

Jacy Ippolito

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EDUCATION

Harvard Graduate School of Education , Cambridge, MA Ed.D. in Language & Literacy Dissertation: "Exploring Literacy Coaches' Relationships with Teachers"	2009
Harvard Graduate School of Education , Cambridge, MA Ed.M. in Language & Literacy Reading Specialist Certification Program	2001
University of Delaware , Newark, DE B.A. Honors in English & Psychology Dean's Scholar, Summa Cum Laude	2000
Bank Street College of Education , New York, NY Coursework TE 500: Child Development TE 521: Language, Literature, & Emergent Literacy	1999

TEACHING EXPERIENCE

Salem State University , School of Education, Salem, MA Assistant Professor Department of Adolescent Education and Leadership	2009-Present
<u>Undergraduate Courses</u>	
EDU 254A: Teaching the Adolescent	
EDU 260A: Reading and Writing Strategies in Secondary Education	
<u>Graduate Courses</u>	
AGS 730: Meeting the Challenge of School Restructuring	
AGS 734: Professional Development in an Age of School Reform	
AGS 800: Techniques of Facilitative Leadership	
EDU 729: Literacy Coaching and Collaboration	
EDU 787: Theory of Curriculum Design and Evaluation	
EDU 814: Reading and Writing in the Content Areas	
EDU 845: Literacy Leadership, Collaboration and Coaching	
EDU 949DS: Seminar in Educational Leadership	

- Harvard Graduate School of Education**, Cambridge, MA 2007-2010
Adjunct Lecturer on Education
Language & Literacy Department
Graduate Courses
H-821: Literacy Coaching
H-H810H: Introduction to Literacy Coaching
- Lesley University**, Cambridge, MA 2009
Instructor
Graduate Course
EEDUC 7103: Roles of the Language Arts Professional
- Harvard Graduate School of Education**, Cambridge, MA 2003-2008
Teaching Fellow
Graduate Courses
S-460: First-Year Doctoral Seminar: Integrating Perspectives on Education
H-810C: Reading, Writing, & Content Learning in Middle & Secondary Schools
S-109: Thinking like an Educator
T-540: Cognition and the Art of Instruction
- WIDE World Online Professional Development (Project Zero)**, Cambridge, MA 2005-2006
Instructor
Graduate Course
Reading in the Content Areas: Strategies for Middle & High School Teachers
- Maria L. Baldwin School (K-8), Cambridge Public Schools**, Cambridge, MA 2001-2008
5th-8th grade Reading Specialist, Literacy Coach, & Drama Teacher

PUBLICATIONS

Peer- and Editorial-Review

- Ippolito, J., Dobbs, C. L., Charner-Laird, M. (*under review*). Bringing disciplinary literacy to life: Investing in teacher leadership, communities of practice, and cycles of inquiry. *Harvard Educational Review*.
- Ippolito, J., Dobbs, C. L., Charner-Laird, M. (*under review*). Enacting disciplinary literacy is the work of 21st century secondary schools. *Harvard Educational Review*.
- Pomerantz, F., & Ippolito, J. (*in press*). Enhancing Professional Learning with Discussion Protocols: A Case Study. *JSD: Journal of Staff Development*.
- Charner-Laird, M., Ippolito, J., & Dobbs, C. L. (2014). Teacher-led professional learning. *Harvard Education Letter*, 30(5), 8, 6-7.
- Ippolito, J., Charner-Laird, M., & Dobbs, C. L. (2014). Bridge builders: Teacher leaders forge connections and bring coherence to literacy initiative. *JSD*, 35(3), 22-26.

- Fahey, K., & Ippolito, J. (2014). How to build schools where adults learn. *JSD*, 35(2), 30-34, 39.
- Ippolito, J., & Pomerantz, F. (2013/2014). Protocols as essential tools for literacy professional learning communities in the common core era. *Massachusetts Reading Association Primer*, 42(2), 44-55.
- Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. *The Elementary School Journal*, 111(1), 164-190.
- Ippolito, J. (2010). Investigating how literacy coaches understand and balance responsive and directive relationships with teachers. In J. Cassidy, S. D. Garrett, & M. Sailors (Eds.), *Literacy coaching: Research & practice: 2009 CEDER yearbook* (pp. 45-66). Corpus Christi, TX: Center for Educational Development, Evaluation, and Research; Texas A&M University-Corpus Christi College of Education.
- Ippolito, J. (2009). Principals as partners with literacy coaches: Striking a balance between neglect and interference. *Literacy Coaching Clearinghouse*. Retrieved from http://www.literacycoachingonline.org/briefs/Principals_as_Partners.pdf
- Ippolito, J. (2008/2009). Misunderstanding the role of the adolescent literacy coach. *Massachusetts Reading Association Primer*, 38(2), 9-14.
- Ippolito, J. (2008). Editor's review: Informed choices for struggling adolescent readers and taking action on adolescent literacy. *Harvard Educational Review*, 78(1), 264-276.
- Ippolito, J. (2004/2005). Writer's workshop: Not just for language arts teachers anymore. *Massachusetts Reading Association Primer*, 33(2), 11-16.
- King, N. & Ippolito, J. (2001). The stories project: Storypartners in the classroom. *The New Advocate*, 14, (1), pp. 69-79.

Books, Book Chapters, Invited & Edited Works

- Jacobs, V. A., & Ippolito, J. (*in press*). The secondary classroom: Improving comprehension of informational text. In S. Parris, & K. Headley (Eds.), *Comprehension instruction: Research-based best practices* (3rd Ed.). New York: Guilford Press.
- Fahey, K., & Ippolito, J. (2014, February). Towards a general theory of critical friends groups. School Reform Initiative. Retrieved from <http://www.schoolreforminitiative.org/research/general-theory-of-critical-friends-groups/>
- Ippolito, J., Lawrence, J. F., & Zaller, C. (Eds.). (2013). *Adolescent literacy in the era of the common core: From research into practice*. Cambridge, MA: Harvard Education Press.
- Ippolito, J. (2013). Professional learning as the key to linking content and literacy instruction. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent literacy in the era of the common core: From research into practice* (pp. 215-234). Cambridge, MA: Harvard Education Press.

- Ippolito, J., & Lawrence, J. F. (2013). Bridging content and literacy knowledge and instruction: A framework for supporting secondary teachers and students. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent literacy in the era of the common core: From research into practice* (pp. 1-12). Cambridge, MA: Harvard Education Press.
- Ippolito, J., & Zaller, C. (2013). Meeting the challenge of the common core state standards. In J. Ippolito, J. F. Lawrence, & C. Zaller (Eds.), *Adolescent literacy in the era of the common core: From research into practice* (pp. 235-249). Cambridge, MA: Harvard Education Press.
- Ippolito, J. (2012). As literacy coach positions disappear “coaching” doesn’t have to. *New England Reading Association Newsletter*, 3(2), 5-7.
- Ippolito, J., Steele, J. L., & Samson, J. F. (Eds.). (2012). *Adolescent literacy*. Cambridge, MA: Harvard Education Publishing Group.
- Ippolito, J., Steele, J. L., & Samson, J. F. (2012). Preface: Continuing the conversation on adolescent literacy. In J. Ippolito, J. L. Steele, & J. F. Samson (Eds.), *Adolescent Literacy* (vii-xvii). Cambridge, MA: Harvard Education Publishing Group.
- Ippolito, J., & Lieberman, J. (2012). Reading specialists and literacy coaches in secondary schools. In R. M. Bean & A. S. Dagen (Eds.), *Best practices of literacy leaders* (pp. 63-85). New York: Guilford Press.
- Ippolito, J. (2010). Content-area literacy: Module 2. In J. Ippolito & J. F. Lawrence (Eds.), *Massachusetts adolescent literacy professional development modules* (Version 1.0). Malden, MA: Massachusetts Department of Elementary and Secondary Education and Public Consulting Group.
- Ippolito, J., & Lawrence, J. F. (Eds.). (2010). *Adolescent literacy professional development modules* (Version 1.0). Malden, MA: Massachusetts Department of Elementary and Secondary Education and Public Consulting Group.
- Mason, P. A., & Ippolito, J. (2009). What is the role of reading specialists in promoting adolescent literacy? In J. Lewis (Ed.), *Essential questions in adolescent literacy: Teachers and researchers describe what works in classrooms*. New York: Guilford Press.
- Ippolito, J., Steele, J. L., & Samson, J. F. (Eds.). (2008). *Harvard educational review special issue: Adolescent literacy*. Cambridge, MA: Harvard Education Publishing Group.
- Ippolito, J. & Lopes, T. (2006). AFS: U.S.A.-China discovery initiative: A formative program evaluation. White paper commissioned by the American Field Service (AFS) and the U.S. State Department.
- Kaufman, T., & Ippolito, J. (2006). Teacher preparation for adolescent literacy instruction: Promising state policies and institutional practices. White paper commissioned by the Carnegie Corporation of New York.

Snow, C., Ippolito, J., & Schwartz, R. (2006). What we know and what we need to know about literacy coaches in middle and high schools: A research synthesis and proposed research agenda. In the International Reading Association's *Standards for middle and high school literacy coaches* (pp. 35-49). Newark, DE: Author. Retrieved from http://www.reading.org/downloads/resources/597coaching_standards.pdf

Conference Presentations & Papers

Pomerantz, F. K., Ippolito, J., Leith, C., & Rintell, E. (2014, May). Using discussion-based protocols for reflecting and acting on student literacy data: Lessons learned from three northeast school districts. Presented at the International Reading Association's Annual Conference, New Orleans, LA.

Charner-Laird, M., Ippolito, J., & Dobbs, C. L. (2014, April). Learners as leaders: Teacher leadership as an essential component of team-based professional development. Presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Allen, A., Dobbs, C. L., Ippolito, J., Leslie, K., & Ramos, J. (2014, April). Disciplinary literacies at the high school level: Facing common core. Presented at the annual meeting of the Massachusetts Reading Association, Quincy, MA.

Rintell, E., Ippolito, J., Leith, C., Minett, A., & Pomerantz, F. K. (2014, March). Lessons learned from unnatural conversations: The effects of using discussion-based protocols for reflecting and acting on ELL student literacy data. Presented at the annual American Association for Applied Linguistics Conference, Portland, OR.

Fahey, K., & Ippolito, J. (2014, January). Towards a general theory of critical friendship. Presented at the annual meeting of the School Reform Initiative, Cambridge, MA.

Fahey, K., & Ippolito, J. (2014, January). SRI's emerging research. Presented at the annual meeting of the School Reform Initiative, Cambridge, MA.

Ippolito, J., Dobbs, C. L., & Ramos, J. (2013, December). Successes and challenges of teacher leaders enacting disciplinary literacy in a high school setting: Year 1 of a 4-year case study. Presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Ippolito, J. (Session Chair). (2013, December). Getting to the core of adolescent literacy: A framework for meeting common core challenges. Presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Ippolito, J. (2013, December). Bridging content and literacy instruction: a six-domain framework. Presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Fahey, K., & Ippolito, J. (2013, April). Learning about leading across the K-12 and higher education divide. Presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Ippolito, J., & Pomerantz, F. (2013, April). Using protocols to boost literacy learning. Presented at the annual meeting of the Massachusetts Reading Association, Quincy, MA.

- Fahey, K., & Ippolito, J. (2013, January). Developing a national research and evaluation plan: Towards a general theory of critical friends groups. White paper presented at the annual meeting of the School Reform Initiative, San Antonio, TX.
- Ippolito, J. (2012, December). How a principal and leadership team use video to focus adult and student learning. Presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Ippolito, J., & Mason, P. (2012, December). Literacy instructional leadership study group. Presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Ippolito, J. (2012, August). The role of literacy learning communities in supporting vocabulary work. Presented at the 2nd Annual Common Core Summer Institute, Orange County Department of Education, Orange, CA.
- Ippolito, J. (2012, August). Literacy learning communities: Supporting literacy achievement. Presented at the 2nd Annual Common Core Summer Institute, Orange County Department of Education, Orange, CA.
- Ippolito, J. (2012, April). Informing leadership decisions on adolescent literacy. Presented at the Research Alliance for New York City Schools, Spring 2012 Colloquium, Informing New York City's Middle School Initiative, New York, NY.
- Ippolito, J. (2011, December). Fostering literacy achievement by fostering adult learning: The role of the principal in creating and sustaining a culture of ongoing literacy learning. Presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Ippolito, J. (2011, November). Literacy coaching and public practice: Building leadership capacity together. Presentation at Lesley University's annual Literacy for All Conference, Providence, RI.
- Ippolito, J. (2011, November). Disciplinary literacy and the common core. Presented at the Best Practices in Education Conference, Salem State University, Salem, MA.
- Ippolito, J., Messina, L., & Lieberman, J. (2011, April). Collaborative reflections on coaching: How literacy coaches can use discussion protocols and video footage to refine practice. Presentation at 3rd Annual International Literacy Coaching Summit, Widener University, Philadelphia, PA.
- Ippolito, J., & Mason, P. (2011, April). Lessons learned from designing a literacy coaching master's program. Presentation at 3rd Annual International Literacy Coaching Summit, Widener University, Philadelphia, PA.
- Ippolito, J. (2010, December). Discussion-based protocols and literacy coaching: Exploring methods for balancing responsive and directive coaching work. Presented at the annual meeting of the National Reading Conference / Literacy Research Association, Fort Worth, TX.
- Ippolito, J. (2010, May). In pursuit of balanced literacy coaching: Identifying supports and barriers in coach-teacher relationships. Presented at the Annual Meeting of the American Educational Research Association, Denver, CO.

- Ippolito, J., & Lieberman, J. (2010, April). Coaches as critical friends: A sustainable model for coach support. Presentation at 2nd Annual International Literacy Coaching Summit, Texas A&M University-Corpus Christi, TX.
- Ippolito, J. (2009, December). Principals as partners with literacy coaches. Presentation at Lesley University's annual Leading for Literacy Conference, Newport, RI.
- Hyland, C., Ippolito, J., & Saveriano, N. (2009, November). Improving adolescents' inferencing skills: A key to improving comprehension. Presentation at Lesley University's annual Literacy for All Conference, Providence, RI.
- Ippolito, J. (2009, April). How literacy coaches balance responsive and directive work with teachers. Research paper presented at the National Literacy Coaching Summit, Corpus Christi, TX.
- Mason, P. A., & Ippolito, J. (2009, February). What is the role of reading specialists in promoting adolescent literacy? Book chapter presented at the International Reading Association's Annual Conference, Phoenix, AZ.
- Ippolito, J. (2008, December). Understanding responsive and directive relationships in literacy coaching work. Roundtable paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Ippolito, J., Steele, J. L., Samson, J. F., & Neugebauer, S. R. (2008, March). Improving Adolescents' literacy skills: What do we know and what do we have to learn? Symposium presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Ippolito, J. (2007, May). Assessing the health of adolescent literacy coaching programs: How administrators might use teacher interviews as initial assessment data. Research poster presented at the International Reading Association's Annual Conference, Toronto, Canada.
- Ippolito, J., & Kral, C. (2007, March). Tensions in researching adolescent literacy coaching: Searching for the effects of coaching in Boston area schools. Roundtable presentation at the annual meeting of the Massachusetts Reading Association, Sturbridge, MA.
- Ippolito, J. (2006, February). Middle school literacy reform: Teachers' professional identities may matter more than student success in sustaining reform. Research paper presented at the annual meeting of the HGSE Student Research Conference / International Forum, Cambridge, MA.
- Ippolito, J. & Rao, R. (2004, February). *The past, present, and future of researching drama in education*. Roundtable paper presented at the annual meeting of the HGSE Student Research Conference / International Forum, Cambridge, MA.
- King, N., Rudy, M.A., & Ippolito, J. (2001, April). The stories project: From image to word to book. Roundtable paper presented at the annual meeting of the National Council of Teachers of English conference, Tucson, AZ.

EDUCATION-RELATED WORK EXPERIENCE

One Dorchester Project , Dorchester, MA Researcher and Literacy Coach Literacy coach working with disciplinary literacy cross-school collaborative.	2014-present
Brookline High School , Brookline, MA Researcher and Literacy Coach Co-designed disciplinary literacy coaching model for high school. Leading content-area coaching efforts in four-year project.	2011-present
Cambridge Public Schools , Cambridge, MA Researcher and Literacy Coach Collected interview and observation data while supporting district- and school-based literacy coaches designing professional development.	2009-2012
Chelmsford Public Schools , Chelmsford, MA Literacy Coach and University Partner Co-designed and implemented data literacy coaching program in Chelmsford elementary and middle schools.	2011-2012
Rundlett Middle School, Concord Public Schools , Concord, NH Researcher, and Literacy Coach Co-designed, implemented, and monitored a year-long literacy needs assessment and professional development and literacy coaching project.	2010-2011
Aspen Institute's Urban Literacy Leadership Network , Cambridge, MA Consultant and Instructional Designer Co-designer of a K-12 literacy framework to guide district- and school-level decision-making regarding literacy instruction.	2008-2009
Belmont High School, Belmont Public Schools , Belmont, MA Literacy Coach and Consultant Led 6 th -12 th grade cross content-area teams of teachers in reflecting on instruction and disciplinary literacy lesson plans.	2008-2009
Harvard Educational Review , Cambridge, MA Editor / Co-Chair of Editorial Board Wrote and acquired a \$25,000 grant from the Carnegie Corporation of New York sponsoring a special issue on adolescent literacy.	2006-2008
Kennedy-Longfellow School (K-8), Cambridge Public Schools , Cambridge, MA Literacy Coach and Consultant Led 6 th -8 th grade cross content-area team of teachers in designing and planning reading and writing workshop classes.	2008
Harvard Graduate School of Education , Cambridge, MA Presidential Instructional Technology Fellow (PITF) Created websites for HGSE courses and research projects. Coordinated creation/maintenance of digital content (instructional photos and videos).	2005-2007

PROFESSIONAL ROLES, AFFILIATIONS, & ACTIVITIES

2009-2014 Grants Written and Awarded

Co-author and Principal Investigator of School Reform Initiative Research Grant: \$40,000.
 Co-author of MA Gateway Cities Grant for Salem Public Schools & Salem State University: \$128,000.
 Co-author of IMLS Learning Labs in Libraries and Museums Grant for Lynn Public Schools and Salem State University (SSU): \$96,517.
 Co-author of MA state literacy partnership grant for Chelmsford Public Schools and SSU: \$11,000.

2009-2014 On-Campus Service on Behalf of Salem State

Co-Chair of SSU School of Education's Curriculum Committee, 2014
 Member of university-wide First-year Experience Committee, 2013-2014
 Member of Provost-appointed Education Working Group, reinventing the School of Education, '12-'14
 Member of university's Enrollment Management Orientation, Registration & Retention Advisory Committee, 2011-2013
 Member of the School of Education's Curriculum Committee, 2009-2014
 Member of Adolescent Education and Leadership Department "Critical Friends Group" with regional principals, assistant principals, and curriculum directors meeting monthly, 2011-2013
 Mentor to SSU faculty conducting literacy coaching work on NOBELL Engl. lang. learner grant, 2013
 Facilitator for First Year Reading Experience (FYRE) Series at Salem State, fall 2010-2014
 Graduate Coordinator for Salem State University Teacher Leadership CAGS Program, 2010-2012
 Chair of faculty search committee, tenure-track position, Foundations of Education and Diversity, 2013
 Conducted focus groups, interviews, data analysis, and co-facilitated multi-semester needs assessment for Adolescent Education and Leadership Department, 2012-2013
 Established and managed the "Literacy Faculty Working Group" at Salem State University: a professional learning community for SSU faculty doing research and working in schools on issues related to literacy instruction; meeting from 2011-2013
 Co-presented at Gordon College / Northeast Regional Readiness Center Event on Oct. 5th, 2011 with Dr. Kristan Rodriguez on the Common Core State Standards and Disciplinary Literacy
 Co-Planned and facilitated School of Education and Unit Faculty Retreat for spring 2011
 Co-designed the new logo for the Salem State University School of Education's conceptual framework
 Helped secure and then facilitated meetings as part of a literacy partnership grant between Chelmsford Public Schools and Salem State University
 Worked on Ad Hoc Committee during summer 2011 revising and updating the School of Education's unit and lesson plan templates and rubrics used across undergraduate and graduate education courses
 Faculty representative for regional meeting with Education Commissioner Chester regarding Educational Leadership and Training at Salem State University and beyond
 School of Education / Unit Committee Memberships: Teaching, Learning, and Assessment Committee; CLAS (Committee for Licensure in the Arts & Sciences); consultant to Adolescent Education and Leadership chair Michelle Pierce in designing new departmental meeting structures
 Consultant to Dr. Mary-Lou Breitborde, Interim Director of the MA Northeast Regional Readiness Center
 Second Reader for Master's Thesis Entitled: "Support Systems and Motivations of Fourth Year Teachers"
 Assisted Dr. Tom Billings and Dr. William Bryan in piloting new school principal interview protocols as part of work for The Center for Secondary School Redesign

2009-2014 Off-Campus Service on Behalf of Salem State

Technology Director for Massachusetts Association of College & University Reading Educators (MACURE), serving from 2014-2015

President of Massachusetts Association of College & University Reading Educators (MACURE), serving from 2012-2014

As MACURE President: sponsored Leo Hanley Luncheon at Mass. Reading Association conference, April, 2013; sponsored an evening on WIDA standards for MA Higher Ed. Faculty in Framingham, MA, Oct. 16, 2012

Third reader on dissertation committee for Boston University doctoral candidate Jennifer Rabold (13-14)

Organized and Facilitated Spring 2012 Annual MACURE Research Roundtables at the Mass. Reading Association Conference in Sturbridge, MA

Expert reviewer for the International Reading Association's 2013 Elva Knight Research Grant proposals

Expert member serving on Melrose Public Schools 2011-2012 superintendent search committee

Presented at Northeast Regional Readiness Center's Higher Education Workshop on the 2011 MA Frameworks: Incorporating 2011 Curriculum Frameworks into Teacher Preparation and Higher Education: Discussions, Collaboration, and Exchange of ideas, Gordon College, Wenham, MA.

President-elect of MACURE (served from 2010-2012)

Member of the Cambridge Public Schools' Disciplinary Literacy Network, 2011-2012

Facilitator at select Salem Public School principal meetings, in collaboration with the Salem Education Foundation's efforts to establish a principal and leadership network in the region, Fall 2011

Organized and Facilitated Spring 2011 Annual MACURE Research Roundtables at the Mass. Reading Association Conference in Sturbridge, MA

Salem State University representative at state-sponsored "New Literacies" digital literacy conference during July 2011, Cambridge, MA

Expert reviewer for the *Journal of Educational Change*, *Reading & Writing Quarterly* and *The Elementary School Journal*

Member of External Expert Working Group, helping to create the Massachusetts Striving Readers Comprehensive Literacy Plan, 2010-2011

Panelist for ProLEER (Professional Learning network to advance Early Education Reform) Conference at Harvard University, Mar. 21-23, 2011

Provided feedback on statewide Readiness Center website creation

Organized City Year Panel Research/Practice Discussion on Adolescent Literacy (Dec. 9, 2010)

City Year "Thought Leader" and Consultant on Professional Learning and Adolescent Literacy

Co-designer and co-facilitator for Brookline Public Schools professional development day on Teacher Leadership: "ALL The Power of Teachers as Leaders: Lessons from Practice and Research," Nov. 2, 2010

Panelist for MACURE discussion of new federal and state standards (Common Core/ELA), Oct. 22, 2010

Panelist for "Junior Faculty Panel" at Harvard Graduate School of Education, Oct. 21, 2010

Consultant for Cambridge Public Schools for district- and school-based literacy coaching efforts

Consultant for Salem Public Schools for Readiness School Application

Public school outreach marketing new Teacher Leadership CAGS at Salem State University

Adolescent Literacy/Middle School Strand Chair, Lesley University's 2009 Literacy for All Conference

Awards

Earned International Reading Association's "Honor Council Status" for two years as President of the Massachusetts Association of College and Univ. Reading Educators	2014
Co-recipient of Massachusetts Reading Association Sylvia Brown Scholarship	2013
Inducted into The Honor Society of Phi Kappa Phi	
<i>Elementary School Journal</i> article on literacy coaching featured in Marshall Memo	2011
Granted "Faculty in the Schools" Award from Salem State University	
Elected Class Marshal, Harvard Graduate School of Education	
Dissertation proposal selected as a "Model Proposal" by HGSE Committee on Degrees	2007
Elected Co-chair of the <i>Harvard Educational Review</i> Editorial Board	
Recipient of a Spencer Research Apprenticeship Grant	2006
Recipient of a Harvard University Presidential Instructional Technology Fellow Award	
Recipient of a HGSE Dean's Summer Fellowship Grant for the summer of 2006	
Recipient of a HGSE Dean's Summer Fellowship Grant for the summer of 2005	2005
Recipient (under Dr. Connie Juel) of a Harvard Provost's Technology Award grant	2004

Certification

Massachusetts Professional Certification in Reading, grades K-12 (#371064)

Active Involvement in the Following Regional and National Professional Organizations

American Educational Research Association (AERA)
 International Reading Association (IRA)
 Learning Forward / The National Staff Development Council (NSDC)
 Literacy Research Association (LRA)
 Massachusetts Association of College and University Reading Educators (MACURE)
 Massachusetts Reading Association (MRA)
 Massachusetts Northeast Regional Readiness Center (NRRC)
 School Reform Initiative (SRI)