

**Elizabeth L. Jaeger**  
**Associate Professor Emerita**  
**Department of Teaching, Learning, and Sociocultural Studies**  
**College of Education**  
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### **Formal Education**

- 2012 **University of California, Berkeley**, Graduate School of Education, Berkeley, California  
Ph.D., Language, Literacy, Society, and Culture  
Major fields: literacy, elementary education  
**Dissertation: Understanding and Supporting Vulnerable Readers: An Ecological Systems Perspective** Advisor: P. David Pearson.
- 1980 **National College of Education** (now National-Louis University), Evanston, Illinois  
M.A.T. in elementary education and multiple-subject teaching credential
- 1979 **Ripon College**, Ripon, Wisconsin  
B.A., Philosophy

### **Ongoing Education**

- 2026 Capitalism (Dr. Marv Waterstone, professor)
- 2025 Advanced qualitative research methods (independent study)
- 2025 Restorative Justice facilitator training (Denver Conflict Resolution Center)
- 2025 Court-appointed Special Advocate (CASA) training (Pima County courts)
- 2021 Restorative Justice facilitator training (Yolo Center for Conflict Resolution)
- 2021 Poetry Revision: Parts I and II (UA Poetry Center)
- 2021 D.W Winnicott and Holding Environments (independent study)
- 2020 Anti-Black racism training (offered by Academics for Black Lives)
- 2020 Advanced qualitative research methods (independent study)
- 2020 Mexican American Literature
- 2019 Mass incarceration and Black Power movements (independent study)
- 2019 Lyric Essays (UA Poetry Center)
- 2019 Engagement in Poetry/Engaged Poetry (UA Poetry Center)
- 2019 Poetry as Activism and Social Change (UA Poetry Center)
- 2017 What is Politics? (Drs. Noam Chomsky and Marv Waterstone, professors)
- 2017 Supporting DACA students (offered by Scholarships AZ)

### **Employment**

- 2022-present Associate emerita professor, University of Arizona, Tucson, AZ
- 2018-2022 Associate professor, University of Arizona, Tucson, AZ

2012-2018	Assistant professor, University of Arizona, Tucson, AZ
2011	Adjunct professor, University of California, Berkeley, Berkeley, CA
2007-2012	Student teaching supervisor, University of California, Berkeley, Berkeley, CA
2006-2012	Adjunct professor, San Jose State University, San Jose, CA
2006-2007	Literacy coordinator, ACORN Woodland School, Oakland, CA
1999-2005	Literacy specialist and sixth-grade teacher, E.M. Downer School, San Pablo, CA
1990-2000	Reading specialist, Cornell School, Albany, CA
1983-1990	Reading specialist, Seattle, WA
1980-1983	Fourth-grade teacher, Berwyn, IL

### Honors and Awards

2015	Arizona Reading Association Celebrate Literacy Award for research
2015	Tucson Area Reading Council Celebrate Literacy Award for research
2014	Outstanding Author Contribution Award, Emerald Publishers (with Katherine Frankel and P. David Pearson)
2013	International Reading Association Outstanding Dissertation Award finalist
2011	Outstanding Graduate Student Instructor Award
2011	Ford Foundation Dissertation Fellowship, Honorable Mention
2011	Graduate Division Summer Study Award
2010-2011	Dean's Normative Time Fellowship
2010	Mentored Research Award, Graduate School of Education nominee
2008-2011	P. David and Mary Alyce Pearson Award
2009	Literacies, Libraries, and Equity Award
2007-2012	University Fellowship
2006	Kenneth S. Goodman, In Defense of Good Teaching award
1987	International Reading Association Teacher Scholar Award, Second Place
1979	Ripon College, Magna cum Laude, Phi Beta Kappa

### Service and Outreach

- *Community*

2026	Writing teacher for unhoused guests, Grace St. Paul's Episcopal Church
2025-present	Faith in Action coordinator for Grace St. Paul's Episcopal Church
2025-present	Restorative Justice facilitator for Denver Conflict Resolution Center
2022-2025	Member Tucson NAACP criminal justice committee
2022-present	Restorative Justice facilitator for Yolo Conflict Resolution Center
2022-present	Writing teacher, Department of Corrections Re-entry facility
2020-present	Collaborator, Pima County Juvenile Courts
2020	Lead author, cost study for Operation Streamline
2019-present	Pen pal for incarcerated writers (project of UA Poetry Center)
2018	Member, <i>Free the Children Coalition</i>
2018-present	Member, <i>End Streamline Coalition</i>
2018-present	Committee member, Indigenous language study for <i>End Streamline Coalition</i>

- 2018 Co-facilitator, Youth Swahili Club
- 2018 Co-author, investigation of Tucson Police Department and Pima County Sheriff's Department use of Department of Defense funds
- 2017-2018 Advisory board, *Derechos Humanos*
- *Local/State (re literacy)*
  - 2017 What Do I Write About? Presentation at Literacy Connects Super Saturday workshop for tutors
  - 2014-2018 Board member, Tucson Teachers Applying Whole Language
  - 2014 Allen, K., Goodman, Y., & Jaeger, E. Workshop on Move on When Reading. Presentation at Tucson Teachers Applying Whole Language Conference. Tucson, AZ.
  - 2014 Report on concerns regarding retention in grade, prepared for Arizona state representative Andrea Dalessandro
  - 2013-2015 Curriculum development and professional development: Continental School District
  - 2013-2020 Student assessment, parent advocacy
  - 2013 Literacy perspectives and vulnerable readers: Person, world, and transaction. Requested presentation for Delta Kappa Gamma.
  - 2012-2013 South Park Literacy Zone Advisory Council
  - 2012 Miscue analysis and Response to Intervention: Using data to support Tier 2 instruction. Presentation at Tucson Teachers Applying Whole Language Conference. Tucson, AZ.
- *National/International (re literacy)*
  - 2022 Reviewer for *Reading and Writing Quarterly*
  - 2020-present Reviewer for *Journal of Literacy Research*
  - 2019 Reviewer for *Educational Psychology*
  - 2018 Reviewer for *Research in the Teaching of English*
  - 2018 Reviewer for *Mind, Culture, and Activity*
  - 2017 Grant proposal reviewer for National Geographic Society (Literature Circles in a BIA school)
  - 2017 Annual Conference of the Literacy Research Association discussant:
    - (a) Social Interactions: Conversations, Tools, and Online Spaces
    - (b) Reading Comprehension Processes in Multilingual and Early Childhood Contexts
    - (c) The Much-Desired Intercourse of Literacy Research and Current Developmental Theory
  - 2017 Literacy Research Association proposal-writing mentor
  - 2016-present Reviewer for *Literacy*
  - 2015-2017 Steering Committee, Formative and Design-Based Research Innovative Community Group, Literacy Research Association
  - 2015 Reviewer for *Educational Policy*
  - 2014-present Reviewer for *Journal of Early Childhood Literacy*
  - 2014-2016 Editorial team, *Journal of Literacy Research*

- 2014-2015 National Council of Teachers of English Assessment Taskforce
- 2013-2015 Reviewer for American Educational Research Association conference session proposals
- 2013 Reviewer for *Journal of Literacy Research*
- 2012-2015 Literacy Research Association Distinguished Scholar Award Committee
- 2012-2013 Annual Conference of the Literacy Research Association discussant
- 2010-2017 Reviewer for Literacy Research Association conference session proposals
- *University*
  - 2020-present Member, Coalition for Academic Justice UA, Health and Re-entry Committee
- *Department*
  - 2020-2021 Co-chair, Teaching, Learning, and Sociocultural Studies, Equity Committee  
Co-chair, Teaching, Learning, and Sociocultural Studies, Student Concerns Committee
  - 2019-2020 Chair, Teaching, Learning, and Sociocultural Studies, Teaching Committee
  - 2018 Program committee, conference in honor of Dr. Patty Anders
  - 2016 Planning committee, *One Community: Procession and Vigil of Affirmation*
  - 2016 Co-coordinator, post-election discussion groups
  - 2016 Organizer, Support for LRC/TTE advising practices panel discussion
  - 2016-2017 Co-coordinator, Brown bag series on Research-in-Progress
  - 2015-2017 Teaching, Learning, and Sociocultural Studies Operations and Awards Committee
  - 2014-2021 Chair, Teaching, Learning, and Sociocultural Studies, “In Defense of Good Teaching” Award Committee
  - 2014-2020 Teaching, Learning, and Sociocultural Studies Equity and Social Justice Committee
  - 2014 Chair, Language, Reading, and Culture Annual Review Committee
  - 2013 Language, Reading, and Culture Annual Review Committee
  - 2013 Teaching, Learning, and Sociocultural Studies, “In Defense of Good Teaching” Award Committee
  - 2012-2015 Language, Reading, and Culture Curriculum Committee

## **Publications**

### ***Books***

Jaeger, E.L. (2026). *Integrating sophisticated standards with systems of support for elementary readers*. Routledge.

### ***Chapters in Scholarly Books, Encyclopedia Entries, and Monographs***

Jaeger, E. (2019). Entry on “Response to Intervention” for the *Sage Encyclopedia of Human Communication Sciences and Disorders*. Sage.

Jaeger, E. (2013). Jack and Miss Stretchberry meet the Common Core. In P. Shannon (Ed.), *Closer readings of the Common Core: Asking big questions about the English Language Arts standards* (pp. 82-91). Heinemann.

Frankel, K., Jaeger, E., & Pearson, P.D. (2013). Embracing complexity: Integrating reading, writing, and learning in intervention settings. For edited collection: *Literacy research, practice, and evaluation: School-based interventions for struggling readers, K-8*. In E. Ortlieb & E.H. Cheek, Jr. (Eds.), *School-based interventions for struggling readers, K-8* (pp. 3-20). Emerald Group.

Jaeger, E. (2012). Open Court Reading: Stories of success for unsuccessful readers. In H. Hickman & B. Porfilio (Eds.), *The new politics of the textbook* (pp. 87-106). Sense Publishers.

Jaeger, E. (2007). What every parent, teacher, and community member needs to know about No Child Left Behind (monograph).

### **Refereed Journal Articles**

Jaeger, E.L. (2025). Researching readers and writers: The role of serendipity. (in submission to *The Qualitative Report*)

Jaeger, E.L. (2025). How early writing experiences and a writing workshop model influence students in an elementary writing course (in submission to *Teachers and Teaching: Theory and Practice*)

Jaeger, E.L. (2024). The research poet/the poet researcher: Choices and obligations for poetic inquiry. *American Journal of Qualitative Research*, 9 (1), 32-51.

Jaeger, E.L. (2024). The potential for Common Core and Response to Intervention as intersecting initiatives: Supporting readers who struggle with high-level standards, to *Reading and Writing Quarterly*, 40 (2), 87-102.

Jaeger, E.L. (2023). Holding environment, mirroring, and transitional object: Their roles in a writing group for adults with major mental illness. *Arts in Psychotherapy*, 82, 101995, 1-9.

Jaeger, E.L. (2022). Theory-responsive data analysis: Searching for the closest fit, to *International Journal of Qualitative Methods*, 21.

Jaeger, E.L. (2022). "I Won't WON'T be writing": Young authors enact meaningful work. *Australian Journal of Language and Literacy*, 45 (2), 123-139.

Jaeger, E.L. (2021). Friends and authors: Co-composing in an elementary classroom. *Journal of Early Childhood Literacy*, 21 (2), 177-207.

Jaeger, E.L. (2020). Not the desired outcome: Groupthink undermines the work of a Literacy Council. *Small Group Research*, 51 (4), 517-541.

Jaeger, E.L. (2019). The achievement ideology of *Reading Wonders*: Success and failure in a core reading program. *Journal of Curriculum Studies*, 51 (1), 121-140.

Jaeger, E.L. (2019). Initiation, response, follow-up and beyond: An analysis of discourse about difficulty in a tutorial setting. *Dialogic Pedagogy: An International Online Journal*, 7 doi: <https://doi.org/10.5195/dpj.2019.195>, pp. A1-A26

Jaeger, E.L. (2018) The Study Circle: A support for collaborative inquiry and writing. *Journal of Teaching Writing*, 33 (2), 45-64.

Jaeger, E.L. (2018). Bella here and there: Forming and re-forming identities across school contexts. *Reading and Writing Quarterly*, 34 (4), 306-321.

Jaeger, E.L. (2017). Learning through responsive and collaborative mediation in a tutoring context. *Australian Journal of Language and Literacy*, 40 (3), 210-224.

Jaeger, E.L. (2017). Implementation of Common Core-based curriculum in a fourth-grade literacy classroom: An exploratory study. *Reading Horizons*, 56 (1), 45-68.

Jaeger, E.L. & Pearson, P.D. (2017). Common Core and Response to Intervention: Supporting vulnerable readers in a time of sophisticated standards. *The Educational Forum*, 81 (1), 92-107.

Jaeger, E.L. (2017). Social reproduction of vulnerable readers: A Bourdieuan analysis of readers who struggle in neoliberal times. *British Journal of Sociology & Education*, 38 (7), 975-990.

Jaeger, E.L. (2016). Negotiating complexity: A bioecological systems perspective on reading development. *Human Development*, 59 (4), 163-187.

Jaeger, E.L. (2016). Intensity of focus, richness of content: Crafting Tier 2 Response to Intervention in an era of the Common Core. *The Reading Teacher*, 70 (2), 179-188.

Jaeger, E.L. (2016). Authors and citizens: Evidence-based argument and the sociological imagination. *Literacy*, 50 (2), 100-109.

Jaeger, E.L. (2016). "This is a message for . . .": Third graders' use of written text functions to facilitate interpersonal relationships. *Journal of Early Childhood Literacy*, 16 (1), 107-133.

Frankel, K.K., Jaeger, E.L., Brooks, M., & Randel, M. (2015). Struggling readers?: Using theory to complicate understandings of what it means to be literate in school. *Literacy Research: Theory, Method, and Practice*, 64, 307-322.

Jaeger, E.L. (2015). Learning to construct meaning from text: A case study of the relationship between a tutor and an English learner within a Response to Intervention setting. *Literacy Research and Instruction*, 54 (4), 285-315.

Jaeger, E.L. (2015). Literacy and vulnerability: Shame or growth for readers who struggle. *Talking Points*, 26 (2), 17-25.

Jaeger, E.L. (2013). Teacher reflection: Supports, barriers, and results. *Issues in Teacher Education* 22 (1), 89-104.

Jaeger, E. (2007). Literacy, logic, and intuition. *Language Arts*, 84 (5), 441-449.

Jaeger, E.L. (1996). The reading specialist as collaborative consultant. *The Reading Teacher*, 49 (8), 622-630.

### ***Non-refereed Publications***

Jaeger, E. (2025). Letter to the editor, Arizona Daily Star, addressing concerns about the misunderstanding of the unhoused population

Jaeger, E. (2025). Letter to the editor, Arizona Daily Star, addressing concerns about drug-crime crackdown

Jaeger, E. (2023). Letter to the editor, Arizona Daily Star, addressing concerns about Science of Reading

Jaeger, E. (2020). Letter to the editor, Arizona Daily Star, addressing concerns about University of Arizona re-entry during the COVID-19 pandemic

Jaeger, E. (2019). Commentary for Samway, K.D., Pease-Alvarez, L., & Alvarez, L. *Supporting Newcomer Students: Effective Advocacy and Instruction for English Learners*. W.W. Norton and Company.

Jaeger, E. (2019). Letter to the editor, Arizona Daily Star, addressing confusion between arriving immigrants and prosecuted immigrants

Jaeger, E. (2017). Letter to be used by the Refugee and Immigrant Center for Education and Legal Services (RAICES) to oppose Texas legislation that would allow family immigrant detention facilities to be considered childcare centers.

Jaeger, E. (2016). Letter to the editor, Arizona Daily Star, addressing waivers for the *Move On When Reading* law

Jaeger, E. (2007). Silencing teachers in an era of scripted reading. *Rethinking Schools*, 20 (3), 39-41.

### **Conferences/Scholarly Presentations**

#### ***Peer-Reviewed***

Jaeger, E.L. (2022, March). Theory-responsive Data Analysis: Searching for the Closest Fit. Ethnography and Qualitative Research Conference (online).

Jaeger, E.L. (2022, January). Holding Environment, Mirroring, and Transitional Object: Their Roles in a Writing Group for Adults with Major Mental Illness. Conference on Writing and Well-Being. Tucson, AZ.

Jaeger, E. Jaeger, E.L., Curwen, M., & Wilder, P. (2020, December). Facilitating “Meaningful Work” in Collective Literacy Experiences. Organizer and presenter for the Literacy Research Association Conference.

Jaeger, E. (2020, February). Elementary students crafting identities in a writing workshop classroom. Ethnography and Qualitative Research Conference. Las Vegas, NV.

Jaeger, E. (2020, January). Identity and functionality in an elementary writing workshop. Conference on Writing and Well-Being. Tucson, AZ.

Jaeger, E. (2018, February). The Hero’s (sic): Discourses in oral and written text. Ethnography and Qualitative Research Conference. Las Vegas, NV.

Jaeger, E. (2017, December). Friends and authors: Spontaneous Co-composing in a Writing Workshop. Paper for Literacy Research Association.

Jaeger, E. (2017, April). Initiation, response, follow-up, and beyond: An analysis of discourse in a tutorial setting. Paper for American Educational Research Association.

Jaeger, E. (2016, December). Who accesses, attains, and achieves? The Common Core State Standards and special populations. Organizer and presenter for symposium with P. David Pearson, Carol Olson, Tina Matuchniak, and Miriam Acosta for Literacy Research Association. Nashville, TN.

Jaeger, E. (2016, December). The *Reading Wonders* reality: Stories of success for unsuccessful readers. Paper for Literacy Research Association. Nashville, TN.

Jaeger, E. (2016, December). Critical literacy transitions. Presenter in symposium with Jennifer Collett, Katherine Frankel, Maneka Brooks, and Juliet Wahleithner for Literacy Research Association. Nashville, TN.



Jaeger, E. (2016, June). Achievement ideology and vulnerable readers. Paper presented at the Curriculum Studies Summer Collaborative Conference. Savannah, GA.

Frankel, K., Jaeger, E., & Allen, K. (2015, December). Literacy and identity: Applying identity theory to research in literacy intervention settings. Symposium presentation at the Annual Conference of the Literacy Research Association. Carlsbad, CA.

Jaeger, E., Shannon, P., & Frankel, K. (2015, April). Common Core State Standards and Response to Intervention in transaction: Affordances, constraints, and tensions. Symposium presentation at the Annual Conference of the American Educational Research Association. Chicago, IL

Jaeger, E. (2015, February) Reproducing vulnerability: A Bourdieuan analysis of readers who struggle. Paper presentation at the Critical Questions in Education conference. San Diego, CA.

Frankel, K., Brooks, M., Jaeger, E., & Randel, M. (2014, December). Struggling readers: Using theory to challenge understandings of what it means to be literate in school. Symposium presentation at the Annual Conference of the Literacy Research Association. Marco Island, FL.

Juettner, V., Jaeger, E., & Rieman, K. (2014, July). Changing literacy practice through partnership: Response to Intervention using miscue analysis, units of study, and classroom modeling. Presentation at the Annual Conference of the Whole Language Umbrella. Pasadena, CA.

Jaeger, E. & Shannon, P. (2014, May). Tier 3 Response to Intervention in a summer literacy program context: Supporting vulnerable readers and their teachers in an era of the Common Core. Presentation at the Annual Conference of the International Reading Association. New Orleans, LA.

Jaeger, E. (2013, December). Response to Intervention (RTI): Exploring constraints, affordances, and alternatives. Symposium organized for the Annual Conference of the Literacy Research Association Conference. Other participants: Kathleen Collins (Penn State University), Barbara Marinak (Mt. St. Mary's University), and Diane Stephens (University of South Carolina). Dallas, TX.

Frankel, K., Jaeger, E., & Pearson, P.D., et al. (2013, December). School-based interventions for struggling readers, K-8. Symposium for the Annual Conference of the Literacy Research Association Conference. Dallas, TX.

Jaeger, E. (2013, July). We have lots of ideas . . . but we have the same mind: Elementary students write in collaboration. Paper presentation at the Annual Conference of the Whole Language Umbrella. Hempstead, NY.

Jaeger, E. (2013, April). Understanding the vulnerable reader's literacy milieu: An ecological systems perspective (a focus on Ethan). Paper presentation at the Annual Conference of the American Educational Research Association. San Francisco, CA.

Jaeger, E. (2013, February). Friends and authors: Collaborative composition in an elementary classroom. Paper presentation at the Annual Ethnography in Education Conference. Philadelphia, PA.

Jaeger, E. (2012, December). Understanding the vulnerable reader's literacy milieu: An ecological systems perspective (a focus on Sam). Paper presentation at the Annual Conference of the Literacy Research Association. San Diego, CA.

Jaeger, E. (2012, December). A Tier 3 Response to Intervention approach to meeting the needs of vulnerable readers. Roundtable presentation at the Annual Conference of the Literacy Research Association. San Diego, CA.

Jaeger, E. (2011, July). Understanding and supporting vulnerable readers: An ecological systems perspective. Presentation at the Annual Conference of the Whole Language Umbrella. Las Vegas, NV.

Jaeger, E. (2007, November). Navigating the politics of teaching opportunities, challenges, and new directions. Presentation at the Annual Conference of the National Council of Teachers of English. New York, NY.

Jaeger, E. (2007, July). Teacher resistance in an era of educational malpractice. Presentation at the Annual Conference of the Whole Language Umbrella. Louisville, KY.

Jaeger, E. (1999). Coming to know: Assessment by and for children, parents, and teachers. Presentation at the Annual Conference of the Center for Early Literacy Learning. Anaheim, CA.

### ***Invited***

Jaeger, E.L. (2017). Paper for "Re-Imagining the 'Struggling Reader' Paradigm" mini-conference (unfunded)

Frankel, K.K., Jaeger, E.L., Brooks, M., & Randel, M. (2015). Struggling readers?: Using theory to complicate understandings of what it means to be literate in school. Literacy Research Association's *Research to Practice* webinar

Cambridge, D., Filkins, S., Jaeger, E., Pierce, K.M., & Scherff, L. (2014). Invited presentation: NCTE National Day of Writing webinar.

Jaeger, E. (2010). Tutoring: Building on strengths and assisting with challenges. Presentation at the Annual Conference on Leadership and Social Justice. Berkeley, CA.

Jaeger, E. (2007). Whom should we ask? Invited presentation at the Annual Conference of the Whole Language Umbrella. Louisville, KY.

Jaeger, E. (2007). Don't stay out of the fray. Invited presentation at the Annual Conference of the Whole Language Umbrella. Louisville, KY.

Jaeger, E. (2006). The Downer Five story. Invited presentation at the Annual Conference of the Whole Language Umbrella. Charlotte, NC.

### **Grants and Contracts**

2017	Faculty Seed Grant (unfunded)
2016	Spencer Post-Doctoral Fellowship (unfunded)
2015	P.I. Tucson Unified School District research contract—funded at \$8212—10% effort
2015	Spencer Small Grant (unfunded)
2014	Spencer Small Grant (unfunded)
2014-2015	P.I. Continental School District research contract—funded at \$7200; 10% effort
2013	P.I. University of Arizona Smith Junior Faculty Grant—funded at \$5000; 10% effort
2013	P.I. Miscue Analysis Research Grant (Center for the Expansion of Language and Thinking)—funded at \$2349; 10% effort
2013	Greater Green Valley Community Foundation Grant (unfunded)
2012	Elva Knight Research Grant (unfunded)
2012	Faculty Seed Grant (unfunded)

### **Collaborators on Research and Publications**

Patricia Anders, University of Arizona  
 Maneka Brooks, Texas State University  
 Katherine Frankel, Boston University  
 P. David Pearson, University of California, Berkeley  
 Maryl Randel, Rowan University

### **Teaching and Advising**

#### ***Courses Taught***

Fall 2020	TLS 322: Teaching Language Arts and Communication in Elementary School TLS 797: Theoretical and Practical Foundations of Teaching, Learning and Sociocultural Studies
Spring 2020	TLS 602: Dissertation Proposal Design TLS 605: Qualitative Research Methods
Fall 2019	TLS 322: Teaching Language Arts and Communication in Elementary School TLS 797: Theoretical and Practical Foundation of Teaching, Learning and Sociocultural Studies (new course—developed syllabus)
Summer 2018	LRC 525: Literacy Assessment, Instruction, and Intervention

Spring 2018	LRC 605: Qualitative Research Methods LRC 522: Content Area Literacy TLS 322: Teaching Language Arts and Communication in Elementary School
Fall 2017	LRC 505: Language and Literacy TLS 322: Teaching Language Arts and Communication in Elementary School
Spring 2017	TLS 322: Teaching Language Arts and Communication in Elementary School
Fall 2016	LRC 605: Qualitative Research Methods LRC 524: Literacy Assessment
Spring 2016	TLS 322: Teaching Language Arts and Communication in Elementary School LRC 795a: Influential Readings in Language, Reading, and Culture (assistant)
Fall 2015	LRC 605: Qualitative Research Methods LRC 524: Literacy Assessment
Spring 2015	LRC 576: Teacher Research
Fall 2014	LRC 524: Literacy Assessment
Summer 2014	LRC 525: Literacy Assessment, Instruction, and Intervention
Fall 2013	TTE 322: Teaching Language Arts and Communication in Elementary School LRC 524: Literacy Assessment
Summer 2013	LRC 525: Literacy Assessment, Instruction, and Intervention
Spring 2013	TTE 323: Teaching Reading and Decoding in Elementary School
Fall 2012	TTE 322: Teaching Language Arts and Communication in Elementary School

### ***Independent Studies***

Fall 2020	TLS 498H: Honor's project (Ashley Anders)
Spring 2020	TLS 498H: Honor's project (Ashley Anders)
Spring 2016	LRC 699: Literature review development (Kat Medill)
Spring 2015	LRC 699: Teacher Research (Celeste Trimble)
Spring 2015	LRC 498H: Honor's project (Camila Hervey)
Fall 2014	LRC 498H: Honor's project (Camila Hervey)
Fall 2013	LRC 593: Formative/design Research on Response to Intervention (Carlyn Arteaga)
Summer 2013	LRC 693: Bioecological Systems Theory and the Women's Literacy Network (Tammy Gregoire)

### ***Service on Dissertation and Graduate Committees***

2022	Doctoral student chair: Sarah Eggleston Doctoral student committee: Fany Salazar
2021	Doctoral student chair: Sarah Eggleston Doctoral student chair: Chris Rendes Doctoral student committees: Alaa Shakoory, Fany Salazar, Jihee Yoon, Louise Till, Juanita Sandoval, Jackie Mullins, Em Bowen
2020	Doctoral student chair: Chris Rendes Doctoral student committees: Amy Bean, Yoonjung Lee, David Niecikowski, Alaa Shakoory, Fany Salazar, Jihee Yoon, Louise Till

- 2019 Doctoral student chair: Chris Rendes  
 Doctoral student co-chair: Kelly Smith  
 Doctoral minor chair: Tina Feldman  
 Doctoral student committees: Amy Been; David Niecikowski
- 2018 Doctoral student co-chair: Kelly Smith  
 Doctoral minor chair: Tina Feldman; Ben Ramirez  
 Doctoral student committees: HeeYoung Kim; Jun Li; Amy Bean; David Niecikowski
- 2017 Doctoral minor chair: Jenny Lichtsinn; Injeong Yoon; Tina Feldman; Ben Ramirez  
 Doctoral student committees: HeeYoung Kim; Jun Li; Amy Bean
- 2016 Doctoral minor chair: Jenny Lichtsinn; Injeong Yoon  
 Doctoral student committees: Kelly Allen; HeeYoung Kim; Jun Li
- 2015 Doctoral minor chair: Jenny Lichtsinn; Injeong Yoon  
 Doctoral student committees: Aly Weibel, Kelly Allen; Jun Li; HeeYoung Kim
- 2014 Doctoral student committees: Megan McCaffrey; Aly Weibel; Kelly Allen; Jun Li
- 2013 Doctoral student committees: Megan McCaffrey; Kathryn Chavez; Tammye Gregoire; Aly Weibel; Kelly Allen
- 2012 Doctoral student committees: Megan McCaffrey; Kathryn Chavez; Tammye Gregoire

***Master's Student Advisees***

- 2018 Victoria McCain
- 2017 Victoria McCain; Mallory Clevenger
- 2015-2016 Cheryl Poling
- 2013-2014 Kelsey Mahnken
- 2013 Lindsay Dauenhauer

***Master's Student Final Project Director (in addition to advisees)***

- 2017 Betsi Arvin; Elisa Cruikshank