic Problems in Second Language Oral Communication: A Qualitative Examination of 12 Korean University Students." Second Language Learning, State University of New York at Buffalo.
- ***Dr. Kang was the 2006 recipient of the American Council on the Teaching of Foreign Languages-Modern Language Journal's Birkmaier Award for Doctoral Dissertation Research**
- Angela M. Madden, Ed.D. (2010, May). "A Descriptive Study of Literacy Identity Development in an Elementary Writing Workshop." Literacy Education, University of Kentucky (defended dissertation, November, 2009).
- Teresa Naydan, Ed.D. (2009, May). "The Impact of Research-based Persistence Strategies on Adult Basic Education Students at a Community and Technical College in Central Kentucky." Literacy Education, University of Kentucky (defended dissertation, December, 2008).
- Amy Barton Smith, Ed.D. (2011, May). "A Case Study of Teacher Responsivity in One-on-One and Small-group Lessons Conducted by Teachers Trained in Reading Recovery." Literacy Education, University of Kentucky (defended dissertation April, 2011).
- Felicia Cumings Smith, Ed.D. (2014, May). "African American Female Narratives and Identity Development: A Case Study of Language, Literacy, and Identity Development in the Beauty Salon." Literacy Education, University of Kentucky (defended dissertation, April, 2014).
- Jennifer Wilson-Bridgeman, Ph.D. (1997, May). "Curricular and Communicative Congruence: A Key to Success for Students At-Risk of Reading Failure?" Literacy Education, State University of New York at Buffalo.

Doctoral Committee Chair/Co-Chair (Degrees in Progress, n = 10):

- Melissa Benson, Education Sciences (Literacy Education), Ph.D. University of Kentucky (taking coursework) (Chair)
- Kristy Cartwright, Instruction and Administration (Literacy Education), Ed.D. University of Kentucky (gathering dissertation data) (Chair)

- Kerry Hancock, Education Sciences (Literacy Education), Ph.D. University of Kentucky (post-qualifying exam, writing dissertation proposal) (Chair)
- Mohamed Hassan, Education Sciences (Literacy Education), Ph.D. University of Kentucky (begins coursework fall 2020)
- J. Keith Lyons, Education Sciences (Literacy Education), Ph.D. University of Kentucky (taking coursework) (Chair)
- Jennifer Pusateri, Education Sciences, Ph.D. University of Kentucky (taking coursework) (Chair)
- Christa Roney, Education Sciences (Literacy Education), Ph.D. University of Kentucky (post-qualifying exam, writing dissertation proposal) (Chair)
- Katie Smith, Instruction and Administration (Literacy Education), Ed.D. University of Kentucky (Co-chair) (post-qualifying exam, writing dissertation proposal) (Co-chair)
- Brittany Wynn, Instruction and Administration (Literacy Education), Ed.D. University of Kentucky (taking coursework) (Chair)
- Dongyang Yuan, Education Sciences (Literacy Education), Ph.D. University of Kentucky (taking coursework)

Doctoral Committee Member (Completed Degrees, n = 15):

- Su-yun Chang, Ed.D. (2009). "Teachers' Beliefs about Mandarin Literacy Instruction and their Classroom Practices in an Elementary School in Central Taiwan." Literacy Education, University of Kentucky.
- Kellie Ellis, (December, 2012). "Speech-Language Pathologists' Perceptions and Knowledge of Emergent Literacy Instructional Practices: A Mixed Methods Study" (defended dissertation, November, 2012). Rehabilitation Sciences, University of Kentucky
- Ginni Fair, Ed.D. (2010). "Reading in a Middle School Social Studies Classroom: Connections between Intertextuality, Reader Stance, and Instructional Strategies." Literacy Education, University of Kentucky.
- Susan Thomas Frank, Ph.D. (July, 2012). "The Use of Explicit, Non-evocative Print Referencing with At-risk Preschool Children: Implication for Increasing Print Concept Knowledge." Rehabilitation Sciences, University of Kentucky (defended dissertation, July, 2012)
- Lyuda Ivanyuk, Ed.D. (July, 2019). "Learning to Write in an Academic Genre: Adult English Learners' Use of Sociocultural Resources." Literacy Education, University of Kentucky (defended dissertation, July 2019)
- Jennifer Livingston, Ph.D. (2000). "A Qualitative Study of University Students' Post-Course Strategy Use." Educational Psychology, State University of New York at Buffalo.
- Sherri Lovelace, Ph. D. (2006). "The Role of Book Type in the Retention of Novel Vocabulary Among African American Children with Vocabulary Deficits." Rehabilitation Sciences, University of Kentucky.
- Kathy Moran, Ph.D. (1997). "Comprehension Monitoring in a College Student Population: The Relationship of Motivation." Educational Psychology, State University of New York at Buffalo.
- Dawn C. Offutt, Ed.D., (2017). "Factors that Affect African-American Students' Persistence

- in a Spanish Immersion Program.” Curriculum and Instruction, University of Kentucky. (degree awarded)
- Jason Osborne, Ph.D. (1998). “Measuring Metacognition: Validation of the Assessment of Cognition Monitoring Effectiveness.” Educational Psychology, State University of New York at Buffalo. (degree awarded)
- Dean Reinhold, Ph.D. (2000). “The Nature of First Semester Residential College Students’ Experiences.” Educational Leadership and Policy, State University of New York at Buffalo. (degree awarded)
- Elizabeth Tynan, Ph.D. (2004). “Impact of a School-Based Reading Practicum on the Classroom Teacher.” Literacy Education, State University of New York at Buffalo. (degree awarded)
- Kimberly Walters-Parker, Ph.D. (2005). “The Effects of Two Reading Interventions on the Reading Motivation and Reading Achievement of Low-Performing High School Readers.” Educational Psychology, University of Kentucky. (degree awarded)
- Jeremy L. D. Watts, Ed.D. (2016). “An Exploration of Teacher Retention in Rural School Districts in Eastern Kentucky.” Educational Leadership, University of Kentucky. (degree awarded)
- Tiffany Wheeler, Ed.D. (2007). “Examining the Literacy Instructional Practices of Culturally Responsive Teachers of African American Male Students.” Literacy Education, University of Kentucky. (degree awarded)

MASTER’S STUDENTS:

Master’s Committee Chair (Completed Degrees, n = 20):

- Blaire Barnhart, (2016). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Sara Scott Chaffin, (2011). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Lauren Brickey Coleman, (2019) Literacy Specialist program (degree awarded)
- Jennifer Cook, (2007). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Carole Cooper, (2005). Master of Arts in Education (Elementary Education) (degree awarded)
- Jessica Culver, (2007). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Stephanie Federico (2019) Literacy Specialist program (degree awarded)
- Stephanie Hilton, (2016). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Jessie Law, (2013). Master of Arts in Education (Literacy Specialist) (degree awarded)
- J. Keith Lyons, (2016). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Angela Madden, (2006). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Melissa McIntosh, (2006). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Michael Steve Montgomery (2008). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Julie Critchfield Moore, (2013). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Danielle L. Owens, (2012). Master of Arts in Education (Literacy Specialist) (degree awarded)

awarded)

- Catherine Piatt, (2013). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Mary Katherine Routt, (2007). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Nicole Shelton, (2012). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Ashley Sloan, (2008). Master of Arts in Education (Literacy Specialist) (degree awarded)
- Laura L. Walker, (2007). Master of Arts in Education (Literacy Specialist) (degree awarded)

Revised November 30, 2020