

Heather K. Casey, Ph.D.

Rider University
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Education

- 2006 Ph.D. in Education - Literacy concentration
Rutgers University, Graduate School of Education, New Brunswick, NJ
Dissertation title: *Making room for the middle: Understanding effective
middle school teachers and their work with struggling readers and writers*
Advisor: Dr. Lesley Mandel Morrow
- 2000 Ed.M. in Reading Education with Reading Specialist concentration
Rutgers University, Graduate School of Education, New Brunswick, NJ
Thesis title: *The language arts block: From research to practice*
- 1995 B.A. in English, Minor in Secondary Education
Rutgers College, General Honors Program, Rutgers University, New Brunswick, NJ
Graduated with Highest Honors

Certifications

Elementary Educator
Reading Specialist
Secondary English Educator
Supervisor

Teaching Experience

University Level

- 2017 Promoted to Full Professor, Rider University
- Sole responsibility for planning and teaching two to three courses per semester to advanced undergraduate and graduate students
 - Supervise student teachers
 - Advise students
 - Participate in university meetings
 - Assist in coordination of literacy program
 - Assist in coordination and development of secondary education program
 - Active contributor to course design and redesign with literacy colleagues
 - Contributor to accreditation work (CAEP)

- 2015 – present Coordinator, Graduate Level Literacy Concentration, Rider University
- Developed graduate level literacy concentration for the Master of Arts in Teacher Leadership
 - Developed a Reading Specialist endorsement and navigated state approval (approval granted July 2015; resubmission approved 8/31/23)
 - Revised current literacy courses to reflect the online component of the graduate program
 - Developed new graduate level literacy courses to reflect shifts in the field of literacy education
 - Lead graduate level literacy CAEP accreditation
- 2012 – 2017 Associate Professor (with tenure) – Literacy – Rider University,
Department of Teacher Education
- Sole responsibility for planning and teaching two to three courses per semester to advanced undergraduate and graduate students
 - Developed new course IND 403 *New Literacies for New Learning* (now TEC 407)
 - Supervise student teachers
 - Advise students
 - Participate in university department meetings
 - Assist in coordination of literacy program
 - Active contributor to course design and redesign with literacy colleagues
- 2007 - 2012 Assistant Professor – Literacy - Rider University, Department of Teacher Education
- Sole responsibility for planning and teaching two to three courses per semester to advanced undergraduate students
 - Supervise student teachers
 - Advise students
 - Participate in university department meetings
 - Assist in coordination of literacy program
 - Active contributor to course design and redesign with literacy colleagues
- 2006 - 2007 Full Time Instructor Rutgers University Graduate School of Education
- Sole responsibility for planning and teaching three courses per semester to advanced undergraduate and graduate students
 - Advise students
 - Assist in coordination of literacy program committee work
- 2005 - 2006 Part - Time Lecturer Rutgers University Graduate school of Education

- Sole responsibility for planning and teaching two courses per semester to advanced undergraduate and graduate students

2002 - 2005

Teaching Assistant Rutgers University Graduate School of Education

- Sole responsibility for planning and teaching three courses per year to advanced undergraduate and graduate students
- Practicum Supervisor: Early Childhood/Elementary Education certification students

Courses Taught at Rider University

- LITR 502 Curriculum, Instruction and Supervision in Literacy
- IND 403 New Literacies for New Learning (developed and taught)
- SED 431 Content Area Literacy
- ELD 360 Structure and Culture of the Middle School
- ELD 307 Emergent Literacy
grade level focus: P - 3
- ELD 308 Fostering Language and Literacy Across the Disciplines
grade level focus: 3 - 5
- ELD 395 Literacy Learning in the Middle Grades
grade level focus: 6 – 8
- Student Teaching Supervision
- Seminar in Student Teaching
- Supervised multiple Supervised Studies
- Supervised multiple Independent Studies
- Supervised multiple BHP capstone projects
- Dissertation committee chair for doctoral candidates

Courses Taught At Rutgers University

- Literacy Development in the Early Years
grade level focus: birth - 3
- Literacy Development in the Elementary and Middle School
grade level focus: 4 - 8
- Teaching Reading in the Elementary School (graduate level)
grade level focus: 4 - 8
- Differentiation of Instruction in the English/Language Arts
grade level focus: 7 - 12
- Language and Linguistics
grade level focus: 7 - 12
- Clinical Reading Lab (graduate level)
grade level focus: K - 12

Related Experience

2004- present New Jersey Professional Development Provider

- Conduct a variety of workshops and mini-courses in area schools to support teachers' (K - 12) professional development in the area of literacy

2005 Head Teaching Assistant
Rutgers, Graduate School of Education, New Brunswick, NJ

- Completed classroom observations of teaching assistants
- Met periodically with teaching assistants to offer constructive feedback on teaching activities
- Developed and organized workshops
- Provided teaching resources for teaching assistants

K - 12 Teaching Experience

1995 - 2002 Language Arts Teacher
Manalapan Englishtown Middle School, Manalapan, NJ

- Taught integrated language arts in a block schedule
- Piloted and implemented integrated language arts program
- Curriculum committee member
- Mentored field experience teachers

1999 Reading Clinic Instructor - second grade New Brunswick, NJ

- Worked with primary grade struggling readers to support literacy development

1995 & 1997 Creative Writing Instructor - fourth - eighth grade
Rutgers Preparatory School, Somerset, NJ

- Developed enrichment programs for intermediate and middle school grades

Publications

Casey, H.K. (in press). *Productive, Not Polarizing: Ensuring Effective Literacy Instruction through School-Community Conversations*. Teachers College Press. Anticipated publication date: October, 2025.
<https://www.tcpres.com/productive-not-polarizing-9780807787304>

Casey, H. (2024). Walks. *Grown and Flown*, [online publication](#).

Casey, H.K. (2023) Best practices for literacy in the intermediate and middle school grades. In L.M. Morrow, E. Morrell, & H.K. Casey (Eds.), *Best practices in literacy instruction* (7th ed.). New York: Guilford Press. <https://www.guilford.com/author/Heather-Kenyon-Casey>

Morrow, L.M., Morrell, E., Casey, H. Eds. (2023) *Best Practices in Literacy Instruction* – 7th ed. Guilford Press. <https://www.guilford.com/author/Heather-Kenyon-Casey>

- Casey, H. & Morrow, L.M. (2021). Foreword. *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms*. IGI Global.
- International Literacy Association. (2019). Engagement and adolescent literacy [Position statement and research brief]. Newark, DE: Author. (Co-chair of Committee and Position Statement Development)
- Casey, H.K. (2019). Introduction. *Best Practices in Literacy*. Morrow, L.M. & Gambrell, L. (Eds.). Guilford.
- Casey, H. K. (2018), Locating Meaning in a Digital Age, in Evan Ortlieb , Earl H. Cheek, Jr. ,Peggy Semingson (ed.) *Best Practices in Teaching Digital Literacies (Literacy Research, Practice and Evaluation, Volume 9)* Emerald Publishing Limited, pp.61 - 73
- Casey, H. (2017) *Literacy learning clubs: Engaging students across the disciplines*. New York: Guilford Press. <https://www.guilford.com/author/Heather-Kenyon-Casey>
- Casey, H. & Curran, M. (2016). The power of partnering: Mediated middle level field Experiences (pp 183-205). *Clinical Preparation at the Middle Level: Practices and Possibilities*. Penny B. Howell, Jan Carpenter, Jeanneine Jones (Eds). Information Age Publishing
- Reutzel, R. & Casey, H. (2016). Project Chairs and Lead Authors of *Frameworks for Literacy Education Reform* [White Paper]. International Literacy Association.
- Casey, H. & Casey, J. (2015): Bridgewater Raritan HS PE Partners: Supporting all students in all places. *NJEA Review*, 30-33.
- Casey, H. (Spring, 2015). Moving beyond print: What do new literacies mean for teacher education? *The Reading Professor. Volume 37, 1* 23-28.
- Casey, H., Lenski, S., Hryniuk-Adamov, C (Eds). (2014/2015). *Literacy practices that adolescents deserve: An IRA E-ssentials series*. International Reading Association: Delaware.
- Casey, H., Lenski, S., Hryniuk-Adamov, C. (2014). Literacy practices that adolescents deserve: Access to a wide variety of print and nonprint materials. In Casey, H., Lenski, S., Hryniuk-Adamov, C. (Eds). *Literacy practices that adolescents deserve: An IRA E-ssentials series*. International Reading Association.
- Casey, H. (2014). Book Review. *New Literacies, New Agencies? A Brazilian Perspective on Mindsets, Digital Practices, and Tools for Social Action in and Out of School*. Eduardo S. Junaqueira & Marcelo E.K. Buzato (Eds.) Review prepared for Teachers College Record.
- Casey, H. (2012, November). Multimodal learning clubs. *Middle School Journal*, 44, 39-48.

Casey, H (2012, December). Learning clubs: a framework for using literacy to learn. *Journal of Reading Education*, 31-37.

Casey, H. (2012). If you value collaboration-hold students accountable for collaborative group work. In D. Lapp & B. Moss (Eds.), *Exemplary Instruction in the Middle Grades: Teaching that Supports Engagement and Rigorous Learning*. New York: Guilford, 225-240.

International Reading Association. (2012). Adolescent literacy (Position statement, Rev. 2012 ed.). Newark, DE: Author. (Co-chaired the task force and led the revision/rewrite).

Casey, H. (2011). Virtual constructions: Developing a teacher identity in the 21st century. In S. Abrams & J. Rowsell (Eds.), *Rethinking Identity and Literacy Education in the 21st Century*. *National Society for the Study of Education Yearbook*, 110 (1), 173 – 199.

Casey, H. (2010). Book review. (Re)Imagining content area literacies. Roni Jo Draper, Paul Broomhead, Amy Petersen Jensen, Jeffery D. Nokes, and Daniel Siebert (eds.) *Teachers College Record*, Date Published: December 13, 2010 <http://www.tcrecord.org> ID Number: 16258, Date Accessed: 1/26/2011 1:22:37 PM

Garret, T. & Casey, H. (2010). Chart your own PD path. *New Jersey Education Association Review*, November, 24-25.

Casey, H. (2010). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers (reprint). In R. Bean, N. Heisey and C. Roller (Eds.). *Preparing Reading Professionals*. Newark, DE: International Reading Association.

Rowsell, J. & Casey, H. (2009, December). Shifting frames: inside the pathways and obstacles of two teachers' literacy instruction. *Linguistics and Education*, 20, 311 - 327.

Casey, H. (2009, December). Intersections and interactions: A case study of a seventh grade teacher's practices with struggling readers and writers. *Journal of School Connections*, 2, 23 – 47.

Casey, H. & Gespass, S. (2009) Learning clubs: Blogging to learn. Lesson publication – readwritethink.org.

Reutzel, R., Morrow, L.M., & Casey, H. (2009). Organization and management of the language arts program with children from diverse backgrounds. In L. Morrow, D. Lapp & R. Rueda (Eds.), *Handbook of Research on Literacy Instruction: Issues of Diversity, Policy, and Equity*. New York: Guilford Publications.

Casey, H.K. (2008/2009). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers. *Journal of Adolescent & Adult Literacy*, 52, 284 – 294.

- Morrow, L.M., Casey, H.K., & Gambrell, L. (2008). Enhancing the role of professional development for continuing teachers of reading in urban settings. In L. Wilkinson, L. Morrow, & V. Chou (Eds.), *Improving the Preparation of Teachers of Reading in Urban Settings: Policy, Practice, Pedagogy*. Newark, DE: International Reading Association.
- Casey, H.K. (2007). High stakes teaching in an era of high stakes testing. *The Journal of Curriculum and Instruction*, 1, 14 – 30.
- Morrow, L.M., Reutzel, D.R. & Casey, H. (2006). Organization and management of exemplary language arts teaching: Classroom environments, grouping practices, and exemplary instruction. In C. Evertson & C. Weinstein (Eds.), *Handbook of Classroom Management* (pp. 559 - 581). Mahwah, NJ: Larry Erlbaum Associates.
- Casey, H.K. (2004). *Using QARs to Motivate Middle School Comprehension*. Lesson publication – ReadWriteThink.org.
- Morrow, L.M. & Casey, H.K. (2004). A professional development project with early literacy teachers: Partners in change. *The Reading Teacher*, 57, 662 - 669.
- Morrow, L.M., Casey, H. & Haworth, C. (2003). Staff development for early literacy teachers: A plan to facilitate change. In D.M. Barone and L.M. Morrow *Literacy and young Children*, (pp. 13 – 22). New York: Guilford Press.
- Morrow, L.M. & Casey, H. K. (2003). A comparison of exemplary literacy instruction in first and fourth grade. *California Reading Journal*, 36, 5 - 17.
- Morrow, L.M. (2003) *Organizing and Managing the Language Arts Block*. (assisted in developing activities and plans for chapters focusing on grades 3 – 6).

Research Presentations (peer-reviewed)

- Casey, H. (accepted). Literacy as a community commitment: Creating pathways for productive, not polarizing conversations. Paper to be presented (Dec 2025) at the LRA (Literacy Research Association) conference, Las Vegas, Nevada.
- Casey, H. (accepted). Literacy is a community commitment: Moving beyond polarizing debates towards productive conversations. Paper to be presented (Nov 2025) at the NCTE annual conference, Denver, Colorado.
- Casey, H. (2024). Literacy learning is a community commitment. Paper presented at the AERA annual conference, Philadelphia, PA.
- Casey, H., Morrow, L.M., Morrell, E., Pearson, P.D., Tierny, R., Edwards, P., Fisher D., Hicks, T., Kuhn, M., Frey, N., Dougherty, S., Lapp, D., Risko, V. Walker-Dalhous, D. (2023). *What is the role of prek-12 pedagogical practice in building a humanitarian research*

- architecture that binds?* (Chair, organizer, and panel discussant.) Literacy Research Association
- Casey, H. (2020). Crafting our lenses: Understanding learning in virtual spaces, classrooms the bridges between. *Evolving Educators #TCT20*
- Casey, H. & Ortlieb, E. (2019). Literacy learning clubs. Panel presented at the International Literacy Association Adolescent Literacy Panel session. Co-chair of session with Kathy Headley and Victoria Ridgeway.
- Morrow, L. & Casey, H. (2019) Small group interactions to support literacy learning. Paper presented at the International Literacy Association annual conference.
- Morrow, L. M. & Casey, H. (2019). Preferred practices in differentiated learning in the early years. Session to be presented at the International literacy Association Early Literacy Institute.
- Casey, H., Catena, A., Cook D., Dalal, H., Druckenbrod, D., Lackie, R., Leary-Elderkin, C. (2018). Math and science partnership grant: University faculty, media specialists, and teacher leaders support NGSS implementation. NJ Science Conference, NJ.
- Casey, H. (2017). Literacy Learning Clubs: A transdisciplinary approach to engaging children in the world around them. Paper presented at the International Literacy Association annual conference, Orlando, Florida.
- Casey, H. (2016). Literacy professional development that works: An action plan for change in the literacy 2.0 era. Paper presented at the International Literacy Association annual conference. Boston, MA.
- Casey, H. (2016). Agents for change: Professional development partnerships. Paper presented at the International Literacy Association annual conference. Boston, MA.
- Casey, H. (2015). Invited panelist for Adolescent Literacy Institute. International Reading Association's annual conference. *Topics and Trends in Adolescent Literacy*.
- Casey, H. (2015). Investigating micromoments of literacy practice. Paper presented at the International Reading Association's annual conference.
- Casey, H. (2014). Teacher leadership: Supporting literacy change agents. National Writing Project Annual Conference. Washington, DC.
- Casey, H. (2014). Investigating micromoments of practice. *Rider University Faculty Development Day, May, 2014*.
- Casey, H. & Hryniuk-Adamov, C. (2014). *Adolescent Literacy Moving*

- Forward: An IRA Institute.* International Reading Association annual conference, New Orleans. Co-Chairs and Organizers of the Invitational Institute.
- Casey, H., Hryniuk-Adamov, C. & Lenski, S. (2014). *Understanding and Implementing the IRA Adolescent Literacy Position Statement: Putting the Paper into Practice.* Paper presented at the International Reading Association annual conference, New Orleans.
- Casey, H. (2014). Learning clubs: A multimodal learning journey. Paper presented at the AERA annual conference, Philadelphia, PA.
- Casey, H. & Hryniuk-Adamov, C. (2013). Co-Chairs of IRA Adolescent Literacy Institute. Full day institute presented at the International Reading Association's annual conference, Texas, April 19, 2013.
- Casey, H. (May, 2013). Multimodal learning clubs: A tool for understanding disciplinary literacy. Paper presented at the International Reading Association's annual conference, Texas, April 21, 2013.
- Casey, H. & McKool, S. (2012, April). The 21st century teacher: Using multimodal tools to support pre-service teachers' understanding of literacy instruction. Paper presented at the International Reading Association's annual conference, Chicago, May 2012.
- Gespass, S., Paris, C., Casey, H. & McKool, S. (2012, February). Discursive pathways: Understanding how language influences the agency and identity of student teachers and their children. Paper presented at American Association of Council of Teacher Educators, February, 2012.
- Casey, H. (2010, December). Reflective conversations. Paper presented as part of a symposium With Morrow, L.M., Tracey, D., & Beatty, J. at the Literacy Research Association (formerly National Reading Conference), Texas.
- Casey, H. & Garrett T. (2010, November). "Changing times, changing practices: Jennifer's Journey." Paper presented at the National Council of Teachers of English annual conference, Orlando, Florida.
- Casey, H. (2009, December). "Virtual constructions: Developing a teacher voice in the 21st century." Paper presented at the National Reading Conference's annual conference, Albuquerque, New Mexico.
- Casey, H., Gespass, S., & McKool, S. (2009, May) "Collaborative learning communities." Research presentation at the International Reading Association's annual spring conference.
- Shanahan, C., Brown, L., Rozzelle, J., Casey, H., Raphael, T., Knoell, D. (2009, February).

- “Adolescent literacy 20/20 agenda: An open discussion about the direction of adolescent literacy research, practice, and policy.” International Reading Associations annual convention, Phoenix, Az.
- Casey, H. & Rowsell, J.(2008, December). “The discursive space of practice.” Paper presented at the National Reading Conference, Orlando, Fla.
- Casey, H. (2008, July). “The adolescent literacy puzzle: Negotiating policy, practice, and pedagogy.” Paper presented at the National Council of Teachers of English Literacies for All Institute. Tucson, Arizona.
- Casey, H. (2007, November.) “Systems that work: Organizing and managing literacy instruction in the middle school.” Paper presented at the National Council of Teachers of English annual convention, New York, New York.
- Casey, H. & Morrow, L.M. (2007, November.) Session Chair & Organizer, “Situating teaching: Investigating the organization and management systems of language arts classrooms.” Panel prepared for the National Council of Teachers of English annual convention, New York, New York. Panel Participants: Heather Casey, Rider University; Tracey Garrett, Rider University; Jennifer Rowsell, Rutgers University & Lesley Morrow, Rutgers University.
- Casey, H. (2007, November.) “The ties that bind: Adolescent literacy practices inside and outside the classroom space.” Paper presented at the National Reading Conference annual meeting, Austin, Texas.
- Morrow, L, Casey, H. & Gambrell, L. (2007, November.) “Professional development for continuing teachers of reading in urban settings.” Paper presented as part of a Symposium *Improving the Preparation of Teachers of Reading in Urban Settings: A Project of the International Reading Association, LLUTE (Literacy Leaders for Urban Teacher Education* at the National Reading Conference annual meeting, Austin, Texas.
- Casey, H. (2007, May). “Engaging the disengaged. Using book clubs to motivate struggling adolescent readers.” Paper presented at the International Reading Association’s annual convention, Toronto, Canada.
- Casey, H. (2006, November). “Conceptualizing the organization and management systems of effective seventh grade language arts teachers across contexts.” Paper presented at the National Reading Conference’s annual conference, Los Angeles, CA.
- Casey, H. (2006, April). Poster session: “Intersections and interactions: Middle school struggling readers and writers.” Poster presented at Rutgers University, Graduate School of Education, research showcase, New Brunswick, NJ.
- Casey, H. (2006, February). “Considering context: Understanding effective middle school

teachers and their work with struggling readers and writers.” Paper presented at the Ethnography in Education Research Forum. University of Pennsylvania, Philadelphia, PA.

Casey, H. (2005, April). Poster session: “Considering context: Understanding effective middle school teachers.” Poster presented at Rutgers University, Graduate School of Education, research showcase. New Brunswick, NJ.

Morrow, L.M. & Casey, H. (2005, April). “A focus on literacy research.” Poster session for Rutgers Day in Washington: A Showcase of Innovative Research. Session and discussion for members of congress, staff, and alumni. Washington, DC.

Presentations for State Professional Organizations

Leary-Elderkin, C. & Casey, H. (2018). Disciplinary literacy in science classrooms.
New Jersey Science Association Annual Conference.

Casey, H. (2017, June). “Literacy Learning Clubs.” *New Jersey Literacy Association.*

Casey, H. & Kenyon, B. (2011, November). “Technology tools to support dynamic literacy instruction.” New Jersey Education Association’s annual convention, Atlantic City, NJ.

Casey, H. (2010, November). “Learning clubs: Using literacy to learn across the content areas.” New Jersey Education Association’s annual convention, Atlantic City, NJ.

Casey, H. (2009, November). “Global constructions: What does literacy have to do with it?” New Jersey Education Association’s annual convention, Atlantic City, NJ.

Casey, H. (2008, November). “Content area literacy learning.” New Jersey Education Association’s annual conference Atlantic City, NJ.

Casey, H. (2008, April). “Considering content: Literacy across the content areas.” Workshop presented at the New Jersey Reading Association’s spring conference. Basking Ridge, NJ.

Casey, H. (2008, March). “Motivating adolescent readers and writers in the 21st century.” Workshop presented at the New Jersey Council of English Teachers annual conference. Montclair, NJ.

Casey, H. (2007, April). “Engaging information: Navigating informational text.” New Jersey Reading Association’s annual convention, Edison, NJ.

Casey, H. (2003, February). “Using children’s literature to motivate middle school literacy.” Workshop presented at the New Jersey Reading Association’s Annual Conference. Eatontown, NJ.

Invited Presentations

Casey, H. (2025). Kappa Delta Pi Student Session, Rider University.

Title: Disciplinary literacies: The what, when, why, where and how?

Casey, H. (2024). Iorio research talk 3/29/24 Rider University

Title: Literacy is a community commitment

Casey, H.(2020). Rutgers University Guest Talk Children's Literature Institute 7/21/20

Session title: Crafting our lenses: Linking literacy across the disciplines

Casey, H. (2019). Rutgers University Literacy Conference

Session title: Flexible grouping in grades 4-8: Guided reading, strategy groups, book and learning clubs, and more!

Casey, H. (2019). Engaged learning and grant partnerships. Panel participant Rider University lunch and learn.

Casey, H. (2019). Reflective journaling, reflective learning. Panel participant Rider University faculty development session.

Casey, H. (2018). Roundtable discussant. AP Exams and the transition to college. Rider University Academic Symposium

Rutgers University Literacy Conference: 10/26/18

Session title: Disciplinary literacies

Rider University STARS grant February, March 2018

Session title: The literacy link: Understanding the NGSS and effective literacy practices

Rutgers University Guest Talk Children's Literature Institute 6/26/17

Session title: "Literacy learning clubs inside the K-8 classroom"

Rutgers University Literacy Conference 10/28/16.

Session title: "Literacy learning clubs: A structure for supporting project based learning"

Woodrow Wilson Middle School Career Day 1/14/16

Session title: Engaging teachers, engaging kids

Rutgers University Literacy Conference 1/23/15

Session title: "Navigating disciplinary literacies K-3" (AM)
"Navigating disciplinary literacies 4-8" (PM)

Rutgers University Children's Literature Day 7/9/14

Session title: “Navigating informational text” (with authors Brian Pinkney and Seymour Simon)

Rutgers University Children’s Literature Institute 6/24/13

Workshop title: “Disciplinary literacy: Engaging children with non-fiction”

Rutgers Reading and Writing Conference – 4/19/13.

Workshop title: Content Area Literacy Instruction: Looking inside the disciplines

Kenilworth School District 3/12/12

Workshop title: “Supporting middle school readers and writers”

Rutgers Reading and Writing Conference – 4/1/11.

Workshop title: Organizing and managing literacy instruction 4-8.

Trenton Area Writing Project - 7/26/10

Session title: “Learning Clubs in the Classroom”

Asbury Park School District Professional Development Project – 1/09 – 5/10

Project title: “Developing Effective Literacy Programs in grades 3 – 5”

Little Silver Public Schools – Professional Development Day – 2/12/10

Workshop title: Building a balanced literacy program.

Rutgers Reading and Writing Conference – 4/3/09

Workshop title (am): Organizing and managing literacy instruction 4 – 8

Workshop title (pm): Strategies for Supporting Word Study in grades 4 - 8

Little Silver Public Schools – Professional Development Day – 2/13/09

Workshop title: Planning for Effective Lessons K - 8

Bound Brook Middle School Project (1/14/09; 3/16/09; 6/3/09)

Workshop series title: “Literacy Learning in the Middle Grades: Building Readers and Writers”

Trenton Area Writing Project, Rider University – (June 25, 2008).

Workshop title: “Navigating the web of meaning: Motivating writers and readers to write and read.”

New Jersey Association for Curriculum Development/Center for Innovative Education – School Improvement Project – (June 9, 2008, 1/6/2009, 3/16/2009)

Workshop series title: “Making a difference: Middle school literacy instruction that motivates adolescent readers and writers.”

Trenton Area Writing Project – Speaker at Continuity Meeting. – (February, 2008)

Presentation title: “Literacy across the content areas.”

Manalapan-Englishtown Regional School District (January, 2008)

Workshop title: “Supporting readers and writers in the middle school”

Center for Effective School Practices, Rutgers University, NJ (August, 2007)

Workshop title: What Am I Doing in September? Strategies that Work from the Start:

Piscataway Public Schools, Piscataway, NJ – (May, 2007)

Workshop title: Differentiating instruction in the language arts: Considering the content, processes, products and assessments that support literacy development among middle school students.

Fort Lee Public Schools, Fort Lee, NJ – (May, 2007)

Workshop title: “Reading to Learn and Learning to Read: Literacy Across the Content Areas”

Center for Innovative Education, Kean University, NJ – (March, 2007)

Workshop title: “Motivating literacy development in the middle school”

Somerville Public Schools, Somerville Middle School, Somerville, NJ – (February, 2007)

Workshop title: “Reading and the Adolescent Learner.”

Center for Effective School Practices, Rutgers University, NJ – (February, 2007)

Workshop Title: “We’re all teachers of reading: Literacy across the content areas.”

Center for Effective School Practices, Rutgers University, NJ – (January, 2007)

Full day workshop title: “Making room for the middle: Strategies for motivating literacy development among middle school students.”

Rutgers Summer Literacy Institute, Graduate School of Education – June 27, 2006

Title: “Building children’s literacy through children’s literature.”

Rutgers Reading Conference, Graduate School of Education, – March 31, 2006

Title (am): “Building the literacy block: Strategies for differentiating instruction in the upper grades.”

Title (pm): “The wonder of words: motivating word study in the upper grades”

Center for Effective School Practices – Rutgers University - January 9, 2006

Full day workshop title: “Making room for the middle: Motivating middle school literacy development.”

Carteret Public Schools, Carteret, NJ – November 18, 2005

Full day workshop title: “Literacy across the curriculum: Structures to support student learning.”

Carteret Public Schools, Carteret, NJ – October 17, 2005

Full day workshop title: “Blurring the lines: Literacy instruction throughout the content areas.”

Little Silver Public Schools, Little Silver, NJ – October 14, 2005

Title (am): “The dynamic literacy program: Strategies for motivating literacy development in the primary grades.”

Title (pm): Making room for the grade 4 – 8 audience: Strategies to motivate readers and writers.”

Rutgers Teaching Assistant Project, Rutgers University, NJ – September 28, 2005

Title: “Constructing a syllabus.”

Rutgers University Teaching Assistant Orientation, Rutgers University, NJ – August 25, 2005. Title: “Constructing a syllabus.”

Rutgers Summer Literacy Institute, Graduate School of Education, NJ – June 23,

2005 Title: “Critical literacies: Motivating student engagement with informational text.”

New Brunswick Public Schools – May 12, 19, 26, June 3 2005

Workshop Series Title: “Effective middle school literacy instruction.”

Rutgers Reading and Writing Conference , Graduate School of Education– April 8,

2005. Title (am): “Working with words: Approaches to word study in the middle grades.”

Title (pm): “Putting the puzzle together: Strategies for organizing and managing literacy instruction in the middle grades.”

St. Joseph’s the Carpenter School, Roselle, NJ – November 5, 2004

Title: “Multiple literacy strategies for differentiation of instruction - K -8.”

St. Joseph’s the Carpenter School, Roselle, NJ – October 1, 2004

Title: “Blurring the lines: Literacy instruction throughout the disciplines - 4 – 8.”

St. Joseph’s the Carpenter School, Roselle, NJ – September 10, 2004

Title: “Guided reading as a means for differentiation of instruction - K-3.”

Middlesex Public Schools, Middlesex, NJ – February 17th, 2004

Title: “Differentiating literacy instruction to meet the needs of all learners.”

Middlesex Public Schools, Middlesex, NJ – January 20th, 2004

Title: “Implementing guided reading and writing.”

Middlesex Public Schools, Middlesex, NJ – October 30th, 2003

Title: “Implementing the IEP in the regular education classroom while meeting the requirements of No Child Left Behind.” (K – 5)

Manalapan-Englishtown Regional Schools, Manalapan, NJ – April 6, 2001

Title: “Differentiating literacy instruction – grades 4 –8.”

Manalapan-Englishtown Regional Schools, Manalapan, NJ – May 1999, February 2000. Title: “Implementing literature circles in the K-8 classroom.”

Voorhees School District, Voorhees, NJ – June 1998

Title: “Moving towards integrated language arts at the middle school.”

Matawan-Aberdeen Schools, Matawan, NJ – Fall 1995

Title: “Working as a community.”

Value

Value to the Department of Teacher Education

2023 - 2025	Faculty representative to President's Advisory Council
2023 - 2024	Mentor new faculty member and support the hiring process (Laurell Parris)
2023	Research Talk: Understanding the Literacy Puzzle
2022	Created certification roadmap to support pre-service teachers
2021	Established new field partnership with Lawrence Middle School
2020	Field Committee Member
2019	Established new field partnership with Ewing Stem Civics, Trenton, NJ
2019	Research Talk: Putting the puzzle together: Monitoring and navigating text in a time of fragmented information
2019	Search committee member – Math Education
2018	Departmental Representative for Candidate seeking promotion to associate professor
2018	CAEP Accreditation Report Writer and Contributor
2018	Chair, Committee to Request a Math Educator Line
2016	Departmental Representative for Candidate seeking promotion to full professor
2015-2018	Mentor for new faculty member (Susan Dougherty)
2015	Departmental Representative for Candidate seeking promotion to Assistant II
2014 – 2018	Member of Secondary Education Committee
2014-2015	Chair, Search Committee for new literacy faculty at Rider
2014-2015	member of search committee for new Special Education faculty member
2014-2015	Promotion and Tenure guidelines revision – Department committee member
2012-2023	Departmental Representative – Rider University promotion and tenure committee
2007 – 2012	Leader – Kappa Delta Pi Educational Honor Society, Rider University
2010 – 2012	Member of Department Technology Committee
2008 – 2011	Member of Curriculum Committee – Rider University, Department of Teacher Education
2012	Developed course <i>New Literacies for New Learning</i>

2008 – present Departmental representative at yearly open houses and admitted students day

Value to College of Education

2025 Developed and submitted a revised Reading Specialist endorsement program to the NJDOE.

2024 Summer Developmental Fellowship - Developing and supporting literacy leaders and learners: A revision of the graduate literacy/reading specialist endorsement concentration and program

2024 Develop and chair CEHS Literacy Advisory Council for CAEP accreditation and redesign of NJDOE code requirements for Reading/Literacy Specialist endorsement

2023 Successfully developed NJDOE approval of the Reading Specialist endorsement

2023 - 2025 Alternate member for *CEAPOC*

2023 Developed with colleagues Tracey Garrett and John Baer EDU 101 – *First Year Seminar in Education* for incoming first year students

2022 – 2023 Successfully completed CAEP self-study for graduate literacy and passed with no conditions

2022 – present Member of DOTE Workload Committee

2021 – present Member of Rider University Professional Learning Committee

2020 Member of field committee

2020 - present Developed and chair Rider University Literacy Advisory Board

2019 – 2021 CEAPOC representative

2019 – 2021 Chair, dissertation committee for EDD Candidate – David Adam. Dissertation focus: Disciplinary Literacy

2017 Faculty Development Committee – SED representative

2015 Developed a 15 credit graduate level literacy concentration with NJ Reading Specialist endorsement

2015-present Developed courses in literacy specialist program to support new online/hybrid program

2015 Developed new course for graduate literacy concentration *Research and Survey of Texts for Children and Adolescents*

2014 Developed new course for graduate level literacy concentration *Multimodal Teaching and Learning*

2014-present Literacy Coordinator for Masters in Arts in Teacher Leadership (literacy concentration) and NJ Reading Specialist endorsement

2014 – 2015 SEAPOC Chair

2013-2014 SEAPOC Vice-Chair

2013-present SEAPOC representative

2011 - 2013 Chair, Literacy Committee, Rider School of Education

2011 - 2013 Member of schoolwide technology committee

2011 Member of Building Enhancement Committee

2011 & 2010 Workshop presenter – Rider@NJEA “Global Literacies”

Value to Rider University

2025 - present	Participant in <i>Science of Learning</i> interdisciplinary inquiry team with Rider colleagues from CAS and NBSB to develop project and secure grant funding studying how Artificial Intelligence influences disciplinary thinking
2025	Faculty Presenter - <i>Showcasing Online Excellence: Course Design and Delivery</i> - May Teaching Institute
2025	Faculty Read and Connect - Bettina Love's <i>We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom</i>
2025	Successfully completed <i>Safe Zone</i> training
2024	Iorio research talk <i>Literacy is a Community Commitment</i>
2023	participated in video to model new technology for Rider faculty
2023 - 2025	<i>Student Life</i> tripartite committee member
2023	course participant in <i>Anti-racism in the Academy</i> year long course (2022-2023) with colleagues.
2022	Summer first year experience presenter – working with incoming first year students
2022	worked with Lawrence Middle School students on their annual 8th grade interview day
2022	worked with West Windsor-Plainsboro middle school students on an interdisciplinary climate change project
2021	Literacy Specialist Symposium (virtual) developed in partnership with CEHS, Graduate Admissions, and Rider literacy colleagues and partners.
2021	Mental Health First Aid certified – course completed @Rider University
2021	Chair – Academic Events Subcommittee - developed virtual panel series centered on the scholarship of <i>Moving forward: Learning from 2020</i>
2021	Co-Chair of Provost Intellectual Climate Committee (PICC) Committee
2021	Invited to represent Rider in a video spotlight on faculty research .
2020	Member of Resolved and Ready Task Force
2020	Modeled video of hybrid instruction for OIT
2020	Invited member of Academic Working Group
2019	Invited member of Culture/Tradition Working Group
2019	Coordinate and lead Rider University annual Literacy Specialist Symposium (program to support literacy educators and leaders in the community)
2011 – 2021	National Writing Project@Rider Site Director: lead and coordinate quarterly professional development for area educators and summer workshops and youth writing initiatives
2017-2018	NSSE faculty group committee member
2016-2018	Invited by President Dell’Omo to participate in the Strategic Plan as a Member of the Employee Engagement and Enrichment working group
2015	Session leader – Freshman Experience
2015 - 2017	Committee Member – Rider Reads program
2014-2017	Mentor for new faculty member at Rider (Communications Dept.) through “Informal Mentorship Program
2014-2016	Member: Rider University Distance Learning Advisory Committee

2014 – 2015	Selected as the Lawrenceville campus faculty representative for the Presidential Search Committee
2014	Member of Rider University School of Education Data Literacy committee
2013 – present	Faculty grade review panel - alternate
2010 - 2012	University Assessment Committee member
2010	Participant in WAC – Writing Across the Curriculum
2009 - 2011	Member of URSA – Undergraduate Research Scholar Award committee – Rider University
2008 – 2010	Member of Rider University's Athletic Council

Value to the Profession

2025	External reviewer for faculty member seeing full professor at another institution
2023	External reviewer for faculty member seeking full professor at another institution
2021 – present	YMCA Child Care Board Member
2019 – 2024	ILA Executive Board Nominating Committee member
2019	External reviewer for faculty member seeking full professor at another institution
2017 – present	External reader on dissertations for Rutgers University, Graduate School of Education
2018 – 2020	International Literacy Association – Co-Chair Adolescent Literacy Committee
2017 – 2018	International Literacy Association CAEP reviewer for Reading Specialist programs
2014-2016	Invited member for International Reading Association (now International Literacy Association) search committee for 2015-2020 JAAL Editors
2014 – 2016	Co-Chair International Literacy Association Literacy and Education Reform Task Force (with Ray Reutzel)
2011 – 2014	Co-Chair, International Reading Association Adolescent Literacy Task Force (now International Literacy Association) (with Carol Hryniuk Adamov)
2009 – 2014	NJ Field Council Representative – Literacy Research Association (Formerly National Reading Conference)
2009	Consultant – McGraw Hill Publications
2008 – 2010	Invited member of the International Reading Association's Adolescent Literacy Committee
2008	Panel participant - Sadlier Oxford – videotape for professional development
2007 – 2009	New Jersey Reading Association Executive Board – Student Membership Chair

Reviewing Responsibilities

2023 - present	Invited reviewer for Corwin Publisher
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2012-present	Reviewer – <i>The English Journal</i>
2012- present	Editorial review board – <i>Journal of Adolescent and Adult Literacy</i>
2015	Reviewed text proposal for Routledge
2011 – 2012	Guest reviewer – <i>Journal of Adolescent and Adult Literacy</i>
2010 - present	Book Reviewer – <i>Teachers College Record</i>
2010	Guest Reviewer - <i>Research in the Teaching of English</i>
2010	Reviewer for <i>Teachers College Record</i> annual yearbook
2010	Review for <i>National Reading Conference</i> proposals
2008	International Reading Association – reviewed proposals for 2009 conference
2008 - 2012	<i>English Journal</i> – Guest Reviewer
2007 - 2012	<i>Journal of Literacy Research</i> – Editorial Review Board
2007 - present	National Reading Conference – reviewed proposals for 2007, 2008, and 2009 conferences
2006	Educational Text Reviewer – Guilford Publications, New York, NY
2003 – 2005	Member of IRA's Subcommittee on Poetry and Prose Awards

Awards and Grants

- 2024 Awarded Fall Research Sabbatical, Rider University for the research and writing of the book tentatively titled *Literacy is a community commitment: A guidebook for conversation*. Confirmed publisher - Teachers College Press. Anticipated publication date: Fall 2025.
- 2024 Awarded Summer Developmental Fellowship, Rider University *Developing and supporting literacy leaders and learners: A revision of the graduate literacy reading specialist endorsement concentration and program*
- 2023 Awarded Summer Research Fellowship, Rider University *Building frameworks for literacy learning and civic engagement: Moving beyond dichotomies and distractions towards partnerships and possibilities*
- 2020 Awarded Summer Research Fellowship, Rider University *Building Bridges: Literacy in the Community*
- 2020 Online learning grant – Rider University (\$1,000.00)
- 2019 Awarded the Rider University Dominick A. Iorio Faculty Research Prize
- 2019 National Endowment for the Humanities Microgrant for NWP@Rider and Morven Museum and Garden Collaboration – *What does it Mean to be an American?* (\$300.00)
- 2019 Online learning grant – Rider University (\$1,000.00)

- 2018 New Jersey Council for the Humanities grant to support writing workshops at HomeFront (\$5,000.00)
- 2018 Literacy Contributor/Consultant to STARS grant – partnership with Rider University and Princeton University
- 2017 National Writing Project SEED Grant – Teacher Leadership (\$15,000)
- 2016 National Writing Project SEED Grant – Teacher Leadership (\$10,000)
- 2015 National Writing Project SEED Grant – Teacher Leadership (\$10,000)
- 2014 National Writing Project Bill and Melinda Gates Grant for Literacy (\$2,000)
- 2014 National Writing Project Grant – Partnership with a High Needs School (\$20,000)
- 2012 Teaching Grant for the Development of Online courses – Rider University (\$1000.00)
- 2012 G.I.F.F.T grant for Technology and Teaching – Rider University (\$500.00)
- 2012 Summer Developmental Fellowship for the development of a hybrid online course *New Literacies for New Learning*.
- 2011 Summer Research Fellowship – “Learning Clubs: A Multimodal Learning Journey”
Rider University
- 2010 Summer Research Fellowship – “Literacy Learning in the 21st Century”
Rider University
- 2010 Reimbursement for Scholarly Expenses – “Literacy Learning in the 21st Century”
Rider University
- 2009 Summer Research Fellowship – “Learning Clubs”
Rider University
- 2009 Advisor Appreciation Award - Rider University
- 2008 Advisor Appreciation Award – Rider University
- 2008 Featured in “Cross Section” – magazine article describing dissertation research
- 2007 Recipient of the Evelyn Headley Award for Outstanding Dissertation, Rutgers University
- 2006 Part-Time Lecturer Professional Activities Fund Award
- 2006 Graduate School of Education Conference Travel Award

2005 Graduate School of Education Conference Travel Award

2001 Reinvest in Rutgers award

2001 Edward Fry Reading Award (for a doctoral student identified as exhibiting promise in the areas of literacy teaching and research)

Professional Organizations/ Affiliations

- International Literacy Association
- National Council of Teachers of English
- Literacy Research Association
- National Middle School Association
- AERA
- New Jersey Council of Teachers of English
- New Jersey Literacy Association
- New Jersey Middle School Association