



January 25, 2016

The Honorable Joy Hofmeister  
State Superintendent of Public Instruction  
Oklahoma State Department of Education  
Oliver Hodge Building  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105

Dear Superintendent Hofmeister:

Please find enclosed the reports of the English language arts and mathematics committees assembled by the South Central Comprehensive Center (SC3) to compare the Oklahoma Academic Standards and Common Core State Standards in these content areas, as prescribed by 70 O.S. § 11-103.6a (G.1).

The SC3 mission is to provide high quality/high impact technical assistance that helps build or expand the capacity of the state education agency (SEA), intermediary agencies, and other educational systems in Arkansas, Louisiana, New Mexico, and Oklahoma to implement, support, scale-up, and sustain reform efforts to improve teaching and learning. Thank you for the opportunity to fulfill our role in making education stronger in Oklahoma.

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Please contact me if you should have questions regarding this report. The SC3 team looks forward to our continued partnership.

Sincerely,

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# Oklahoma Academic Standards/Common Core State Standards Comparison Analysis Reports

*submitted to*

*Oklahoma State Department of Education  
State Superintendent of Public Instruction  
Joy Hofmeister*

*January 25, 2016*



The South Central Comprehensive Center at the University of Oklahoma is funded by the United States Department of Education.



## Introduction

The South Central Comprehensive Center (SC3) is pleased to provide this report comparing the final draft of the Oklahoma subject matter standards in English language arts (ELA) and mathematics with the standards that were adopted by the Oklahoma State Board of Education prior to adoption of House Bill 3399 (i.e., the Common Core State Standards [CCSS]) in accordance with 70 O.S. § 11-103.6a (G.1). The analysis was completed by a committee of educators from common education and higher education with expertise spanning the grades of Pre-Kindergarten (PK)-12, with approximately equal representation of backgrounds in English language arts and mathematics. Résumés and curricula vitae for committee members are available in the appendix.

As required by the statute, this report compares the standards in ten areas.

- Effective preparation for active citizenship and postsecondary education or the workforce (G.1.a)
- Subject matter content (G.1.b)
- Sequence of subject matter content and relationship to measurement of student performance and the application of subject matter standards (G.1.c)
- Developmental appropriateness of Grade-level expectations, academic content, and instructional rigor (G.1.d)
- Clarity for educators and parents (G.1.e)
- Exemplars tied to the standards (G.1.f)
- Measurability of student proficiency in the subject matter (G.1.g)
- Pedagogy (G.1.h)
- Development of critical thinking skills (G.1.i)
- Demonstration of application of acquired knowledge and skills (G.1.j)

These areas have been grouped into five broader categories to aid in analysis.

- Rigor
- Progression/Coherence
- Clarity
- Measurability
- Pedagogy

Guiding questions\* aligned to each category of criteria were provided to the committee members prior to their analysis. Committee members reviewed the CCSS and Oklahoma Academic Standards on their own and made notes to share in the committee’s face-to-face meetings. Committee members convened for face-to-face review meetings for two days. The committee systematically discussed each category of the comparison and drafted this report. Committee members signed-off on the final report before submitting it to the Oklahoma State Department of Education.

Committee members would like to express their appreciation to the Standards Writing Committees, the Oklahoma State Department of Education, and all stakeholders who provided feedback on the standards. The thoughtfulness with which the standards were written and revised is evident and reflects a dedication to the diverse student population of Oklahoma. The comparative analysis provided by the committee is presented separately for English language arts and mathematics.

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\* Some guiding questions were drawn from the College and Career Readiness and Success Center at the American Institutes for Research and from Achieve, Inc.

## English Language Arts

## Rigor

- Effective preparation for active citizenship and postsecondary education or the workforce (G.1.a)
- Subject matter content (G.1.b)
- Development of critical thinking skills (G.1.i)

## Guiding Questions

*Do the standards represent the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs?*

*Do the (9-12) standards reflect Oklahoma’s high school graduation requirements in English language arts and Mathematics?*

*Do the standards demand students engage in processes that require analysis, synthesis, evaluation, and creativity?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	Oklahoma Academic Standards (OAS) provide a framework of skills and knowledge that prepares learners for diverse pathways. <b>These rigorous standards establish a solid foundation in all aspects of literacy and incorporate higher order thinking skills</b> as students engage in research, decipher and create multimodal texts, and become independent readers and writers. <b>The inclusive approach toward historical, social, and cultural connections to content grounds learners in the knowledge needed for further study, work, and citizenship engagement.</b>	Common Core State Standards (CCSS) correspond to the College and Career Readiness (CCR) anchor standards. The CCR and <b>Grade-specific standards are necessary complements that together define the skills and understanding students must demonstrate.</b> The standards are rigorous and require students to engage in processes that require analysis, synthesis, evaluation, and creativity. In contrast to OAS, the CCSS approach to interpreting text <b>deemphasizes social, historical, and cultural contexts</b> , which could have limited applicability as support for further study, work, or citizenship engagement.
PK-4 Examples and/or Comments	Standard 3: Critical Reading and Writing. In reading, students “comprehend, interpret, evaluate, respond to a variety of complex	No PK Standards  In Grades 2 and 3, students are expected to interact with literature

	Oklahoma Academic Standards	Common Core State Standards
	<p>texts... from a variety of historical, cultural, ethnic, and global perspectives.” In writing, students “write for varied purposes and audiences in all modes.” As early as Grade 1, students are introduced to writing in narrative (1.3.W.1), informative (1.3.W.2), opinion (1.3.W.3) modes, and multimodal products (Standard 7).</p> <p>In Standard 6: Research, students will engage in inquiry to acquire, refine, and share knowledge. This inquiry process integrates reading and writing by having students identify research questions from material they are discussing (PK) and reading to answer those questions. Even PK and K learners engage in thought processes that help them decide “who can answer my questions?” By Grade 1, learners begin to create graphic models/presentations of research findings, and Grades 2-4 through reports/projects.</p> <p>These examples show how the standards support students in the early grades to develop critical thinking skills and engage in practices that will prepare them for active citizenship, and college and careers.</p>	<p>from diverse cultures, but not in Grade 4, where comparison between texts begins to focus on distinctions between genres.</p> <p>Students write for varied purposes (informative, opinion, narrative); they are expected to use digital tools, but not to create multimodal products.</p> <p>Research processes and skills are located only in the CCSS Writing Standards for K-5. Students collect information to answer a question, but there is no attention to how good research questions are generated. Research in early Grades often is tied to recalling information from personal experience.</p> <p>K-4 students engage in appropriate content and critical thinking, but the end purpose is not always clear.</p>
5-8 Examples and/or Comments	In Grades 5-8, students “evaluate how the point of view and perspectives affect text [interpretation].”	Social, historical, and cultural perspectives in literature are not mentioned in CCSS standards Grades 5-8. Emphasis continues to be on analysis of elements <i>within</i> text or <i>among</i> texts, independent of context.

	Oklahoma Academic Standards	Common Core State Standards
	<p>Students write for varied purposes at rigorous levels and in varied formats, including multimodal products. They develop multimodal literacy through analysis of both the content and techniques unique to the medium.</p> <p>Research standards for reading and writing are rigorous and appropriately scaffolded for Grades 5-8.</p>	<p>Students write for varied purposes (informative, opinion, narrative) at rigorous levels; they are expected to use digital tools, but not specifically to create multimodal products.</p> <p>Research standards are rigorous and appropriately scaffolded, as outlined in the writing standards.</p>
9-12 Examples and/or Comments	<p>In Grades 10-12, students “evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ . . . choices.”</p> <p>Students write for varied purposes at rigorous levels and in varied formats, including multimodal products. They develop multimodal literacy through analysis of both the content and techniques unique to the medium. Through high school, students increase their skills in selecting the best media form to convey the message and in analyzing the impact form has on meaning.</p> <p>Research standards for reading and writing are rigorous and appropriately scaffolded for Grades 9-12. Competency in conducting research in any discipline or in the workplace is supported by setting expectations that students can generate viable research questions independently.</p>	<p>In Grades 9-10, students analyze a point of view from another culture outside the United States, but not in Grades 11-12. In 11th-12th reading standards, American foundational documents, both literary and informational, are targeted for analysis.</p> <p>Students write for varied purposes (informative, opinion, narrative) at rigorous levels; they are expected to use digital tools, but not to create multimodal products.</p> <p>Research standards are rigorous and appropriately scaffolded, as outlined in the writing standards. Research is directed toward analysis and evaluation of American historical and literary documents. This research process can translate well to advanced scholarly pursuits in the language arts.</p>

## Progression/Coherence

- Sequence of subject matter content (G.1.c)
- Developmental appropriateness of Grade-level expectations, academic content, and instructional rigor (G.1.d)

### Guiding Questions

*Are the progressions meaningful and appropriate across the grades or grade spans? Is the amount of content manageable for a specific grade level?*

*Do the standards convey a unified vision of the discipline? Do they establish connections among the major areas of study, especially those required for high school graduation?*

*Have choices been made about what is most important for students to learn at each grade level?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	OAS present a full range of perspectives, academic content, and skills <b>developmentally appropriate</b> for ELA PK-12 education. <b>Rigorous Grade-level standards interpret eight overarching standards</b> designed to <b>reinforce the recursive nature of language arts learning</b> , a nonlinear process that involves the continuous refinement of concepts and skills. <b>Learning expectations are sequenced by age and grade level into coherent and interlinked standards that present a unified whole.</b>	<b>CCSS allow for instructional rigor, are developmentally appropriate, and set college-and-career ready expectations</b> for K-12. The CCSS are tied to CCR anchor standards. Informational reading and literary reading standards in CCSS are addressed in separate strands, reflecting an isolated rather than an integrated view of literacy. In Grades 6-12, <b>CCSS encompass reading and writing standards for literacy in history, social science, science, and technical subjects</b> , which extend beyond the scope of language arts curriculum.
PK-4 Examples and/or Comments	OAS emphasize the complex and interconnected cognitive functions involved in reading and writing by identifying standards for Reading and Writing Processes (including Reading Foundations) and Critical Reading and Writing.	No PK standards.  CCSS incorporate reading and writing processes into the overall reading and writing standards.



	Oklahoma Academic Standards	Common Core State Standards
	<p>Standard 2: Reading Foundations speaks to the developmental appropriateness of the standards, addressing the foundational skills of phonological awareness, print concepts, phonics/word study, and fluency that students must master for continued progress in English language arts across the grades.</p> <p>As students progress through grade levels, expectations encompass the content of the previous grades. For example, in Standard 2: Reading Foundations fluency is emphasized in Grades 2-4 (2.2.F.2 - 4.2.F.2), with the assumption that the complexity of texts increases as students advance to later Grades.</p> <p>In Standard 2: Reading and Writing Process, students develop and strengthen their writing (PK.2.W - 4.2.W.4) by engaging in a recursive process that includes planning, prewriting, drafting, revising, editing, and publishing. By nature, acquiring language arts knowledge and skills is a recursive learning process. Throughout Standard 2, students revisit concepts again and again as they use language at increasingly sophisticated levels of writing. Mode-specific focus begins at Grade 3.</p>	<p>Reading Standards: Foundational Skills (K-5) set standards for print concepts, phonological awareness, phonics/word recognition and fluency, comparable to the OAS.</p> <p>Articulation of standards at each grade span provides for vertical progression of skills. The sequence of skills is developmentally appropriate with clear distinctions as instructional rigor increases.</p> <p>Application of the writing process begins in Grade 3.</p>
5-8 Examples and/or Comments	OAS emphasize the complex and interconnected cognitive functions involved in reading and writing by identifying standards for Reading and Writing Processes (including Reading Foundations) and Critical Reading and Writing.	Articulation of standards at each grade span provides for vertical progression of skills. The sequence of skills is developmentally appropriate with clear distinctions as instructional rigor increases.

	Oklahoma Academic Standards	Common Core State Standards
	<p>Expectations for language skills from grade-to-grade are appropriate and clearly delineated; areas of emphasis for each grade are plainly expressed.</p> <p>Mode-specific focus for each grade continues, contributing to the clear sequencing of writing skills. In Grade 5, the grade-level focus in writing is that students will clearly state an opinion supported with facts and details (5.3.W.3), and by Grade 8 students will focus on developing arguments that introduce a claim, recognize opposing viewpoints, organizing supports using credible sources.</p>	<p>Clusters (e.g., Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition) delineating anchor standards for each strand reinforce coherence of the internal organization of the CCSS.</p> <p>Grade 5-8 writing expectations are appropriate for each grade level and skills are well-sequenced. No grade-level focus is identified.</p>
9-12 Examples and/or Comments	<p>OAS emphasize the complex and interconnected cognitive functions involved in reading and writing by identifying standards for Reading and Writing Processes (including Reading Foundations) and Critical Reading and Writing.</p> <p>Expectations for language skills and writing competence from Grade-to-Grade are appropriate and increasing rigor is delineated clearly.</p> <p>By Grades 11-12th, students should be able to embed narrative elements skillfully for support and development of other modes of writing.</p>	<p>Articulation of standards at each grade span provides for vertical progression of skills. The sequence of skills is developmentally appropriate with clear distinctions as instructional rigor increases.</p> <p>Grade 9-12 writing expectations are appropriate for each grade level and skills are well-sequenced.</p>

## Clarity

- Clarity for educators and parents (G.1.e)

### Guiding Questions

*Are the standards clearly written and presented in an easy-to-use format that is accessible to the general public?*

*Are the standards specific enough that educators can use them to design curriculum, instructional practice, and assessment?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<b>The organization and formatting of the code used to delineate PK-12 grade-level standards in OAS provide clarity</b> and will result in ease of use by teachers, parents, and students. OAS are delineated using a code that lists the grade level, the standard, the strand, and the sub-strand of the content to be mastered. <b>Standards statements are written with verbs that indicate specifically what learning students must demonstrate and at what depth.</b> This highly schematic and logical presentation is easily accessible by all stakeholders.	<b>The individual strands and standards of the CCSS are written clearly</b> and should be accessible to both educators and parents. However, the organization and coding of the CCSS create ease-of-use issues for educators as they design curriculum aligned to the standards.
PK-4 Examples and/or Comments	An example of the high utility of the coding system of these standards is in Standard 4: Vocabulary. There is a uniform code for the acquisition of academic, content-specific vocabulary. For example, PK.4.R.1 indicates prekindergarten, whereas 4.4.R.1 indicates fourth Grade. This commonality in the coding system facilitates tracking of a standard across Grade bands.	The CCSS coding system is consistent across Grades K-4. Within standards, the clusters of content and skills linked to CCR anchor standards also are consistent. Though consistent, the coding system (learning the anchor standards associated with each cluster, in addition to the standards themselves) makes the standards unnecessarily complex.
5-8 Examples	The standards code is very clear and can be accessed easily by teachers, students, and parents. One	Though consistent, the coding system makes the standards unnecessarily complex. A specific example of added

	Oklahoma Academic Standards	Common Core State Standards
and/or Comments	example is found in Grades 5-8 where students will write narratives incorporating literary elements appropriate to grade level. The standard (3.W.1) for this skill retains the same coding from grade to grade, and as a result, the progression of the skill can be easily traced across the grade band and into Grade 9.	complexity is the separate presentation of informational and literary reading standards, which inhibits the planning of instruction using both types of text.
9-12 Examples and/or Comments	The standards code is very clear and can be accessed easily by teachers, students, and parents. One example is found in Grades 9-12 where narrative writing retains the same standard code (3.W.1) as previous grades, but requires students to embed narratives in other modes of writing.	Though consistent, the coding system makes the standards unnecessarily complex. A specific example of added complexity is the separate presentation of informational and literary reading standards, which inhibits the planning of instruction using both types of text.

## Measurability

- Relationship to measurement of student performance and the application of subject matter standards (G.1.c)
- Measurability of student proficiency in the subject matter (G.1.g)
- Demonstration of application of acquired knowledge and skills (G.1.j)

## Guiding Questions

*Is each standard measurable, observable, or verifiable in some way?*

*Are the standards specific enough to convey the level of performance expected of students?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<p><b>All the standards are verifiable and can be assessed</b> using methods appropriate to the language process, skill, or content (relationship of the measurement to the subject). Key portions of standards can be measured on statewide summative assessments. All standards can be measured at the classroom level through rubrics, portfolios, observations, demonstrations or by other means, both formatively and summatively.</p> <p>The actual documents students are required to produce (research papers, multimodal projects, independent reading/writing, speaking components) allow students to demonstrate highly measureable skills and content.</p>	<p><b>All the standards are verifiable and can be assessed</b> using methods appropriate to the language process, skill, or content. All standards can be measured at the classroom level through rubrics, portfolios, observations, demonstrations or by other means, both formatively and summatively. <b>The CCSS emphasize performance-based tasks that bundle several standards together as demonstrations of learning, and therefore may be best assessed most often at the classroom level.</b></p>
PK-4 Examples and/or Comments	Standard 8: Independent Reading and Writing provides a good example of the application of acquired knowledge and skills by expecting that students can select appropriate text for academic and	Measurement of independent reading of informational and literary texts is tied to the types of texts students can read and the range of complexity for the specific grade level; criteria are easily measured. No measurement of

	Oklahoma Academic Standards	Common Core State Standards
	personal purposes, and read and write independently. Both components of this standard can be measured in multiple ways (statewide summative assessments and schoolwide or classroom formative and summative methods).	students' ability to select texts based upon purpose for reading (application of acquired knowledge) is expected.
5-8 Examples and/or Comments	In Grades 5-8, students recognize and explain how various grammatical elements, such as prepositions and coordinating/subordinating conjunctions, affect the meanings of sentences. Assessments for this standard can include standardized tests, as well as students' writings and class discussions.	Students "explain the function of phrases and clauses in general and their function in specific sentences." Assessments for this standard could include standardized tests, but since students must "explain . . . in general," this standard is an example of a concept that may be assessed best at the classroom level.
9-12 Examples and/or Comments	In Grades 9-12, students "compare the methods the authors use to achieve similar or different purposes" (3.R.1). Assessments for this standard on a statewide summative assessment might include specific questions about two passages; at the local level, students can write analyses, have class discussions or create multimodal products.	Students analyze multiple interpretations of a story, drama or poem (e.g., live or recorded versions) and evaluate how each version interprets the source text. In this example, the student's proficiency of the subject matter will best be measured over a period of time at the classroom level only.

## Pedagogy

- Exemplars tied to the standards (G.1.f)
- Pedagogy (G.1.h)

## Guiding Questions

*Are exemplars, samples, and guiding documents available to assist educators in developing or selecting their own curriculum and instructional practices?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<p><b>The OAS provide Guiding Principles</b> to assist educators in interpreting the standards at each grade level, in understanding what knowledge and skills are taught at the previous Grade and at the next Grade, and in setting a purpose for learning. <b>Guiding Research and an extensive glossary</b> give educators common understanding of terms and concepts used or referenced in the standards. <b>Instructional Design Considerations and Navigating the Vertical Alignment</b> documents provide insights for planning. <b>A Grammar Supplement, Genre Guidance chart, and Text Complexity measurement tables</b> are included in the standards' appendices, but <b>specific exemplars of texts are not provided.</b></p> <p><b>Research-based pedagogies</b>, including the teaching of reading components identified by the International Literacy Association and the National Reading Panel, as well as the teaching of writing through the application of the Writing Process, <b>are explicit in the OAS. Specific instructional methods for any particular standard are not suggested.</b></p>	<p><b>The CCSS provide a Key Design Considerations</b> guide for navigating the standards and an explanation of how the <b>College and Career Ready anchor standards are linked to Grade band standards.</b> In Grades 6-12, <b>standards for Literacy in History/Social Studies, Science, and Technical Subjects</b> are presented. Appendices detail <b>research supporting key elements of the standards</b> (Appendix A), <b>text exemplars and sample performance tasks</b> (Appendix B), and <b>samples of student writing</b> (Appendix C).</p> <p><b>Research-based pedagogies</b>, including the teaching of reading components identified by the International Literacy Association and the National Reading Panel, as well as the teaching of writing through the application of the Writing Process, <b>are explicit in the CCSS. Specific instructional methods for any particular standard are not suggested.</b></p>

	Oklahoma Academic Standards	Common Core State Standards
PK-4 Examples and/or Comments	Text Complexity measurement scales provide reading ranges that are appropriate for PK-4. Genre guidance establishes genre benchmarks for the end of Grade 3.	Exemplar texts and examples of levels of proficiency for student writing are provided for K-4.
5-8 Examples and/or Comments	Text Complexity measurement scales provide reading ranges that are appropriate for Grades 5-8. Genre guidance establishes genre benchmarks for the ends of Grades 5th and Grade 8.	Exemplar texts and examples of levels of proficiency for student writing are provided for Grades 5-8.
9-12 Examples and/or Comments	Text Complexity measurement scales provide reading ranges that are appropriate for Grades 9-12. Genre Guidance establishes genre benchmarks for the end of Grade 12.	Exemplar texts and examples of levels of proficiency for student writing are provided for Grades 9-12.



## Mathematics

The following table demonstrates the similarities and differences of the Oklahoma Academic Standards and Common Core State Standards in Mathematics. These are general comments that will be explained and expounded upon in the sections below related to each of the five broad categories.

Oklahoma Academic Standards	Both Oklahoma Academic Standards and Common Core State Standards	Common Core State Standards
<ul style="list-style-type: none"> <li>• Represent “real-world” standards written by Oklahomans for the Oklahoma context</li> <li>• Are easy to read and aesthetically pleasing; will be easy for educators to reference and share with students and families</li> <li>• Do not explain relationship between standards and objectives</li> <li>• Separates and/or duplicates a few objectives, hindering the fluidity of the document</li> <li>• Are organized with similarity to NCTM expectations</li> <li>• Organize high school content into courses, which is useful for teachers and vertical articulation</li> <li>• Include Pre-Kindergarten learning standards</li> <li>• Include time and money standards</li> <li>• Demonstrate appropriately challenging rigor with differentiated support at high school</li> </ul>	<ul style="list-style-type: none"> <li>• Represent high-quality standards with high expectations for all students</li> <li>• Have a goal of college- and career-readiness for all students who master the standards</li> <li>• Would benefit from minor revisions (including some confusing terminology) to enhance clarity and coherence and to balance rigor with developmental appropriateness</li> <li>• Are specific and measurable</li> <li>• Include process and mathematical practice expectations</li> <li>• Organize standards into mathematical strands with progressions across the grade levels that are similar</li> <li>• Use verbs from Bloom’s taxonomy to indicate level of rigor in instruction and student performance</li> <li>• Include a glossary for critical term definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Represent “ideal-world” standards written for a national context</li> <li>• Are wordy in many cases</li> <li>• Explain organization of standards into clusters and domains</li> <li>• Demonstrate depth of content</li> <li>• Do not organize high school content into courses, but do provide pathways for acceleration to access high school content earlier</li> <li>• Target fluency throughout early Grades</li> <li>• Include STEM standards for advanced students only</li> <li>• Incorporate a heavy emphasis on statistics and probability</li> <li>• Include grade level introductions that connect prior content to current expectations</li> <li>• Leave less room for interpretation at early Grades</li> <li>• Demonstrate appropriately challenging</li> </ul>

## Mathematics

Oklahoma Academic Standards	Both Oklahoma Academic Standards and Common Core State Standards	Common Core State Standards
<ul style="list-style-type: none"> <li>Do not yet include ancillary resources and supports for educators</li> <li>Include a systematic process for review and revision at least once every six years, which could benefit from a research/feedback loop regarding the impact of the standards on student learning</li> </ul>	<ul style="list-style-type: none"> <li>Assume math knowledge and experiences exist prior to school entrance</li> <li>Focus on the importance of fractions in their various forms</li> <li>Focus on Algebra-readiness in 8th Grade content</li> <li>Demonstrate appropriately challenging rigor with differentiated support at middle Grades</li> </ul>	<ul style="list-style-type: none"> <li>rigor with differentiated support at early Grades</li> <li>Are augmented by ancillary materials and supports for educators, including exemplars and high-quality sample instructional activities</li> <li>Do not include a systematic process for review and revision over time</li> </ul>

## Rigor

- Effective preparation for active citizenship and postsecondary education or the workforce (G.1.a)
- Subject matter content (G.1.b)
- Development of critical thinking skills (G.1.i)

### Guiding Questions

*Do the standards represent the content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs?*

*Do the (Grade 9-12) standards reflect Oklahoma's high school graduation requirements in English language arts and Mathematics?*

*Do the standards demand students to engage in processes that require analysis, synthesis, evaluation, and creativity?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<ul style="list-style-type: none"> <li>• (G.1.a) The standards represent content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs.</li> <li>• (G.1.b) The standards represent content for grade-level learning from Pre-Kindergarten through Grade 7, as well as Pre-Algebra, Algebra I, Geometry, and Algebra II, which are common for Grades 8 through high school. These represent the minimum requirements for high school graduation.</li> <li>• (G.1.i) Mathematical Actions and Processes demand students engage in processes that require analysis, synthesis, evaluation, and creativity.</li> <li>• (G.1.a) Level of rigor is not consistent across grade bands.</li> </ul>	<ul style="list-style-type: none"> <li>• (G.1.a) The standards represent content and cognitive demand necessary for students to succeed in credit-bearing college courses without remediation and in entry-level, quality high-growth jobs.</li> <li>• (G.1.b) The standards represent content for grade-level learning from K-Grade 8, as well as high school content, including content strands that could be combined for courses including Algebra I, Geometry, and Algebra II and beyond. These represent the minimum requirements for high school graduation with additional content beyond the minimum requirements; however, the absence of Pre-kindergarten expectations is notable in the Oklahoma context.</li> <li>• (G.1.i) Standards for Mathematical Practices demand students engage in processes that require analysis,</li> </ul>

	Oklahoma Academic Standards	Common Core State Standards
	<p>For example, there appears to be more demand at the middle grades than at the elementary grades. While the content expresses intent to find a balance between rigor and developmental appropriateness, this is not always accomplished. However, the high school courses appear to have found this balance very well.</p> <ul style="list-style-type: none"> <li>• (G.1.b) The document specifies that the standards are the minimum expectations for students by the end of each grade or course and that time has been left for additional study in other topics (Introduction, Page 3). This leaves much flexibility to teachers and instructional leaders at the district or classroom level to establish what content goes beyond the minimum that should be taught. If teachers and instructional leaders do not specify this within classroom and district expectations, the default minimum could leave students unprepared for later learning.</li> </ul>	<p>synthesis, evaluation, and creativity.</p> <ul style="list-style-type: none"> <li>• (G.1.a) Early grade standards demand rigor that goes beyond the evidence base within the United States. It appears that the balance between rigor and developmental appropriateness may have been pushed too far in the direction of rigor in the absence of differentiated support.</li> <li>• (G.1.b) The document focuses on a few concepts learned to depth at each grade level (K-8). It is expected that some content may be added to each grade level, but that the vast majority of the subject matter taught is delineated within the document.</li> </ul>
PK-4 Examples and/or Comments	<ul style="list-style-type: none"> <li>• K.N.1.1 is an example of demonstrating appropriate balance of rigor.</li> <li>• Data standards capitalize on the natural curiosity of Early Childhood students (e.g., PK.D.1 and K.D.1).</li> <li>• Some standards and objectives lack rigor, which could limit potential of students (e.g., K.N.1.5, K.N.2, 1.N.2, and 3.N.2.2).</li> </ul>	<ul style="list-style-type: none"> <li>• No Pre-Kindergarten learning standards provided, although some standards and objectives that are included in OAS Pre-Kindergarten appear in CCSS Kindergarten.</li> <li>• CCSS is lacking rigor on time and graphs across this Grade band (e.g., 2.MD.9 and 2.MD.10).</li> </ul>

	Oklahoma Academic Standards	Common Core State Standards
5-8 Examples and/or Comments	<ul style="list-style-type: none"> <li>• Critical thinking is required to solve mathematical and real-world problems (e.g., 5.N.3).</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking is required to solve word problems, although it is unclear if real-world problems are required (e.g., 5.NF.2).</li> <li>• Some standards lack rigor, which could limit potential of students (e.g., no expectation to convert fractions to decimals and vice versa beyond tenths and hundredths, which is a requirement in 4.NF.6)</li> </ul>
9-12 Examples and/or Comments	<ul style="list-style-type: none"> <li>• A1.N.1.1, A1.N.1.2, and A2.N.1.2 are examples of objectives that find the right balance of rigor.</li> <li>• Standards are included for Algebra 1, Geometry, and Algebra 2, which are the minimum courses expected to prepare students for college credit bearing-courses or the workforce. The State may benefit from developing standards for Probability and Statistics, Trigonometry, and other courses approved for college admission requirements to ensure rigor and consistency across districts.</li> </ul>	<ul style="list-style-type: none"> <li>• N-RN, N-Q, N-CN are beyond the level of rigor expected for students in Algebra I, but perhaps attainable for students in Algebra II with great support structures.</li> <li>• STEM standards are included and identified with (+). These are not expectations for Algebra I, Geometry, or Algebra II. The entire cluster of Vector and Matrix Quantities (N-VM) is included, but not essential to student preparedness for College credit-bearing courses or the workforce.</li> </ul>

## Progression/Coherence

- Sequence of subject matter content (G.1.c)
- Developmental appropriateness of Grade-level expectations, academic content, and instructional rigor (G.1.d)

### Guiding Questions

*Are the progressions meaningful and appropriate across the grades or grade spans? Is the amount of content manageable for a specific grade level?*

*Do the standards convey a unified vision of the discipline? Do they establish connections among the major areas of study, especially those required for high school graduation?*

*Have choices been made about what is most important for students to learn at each grade level?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<ul style="list-style-type: none"> <li>• (G.1.c) In general, the progressions are meaningful and appropriate, with the amount of content being manageable for each grade level or course. However, Pre-Algebra is a counterexample of a course where the content is too dense and wide to be taught to depth of understanding within one year for students who enter the course on grade level at Grade 8. <ul style="list-style-type: none"> <li>○ Sequencing across grade levels parallels the sequencing of the Common Core State Standards. Even when content is in a different grade level, it tends to be in the same order.</li> <li>○ Verbs are used to clarify the level of rigor expected at each grade level with similar content; occasionally, the verbs for one Grade seem lower level than the verb used in the prior Grade or course.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (G.1.c) In general, the progressions are meaningful and appropriate, with the amount of content being manageable for each grade level or course. However, there are no progressions provided for high school content within the standards. The conceptual categories need to be subdivided and regrouped in order to create courses, which provides a strong possibility for poor progression and coherence. <ul style="list-style-type: none"> <li>○ Sequencing across grade levels parallels the sequencing of the Oklahoma Academic Standards. Even when content is in a different grade level, it tends to be in the same order.</li> </ul> </li> <li>• (G.1.d) The standards convey a unified vision of mathematics and attempt to show the connections between number sense &amp; systems, operations, relationships, expressions &amp; equations, functions, geometry, and statistics &amp; probability. However, the change in</li> </ul>

	Oklahoma Academic Standards	Common Core State Standards
	<ul style="list-style-type: none"> <li>• (G.1.d) The standards convey a unified vision of mathematics and attempt to show the connections between number sense &amp; operations, algebraic thinking &amp; algebra, geometry &amp; measurement, and data &amp; probability.               <ul style="list-style-type: none"> <li>○ For the most part, this attempt is successful; however, there are a few examples provided below where the connections are unclear. In these cases, the disconnectedness creates a feeling of “pieciness” of the standards and their objectives, as well as between standards within a grade level and across grade levels within a grade band.</li> <li>○ Occasionally, objectives of the standards are duplicative.</li> </ul> </li> <li>• (G.1.d) Although it appears that choices have been made about what content is most important at each grade level, an introductory statement for each grade level would make this more explicit.               <ul style="list-style-type: none"> <li>○ It is evident that input from stakeholders about these choices has been considered and incorporated from previous drafts of the standards.</li> </ul> </li> </ul>	<p>terminology of conceptual categories across and between Grade bands leads to a lack of clarity on those connections.</p> <ul style="list-style-type: none"> <li>○ Examples of “contradictory” concepts will be provided in some Grade bands below. These examples cut into the coherence across an individual Grade band.</li> </ul> <ul style="list-style-type: none"> <li>• (G.1.d) Choices have been made about what content is most important at each grade level.</li> </ul>
PK-4 Examples and/or Comments	<ul style="list-style-type: none"> <li>• Some objectives seem duplicative or overlapping, which will likely cause some confusion (e.g., PK.A.1.1 and PK.GM.2.3 - same task of sorting in both with potentially different levels of</li> </ul>	<ul style="list-style-type: none"> <li>• Some contradictions seem to exist within a grade level of standards, particularly when examples appear to limit rather than clarify the standard (e.g., 3.OA.1 and 3.OA.5)</li> </ul>

## Mathematics

	Oklahoma Academic Standards	Common Core State Standards
	<p>student performance expected; 2.GM.1.1 and 2.GM.1.3 - 'rhombi' included in one but not the other).</p> <ul style="list-style-type: none"> <li>Some objectives do not link directly to their associated standard, but rather indicate skills leading up to the standard (e.g., PK.N.2).</li> </ul>	
5-8 Examples and/or Comments	<ul style="list-style-type: none"> <li>Pre-Algebra: The content appears to be presented in the appropriate sequence; however, it is too much content for one year for students who have a minimum level of mastery of prior year standards.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 8: The content appears to be presented in the appropriate sequence; however, it is too much content for one year for students who have a minimum level of mastery of prior year standards.</li> </ul>



## Clarity

- Clarity for educators and parents (G.1.e)

### Guiding Questions

*Are the standards clearly written and presented in an easy-to-use format that is accessible to the general public?*

*Are the standards specific enough that educators can use them to design curriculum, instructional practice, and assessment?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<ul style="list-style-type: none"> <li>• (G.1.e) The standards are clearly written and presented in an easy-to-use format that is accessible to the general public with few exceptions. <ul style="list-style-type: none"> <li>○ An expanded glossary with math-specific terminology would be helpful. Notations of which words are included in the glossary are missing.</li> <li>○ The document is visually pleasing, and a quick glance provides the big idea of the grade level standards.</li> </ul> </li> <li>• (G.1.e) The standards are specific enough that educators can use them to design curriculum, instructional practice, and assessment with few exceptions. <ul style="list-style-type: none"> <li>○ Placement of the mathematical processes and actions is unclear and detracts from the intended effect of connecting all processes to the content standards.</li> <li>○ Layout of the standard with associated objectives may lead some educators to ignore the standard-level language in favor of the objectives or vice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (G.1.e) The standards are clearly written and presented in an easy-to-use format that is accessible to the general public with few exceptions. <ul style="list-style-type: none"> <li>○ An expanded glossary with math-specific terminology would be helpful. Notations of which words are included in the glossary are missing.</li> </ul> </li> <li>• (G.1.e) The standards are specific enough that educators can use them to design curriculum, instructional practice, and assessment with few exceptions. <ul style="list-style-type: none"> <li>○ In some cases, the standards are so specific that they become prescriptive with examples that may limit teaching. In other cases, the standards are so vague that they leave too much room for interpretation.</li> <li>○ The grammar structure and word choice in some standards are overly vague and confusing, which may lead to mathematically imprecise interpretation.</li> </ul> </li> </ul>

	Oklahoma Academic Standards	Common Core State Standards
	<p>versa, rather than reading them in conjunction with one another.</p> <ul style="list-style-type: none"> <li>Language is generally specific enough to aid educators in development of student report cards or competency progression charts. It is also worded in such a way that instructional leaders and teachers would know what is expected to be included in curriculum and lesson design and whether it is being taught appropriately.</li> <li>Ancillary documents, such as expanded glossaries, examples, counterexamples, and philosophical statements about the connections between standards and objectives, would improve the clarity of the standards themselves.</li> <li>A few cases of grammar and word choice may lead to mathematically imprecise interpretation.</li> </ul>	
PK-4 Examples and/or Comments	<ul style="list-style-type: none"> <li>Some standards and objectives use words and phrasing that may lead to imprecise mathematical terminology (e.g., K.N.3 ‘fair share’; 2.GM.2.3 ‘containers’; 3.GM.1.1 and 3.GM.1.2 ‘3D figures’; 3.GM.2.4 ‘common benchmarks’; 3.GM.2.6 ‘needed to pack’).</li> <li>Some standards and objectives will require additional explanation and support for teachers to understand the depth of student performance expected</li> </ul>	<ul style="list-style-type: none"> <li>The document includes more examples, footnotes, and clarifying statements to further explain the purpose or intent of the standards (e.g., using the terms ‘numbers’ and ‘numerals’ appropriately).</li> </ul>

## Mathematics

	Oklahoma Academic Standards	Common Core State Standards
	(e.g., K.N.2.1 - decomposition does not necessarily presume addition and subtraction, which may be expected; 3.N.2.5 and 4.N.1.5 'use of technology').	
5-8 Examples and/or Comments	<ul style="list-style-type: none"> <li>Some standards and objectives will require additional explanation of terminology and/or expectations for student performance (e.g., 5.N.1.4 'use of technology'; 5.D.1.1 'leveling out'; 6.N.3.2 'unit rate' of ratios; 6.GM.3.1 'benchmarks').</li> </ul>	<ul style="list-style-type: none"> <li>Some standards are so long and inclusive of content that it is unclear what the focus is and the level of rigor expected (e.g., 7.EE.3).</li> <li>Some standards include examples that appear to the limit the scope of the standard unnecessarily (e.g., 7.G.3 specifies 'right' figures in both examples, which may lead educators to believe that other figures should not be considered).</li> </ul>
9-12 Examples and/or Comments	<ul style="list-style-type: none"> <li>Some standards and objectives use words and phrasing that may lead to imprecise mathematical terminology or understanding (e.g., A1.F.2 'their rates of change'; A1.D.3 'interpret graphs' - data and functions are discrete or continuous, as visualized on graphs).</li> </ul>	<ul style="list-style-type: none"> <li>G.CO.13 - Word order makes it unclear what mathematics is expected.</li> <li>G.CO.9-G.CO.11 - Non-specific requirement of proofs may lead to overuse or underuse of proofs in instruction.</li> </ul>

## Measurability

- Relationship to measurement of student performance and the application of subject matter standards (G.1.c)
- Measurability of student proficiency in the subject matter (G.1.g)
- Demonstration of application of acquired knowledge and skills (G.1.j)

### Guiding Questions

*Is each standard measurable, observable, or verifiable in some way?*

*Are the standards specific enough to convey the level of performance expected of students?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<ul style="list-style-type: none"> <li>• (G.1.c; G.1.g) Each standard is measurable, observable, or verifiable in some way - formatively, summatively, or both. <ul style="list-style-type: none"> <li>○ Some standards are written with language that expresses an intention of measurement at the formative level as opposed to summative. For example, “develop the concept” is language that would indicate measurement at the time of initial learning.</li> <li>○ Most standards and objectives are worded specifically for measurement through statewide summative assessments. Some standards and objectives could be more meaningful to classroom instruction if the focus were on formative and/or classroom level assessments.</li> <li>○ A strength of the document is that it does not include standards or objectives marked as “not assessed” (as in previous iterations of Oklahoma standards and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (G.1.c; G.1.g) Each standard is measurable, observable, or verifiable; however, the lack of consideration during the writing process for HOW the standards would be measured is evident in the word choice at some grade levels. <ul style="list-style-type: none"> <li>○ Some standards are written with language that expresses an intention of measurement at the formative level as opposed to summative. For example, “develop definitions” is language that would indicate measurement at the time of initial learning.</li> <li>○ Identification of “STEM” standards as not being for all students and therefore not assessed indicates that some standards are not as important for instruction.</li> </ul> </li> <li>• (G.1.c; G.1.j) The majority of standards are specific enough to convey the level of performance expected of students. <ul style="list-style-type: none"> <li>○ It is unclear how student with disabilities, English language learners, and students with previous low performance will access the grade level content</li> </ul> </li> </ul>

	Oklahoma Academic Standards	Common Core State Standards
	<p>CCSS), which indicates that all standards are important for instruction.</p> <ul style="list-style-type: none"> <li>○ Ancillary documents that include “I Can” statements, building blocks between standards, and lesson-level learning goals would assist educators in knowing how to assess the standards in a formative and intermediate manner prior to summative assessments.</li> <li>● (G.1.c; G.1.j) Generally, the standards are specific enough to convey the level of performance expected of all students. <ul style="list-style-type: none"> <li>○ It is unclear how student with disabilities, English language learners, and students with previous low performance will access the grade level content and demonstrate their growth toward the standards.</li> <li>○ Verbs of Bloom’s Taxonomy express the level of student performance expected. In some cases, the verbs chosen are out of sequence between grade levels.</li> <li>○ It is unclear how technology will be used as part of the measurement process and how that will impact the level of student performance expected on some standards.</li> <li>○ Ancillary documents would assist educators in delineating expected levels of performance for all students throughout the learning process.</li> </ul> </li> </ul>	<p>and demonstrate their growth toward the standards.</p> <ul style="list-style-type: none"> <li>○ Examples embedded in the standards as well as exemplars provided in the appendices and ancillary resources make it clear what is expected of students and teachers.</li> <li>○ In most cases, the specificity of the standards leaves little question for content limits of summative assessments.</li> </ul>

	Oklahoma Academic Standards	Common Core State Standards
PK-4 Examples and/or Comments	<ul style="list-style-type: none"> <li>• The use of Bloom’s taxonomy makes the standards more measurable (ex: ‘compose and decompose’; ‘draw conclusions’).</li> <li>• Similar objectives within the same Grade may cause confusion on the level of student performance expected (PK.A.1.1 and PK.GM.2.3 - same task of sorting in both with potentially different levels of student performance expected).</li> <li>• In ancillary documents, Early Childhood “friendly” terms or “I Can” statements would be beneficial in explaining standards to students and for posting in the classroom setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent use of the verb ‘understand’ without clarifying objectives makes it difficult to assess students’ knowledge and skill with the domain (e.g., 3.NF.1).</li> </ul>
9-12 Examples and/or Comments	<ul style="list-style-type: none"> <li>• G.RL.1 - Use of geometric tools is expected by the standard, but it is not included in the objectives. It is assumed that this is because it would be difficult to measure the use of geometric tools on a statewide summative assessment; however, classroom teachers could measure a student’s performance with geometric tools and classroom instruction would likely benefit from this expectation.</li> </ul>	<ul style="list-style-type: none"> <li>• G.C.1 - ‘Prove that all circles are similar’ is an example of a standard that is difficult to measure.</li> </ul>

## Pedagogy

- Exemplars tied to the standards (G.1.f)
- Pedagogy (G.1.h)

### Guiding Questions

*Are exemplars, samples, and guiding documents available to assist educators in developing or selecting their own curriculum and instructional practices?*

	Oklahoma Academic Standards	Common Core State Standards
General Analysis	<ul style="list-style-type: none"> <li>• (G.1.f; G.1.h) Exemplars, samples, examples, and guiding documents are not yet available to assist educators in developing or selecting their own curriculum and instructional practices. <ul style="list-style-type: none"> <li>○ Ancillary resources will be needed to provide clarity for teachers. These should include information about the level and type of technology usage at various grade bands (e.g., 3.N.2.5 and 7.A.4.2).</li> <li>○ Curriculum frameworks and resources, such as those available at <a href="http://scimathmn.org/stemtc/">http://scimathmn.org/stemtc/</a> will be valuable to Oklahoma educators implementing these standards.</li> <li>○ The exclusion of examples and sample instructional activities may prove problematic without additional resources.</li> <li>○ The wording of the standards document does not tell teachers how to teach, but rather provides teachers with opportunities for creativity and flexibility. Educators should be empowered as professionals to make high-quality decisions about curriculum and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (G.1.f; G.1.h) Exemplars, samples, examples, and guiding documents are available as an appendix and in various other resources from a variety of providers. <ul style="list-style-type: none"> <li>○ Curriculum frameworks and resources, such as those available at <a href="https://www.illustrativemathematics.org/">https://www.illustrativemathematics.org/</a> are valuable to educators implementing the CCSS and provide an example of how additional guidance documents offer clarity and direction for classroom teachers as they interpret the standards.</li> </ul> </li> <li>• (G.1.f; G.1.h) Detailed examples are included within the standards. Sometimes, these examples provide clarity on what is meant by the standard (e.g., 3.OA.5), and sometimes they are so specific that they limit the creativity of teachers (e.g., 1.G.2).</li> </ul>

	Oklahoma Academic Standards	Common Core State Standards
	<p>instruction. A variety of resources to support educators in this decision-making process will make the standards implementable at the classroom level.</p> <ul style="list-style-type: none"> <li>● (G.1.f; G.1.h) Limiting examples are rarely included within the standards, which allows freedom for teacher creativity and accounts for diverse learners. Additional examples might be beneficial in ancillary documents to explain big concepts. <ul style="list-style-type: none"> <li>○ For example, it is important to note that some students will benefit from learning about base 10 and number bonds in addition and subtraction instruction (K.N.2 and 1.N.2); therefore, these examples would provide additional information for teachers about possible approaches to instruction.</li> </ul> </li> </ul>	



## Appendix

Résumés and curricula vitae for committee members are included as follows:

- Belinda Blevins-Knabe, Ph.D.
- Summer Boismier, B.A.
- Nita Cochran, M.Ed.
- Robert Con Davis-Undiano, Ph.D.
- Priscilla L. Griffith, Ph.D.
- Paula Kedy, M.A.
- Erin Nation, Ed.D.
- Charles Pack, M.S.
- Lucy Trautman, M.S.
- Jennifer W. Watson, Ph.D.
- Kerri White, Ed.D.

**CURRICULUM VITAE**  
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***EDUCATION***

1975-1981      University of Texas at Austin, Ph.D.  
Developmental Psychology  
1972-1975      University of Texas at Austin, B.A.  
(Magna Cum Laude), Psychology

***PROFESSIONAL POSITIONS***

1981-1986      Assistant Professor, Department of Psychology  
University of Arkansas at Little Rock  
  
1986-1999      Associate Professor, Department of Psychology  
University of Arkansas at Little Rock  
  
2001- 2007      Chair, Department of Psychology  
University of Arkansas at Little Rock  
  
1999-Present   Professor, Department of Psychology  
University of Arkansas at Little Rock

***PUBLICATIONS***

Hendershot, S., Austin, A, & Blevins-Knabe, B. (2015). Young children's mathematics references during free play in family childcare settings. *Early Child Development and Care*. DOI :10.1080/03004430.2015.1077819

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### ***PRESENTATIONS AND POSTERS (selected)***

Blevins-Knabe, B. & Matson, J. (2015, September). *Assessment drives core revision: Using assessment to invigorate the Core*. Presented at the 2015 Drexel University Second annual Assessment Conference, Philadelphia, PA.

Matson, J., & Blevins-Knabe, B. (2015, September). *Encouraging faculty development where you can: Using a Review of assessment management software vendors*. Presented at the 2015 Drexel University Second annual Assessment Conference, Philadelphia, PA.

Loesch, L., Thompson, B., Austin, A., & Blevins-Knabe, B. (2015, March). *Home numeracy environment, young children's executive functioning, and performance on the number line*. Poster session presented at the Biennial Meeting of the Society of Research for Child Development, Philadelphia, PA.

Thompson-Neilson, B., Esplin, J., Blevins-Knabe, B., Austin, A., Hendershot, S. (2014, March). *Correlations of children's home numeracy and cognitive abilities*. Poster presented to the Society for Research in Human Development, Austin, TX.

Vaughn-Neely, E., Blevins-Knabe, B. (2013, April). Influence of expressive and receptive vocabulary skills and home environment on young children's mathematical skills. In B. Blevins-Knabe (chair), *Mapping points of contact in the development of language and mathematics in young children*. Symposium conducted at the meeting of the Society for Research in Child Development, Seattle, WA.

Blevins-Knabe, B. & Vaughn-Neely, E. (2012, March). *Linguistic Precursors of Young Children's Mathematical Performance*. Poster presented to the Society for Research in Human Development, New Orleans, LA.

Austin, A., Blevins-Knabe, B., Lokteff, M. (2011, April). *Predictors of early mathematics proficiency*. Poster session presented at the Biennial Meeting of the Society of Research for Child Development, Montreal, Ca.

Blevins-Knabe, B, Hendershot, S., Ota, C., & Austin, A. (2011, April). *Preschool children's math conversations in family home child care*. In J. LeFevre (Chair), *Children's early experiences with numeracy: Who's counting, where does it happen, and how much does it matter?* Symposium conducted at Biennial Meeting of the Society of Research for Child Development. Montreal, Ca.

Blevins-Knabe, B. (2010, March). *Young Children's Use of the Mental Number Line*. Poster presented to the Society for Research in Human Development, San Antonio, TX.

Blevins-Knabe, B. (2009, April). *Mother's knowledge, the home environment, and young children's performance on number tasks*. Poster session presented at the biennial meeting of the Society for Research in Child Development., Denver, CO.

Blevins-Knabe, B. (2009, April). Chair and Discussant for *An international perspective connecting early childhood policies and home environment*. Symposium presented at the biennial meeting of the Society for Research in Child Development., Denver, CO.

Blevins-Knabe, B., Hart, A., McElvy, L. (April, 2007). *Parent psychosocial functioning and emotional health of youth and young adults with spina bifida*. Poster presented to the Society for Research in Human Development, Little Rock, AR.

Blevins-Knabe, B. (2006, March). *Parental resources and young children's mathematical development*. Presidential address presented at the biannual meeting of the Society for Research in Human Development, Fort Worth, TX.

Blevins-Knabe, B., Selig, J., Mansell-Whiteside, L. (2005, April). *Parenting, maternal math skills and preschool mathematical development*. In B. Blevins-Knabe (Chair), *Promoting preschool mathematical development in low income children*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Blevins-Knabe, B., Selig, J., & Whiteside, L. (2004, April). *Maternal math skills and children's math performance*. Poster presented at the Biennial Meeting for the Society for Research in Human Development, Park City, Utah.

Blevins-Knabe, Hart, A., Whiteside-Mansell, L., Faldowski, R., & Johnson, D. (2004, July). *Head Start children: Are physical characteristics related to teacher and parent ratings behavior?* Poster presented at the 18<sup>th</sup> Biennial meeting for the International Society for the Study of Behavioral Development, August, Ghent, Belgium.

Blevins-Knabe, B., & Austin, A. (April, 2003). *The HOME: Working for cultural validity in rural Paraguay*. Poster presented at the biennial meeting of the Society for Research in Child Development. Tampa, Fl.

Hart, A., & Blevins-Knabe, B. (June 2008). *Parent sense of self: Child level of independence*. Workshop presented to Spina Bifida Association 35<sup>th</sup> National Conference. Tucson, AZ.

Hart, A. D., Whiteside-Mansell, L, Blevins-Knabe, B. L., Johnson, D. L, Reading, J. A. (2003, February). Head Start children: *Are physical characteristics related to teacher and parent ratings of behavior?* Southwest Educational Research Association Conference, San Antonio, TX.

Blevins-Knabe, B. (2002, February). *The female chair: Learning to use re-framing*. Presentation to the 19<sup>th</sup> Annual academic Chairpersons Conference, Orlando, FL.

Blevins-Knabe, B & Bowen, M. (2002, March) *Addition and subtraction: What comes first?* Poster presented to the Southwestern Society for Research in Human Development, Austin, TX.

Austin, A., & Blevins-Knabe, B. (2002, March). *Toddler development in rural Paraguay: Examining the relationship between BSID-II and HOME scores*. Poster presented to the Southwestern Society for Research in Human Development, Austin, TX.

Blevins-Knabe, B., & Musun, L. ( April 2001). *The role of mathematics in the homes of preschool children*. Poster presented at the meeting of the Society for Research in Child Development, Minneapolis, MN.

Matson, J., & Blevins-Knabe, B. (June, 2001) *Re-framing assessment: Sustaining momentum and surpassing plateaus*. Paper presented at the AAHE Assessment Conference, Denver, CO.

Blevins-Knabe, B., Woods-Young, D., & Musun, L. (April, 2000) *What is a Psychology Major? The Attitudes and Beliefs of Beginning Students, Seniors, and Alumni*. Poster presented at the biennial meeting of the Southwestern Society for Research in Human Development, Eureka Springs, AR.

Blevins-Knabe, B. (October, 1999). *Developing a measure of young children's core math skills*. Poster presented at the meeting of the Cognitive Development Society, Chapel Hill, NC.

Blevins-Knabe, B., & Matson, J. (October, 1999). *Reflecting on assessment of the core*. Paper presented at the meeting of the Association for General and Liberal Studies, Richmond, VA.

### ***COURSES TAUGHT***

Introductory Psychology, Developmental Psychology (undergraduate and graduate), Adolescent Psychology, Infancy, Cognitive Development, Research Methods

Online courses include Introductory Psychology, Developmental Psychology, Adolescent Psychology, and Research Methods

### ***PROFESSIONAL SERVICE***

Co-Chair of Program Committee for the 1990 meeting of the Southwestern Society for Research in Human Development

Newsletter editor for the Southwestern Society for Research in Human Development (1991-1993)

Member of the Editorial Board for Developmental Psychology (1998-2004)

Local Arrangements Co-Chair for the 2000 meeting of the Southwestern Society for Research in Human Development.

Vice-President, Southwestern Society for Research in Human Development. (2004-2006).

President, Southwestern Society for Research in Human Development. (2006-2008).

Local Arrangements Co-Chair for the 2010 meeting of the Southwestern Society for Research in Human Development.

Program Committee Co-Chair for the 2014 meeting of the Southwestern Society in Human Development

Secretary-Historian, Southwestern Society for Research in Human Development (2010-2014)

Reviewer for *Child Development*, *Developmental Psychology*, *Early Childhood Research Quarterly*, *Early Child Development and Care*

### ***SELECTED UNIVERSITY and DEPARTMENTAL SERVICE***

2015-present Parliamentarian for the College of Communication and Social Science

2015- present member of the Faculty Senate

2013-present University Core Council-Chair

2013-present Faculty Senate Committee for Online Education-member

2013-2014 member of the College Governance Committee

2013-present Co-Director of Academy for Teaching and Learning

2013-present Faculty development sessions for online faculty, Co-organizer with Elisabeth Sherwin

2013-2015 Treasurer for Phi Kappa Phi

2015-present Vice President of Phi Kappa Phi

2012-2013- Developed online First Year Experience Course with Elisabeth Sherwin

2009- 2013 - In charge of assessment of the Introductory Psychology course. This course is part of the core requirements for the university and the assessment is of the objectives for the core.

2010-present Member of the UALR Institutional Review Board

2012- Member Critical Thinking Task Force

2010-2011 Member of a team of social science faculty that proposed, organized, and ran a summer institute for high school students.

### ***GRANTS***

Assessing and Identifying UALR Campus Needs of an Early Child Development Center (2014, November). University of Arkansas at Little Rock, Research Cluster Seed Grant, \$50,000.

Identifying Fit: Variables that Predict Best Outcomes in Online Teaching (2013, September). Academic Partnership Research Grant, with Elisabeth Sherwin (Co-PI). Amount \$5,000.

Improving Student socialization to Enhance Retention. (2008, January) Technology grant with Elisabeth Sherwin and Robert Corwyn (co-PIs) University of Arkansas at Little Rock, AR. Amount \$3225.

### ***EVALUATION PROJECTS***

Evaluation of the Chaplaincy program of the Arkansas State Police (1999, January)

Evaluation for the UALR Science Academy (2007, November)

### ***PROFESSIONAL ORGANIZATIONS***

American Psychological Society

Jean Piaget Society

Society for Research in Child Development

Society for Research in Human Development

National Association of Mathematics Teachers

National Association for the Education of Young Children



Summer Boismier  
ELA 7 Teacher  
Middle School of Piedmont  
[summer.boismier@piedmontschools.org](mailto:summer.boismier@piedmontschools.org)  
[summer.boismier@gmail.com](mailto:summer.boismier@gmail.com)  
Twitter: @MsBoismier\_MSP



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## Education

- Master's Degree in English Education** 2016 (anticipated)  
*University of Oklahoma, Norman, OK*
- Certified to teach secondary-level (6-12) English/language arts, advanced placement, composition, and reading courses
- Bachelor's Degree in English** 2009  
*University of Oklahoma, Norman, OK*
- Minor in history
  - Graduated summa cum laude

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## Teaching Experience

- English Teacher**
- Middle School of Piedmont, Piedmont, OK* Aug. 2015-Present
- Seventh grade ELA, Pre-AP ELA 7
- U.S. Grant High School, Oklahoma City, OK* Aug. 2014-July 2015
- Honors English I, English II
- Reading Tutor** Jan. 2014-May 2014  
*Longfellow Middle School, Norman, OK*
- Conducted responsive group/individual multi-literacy activities for students in grades 6-8
  - Helped students practice decoding, close reading/comprehension strategies, and fluency
  - Taught differentiated, engaged, and reflective reading strategies via experiential, two-sided learning

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## Other Work

- Graduate Assistant, College of Education Dean's Office-OU** June 2014-Aug. 2014
- Collecting and processing research data for faculty
  - Preparing presentation materials and assisting faculty with presentations
  - Copy- and content-editing academic texts for publication

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## Professional Development

- Events Attended** 2015
- AP Institute at the University of Tulsa, Primary Sources Workshop sponsored by the Library of Congress, EdCamp OKC
- Events Attended** 2014
- SOEA Spring Convention, OEA CCSS/OAS Webinar: Literacy Across the Curriculum

## NITA COCHRAN

131 S. Flood, Norman, Ok, 73069 | 405-366-5839 | ncochran@norman.k12.ok.us

### EDUCATION

University of Oklahoma <b>Masters in Education</b>	<b>1988</b>
East Central State College <b>B.S. Math Education</b>	<b>1968</b>

### AWARDS/GRANTS

Mathematics and Science Partnerships Program, -- Title II, Part B -- \$240,000	<b>2008</b>
MAA Outstanding Oklahoma Teacher Award	<b>2001</b>
Norman Public School Foundation Grant	<b>2000</b>

### WORKING EXPERIENCE

Mathematics Coordinator for Norman Public Schools	
<b>Responsible for math curriculum grades pre-K through high school</b>	<b>2002 to 2016</b>
<b>Provide professional development opportunities for district teachers</b>	
<b>Implemented standards-base reform math curriculum</b>	<b>2004</b>
<b>Evaluate and share data from state testing with a focus on Standards &amp; new PASS Revisions</b>	<b>Ongoing</b>
<b>Facilitated the development of math benchmarks for grades 1 through 5, 7, 8, Algebra I, Geometry</b>	<b>2007 to present</b>
<b>Monitor the implementation of benchmark assessments</b>	<b>Ongoing</b>
<b>Oklahoma Core Curriculum Tests Scores 5<sup>th</sup> Grade: 2002 - 80% passing, 2008 - 97% passing</b>	<b>2002 &amp; 2008</b>
<b>Facilitated textbook adoption grades pre-K through high school</b>	<b>2004 &amp; 2010</b>
Launched <a href="http://mathetude.com">mathetude.com</a>	<b>2008</b>
<b>Clearinghouse of ideas, actions, and results from around the world</b>	
Public School System, Norman, Oklahoma	<b>1976 to 2016</b>
Principal of Norman Summer High School	2001-2009
Assistant principal for Norman Summer School	1993, 1999-2000
Math Teacher at Norman High School/Norman North High School	1995-2002
<b>Math department chair</b>	1998-2002
Assistant Principal at West Mid High (approx. 950 students)	1991-1995
<b>Responsible for discipline of 500 students</b>	
<b>Supervised and evaluated tenured and non-tenured teachers</b>	
<b>Communicated quarterly with faculty on discipline referrals (referrals were reduced by 50%)</b>	
Math Teacher at N.H.S (5 yrs) and Central Mid High (11 yrs)	1976-1991
<b>Math department chair</b>	
<b>Site teacher of the year (1985)</b>	
<b>Elected to Norman Public Schools Staff Development Committee</b>	

### RELATED EXPERIENCE

<b><i>Oklahoma Mathematics Consortium</i></b>	<b>2002 to present</b>
<b><i>Oklahoma Math Alliance</i></b>	<b>2015 to present</b>
<b><i>Completed Everyday Math New Consultant Training, Edition 2 &amp; Edition 3</i></b>	<b>2007 &amp; 2010</b>
<b><i>Elementary Mathematics Specialists Certification Committee</i></b>	
Oklahoma State Regents for Higher Education	<b>2009 to 2013</b>
<b><i>Alignment of Mathematics (PASS &amp; Common Core Standards) Committee</i></b>	
Oklahoma State Department of Education	<b>2010</b>

***Item and Bias Review for Algebra I***

Oklahoma State Department of Education

2010

***Item and Bias Review for Geometry***

Oklahoma State Department of Education

2013

**Item and Bias Review for High School Mathematics***Partnership for Assessment of Readiness for College and Career*

2013

***Elementary Mathematics Specialists Conference***

Association of Mathematics Teacher Educators, Louisville, Kentucky

2010

***Standards Validation committee – Algebra I***

Oklahoma State Department of Education

2009

**Standards Setting Committee -- Geometry**

Oklahoma State Department of Education

2008

***Standards Setting Committee – Algebra I***

Oklahoma State Department of Education

2007

## PRESENTATIONS

***Math Trends***

Get Fit Conference, Norman Public Schools

2010

***Mathematics Specialists***

Oklahoma State Regents for Higher Education

2009

***Math Magic***

Encyclo-Media, Oklahoma City, Oklahoma

2009

## PROFESSIONAL DEVELOPMENT

***iObservation training: foundational knowledge of Marzano's Art and Science of Teaching***

Norman Public Schools

2010 –ongoing

***McREL Technology with Classroom that Works***

Longfellow Middle School, Norman Schools

2010

***Nat'l Conference, Washington D.C.***

National Conference of Supervisors of Mathematics

2009

***Todd Whitaker***

Norman Public Schools

2008

## MEMBERSHIPS

Phi Delta Kappa (local chapter officer eight years)

**President 2000-01, Program Vice President 1998-00**

National Council Supervision of Teachers of Mathematics

National Council Teachers of Mathematics

Association for Supervision and Curriculum Development

Robert Con Davis-Undiano

February 2015

- PRESENT POSITION:** Executive Director, *World Literature Today*  
(Humanities Center at the Univ. of Oklahoma)  
Neustadt Professor of Comparative Literature  
Presidential Professor of English  
The University of Oklahoma
- CONTACT:** *World Literature Today*, Univ. of Oklahoma  
630 Parrington Oval, Suite 110, Norman, OK 73019  
405/325-4531; [rcdavis@ou.edu](mailto:rcdavis@ou.edu)  
Fax: 405/325-7495
- HOME ADDRESS:** 3901 Chamberlyne Way, Norman, OK 73072  
Phone: 405/329-1745
- EDUCATION:** 1979 Ph.D., American Studies,  
University of California, Davis  
1973 M.A., English, Univ. of Calif., Davis  
1971 B.A., English, Calif. State Univ., Hayward
- PREVIOUS POSITIONS:** 2005-2009 Dean, Univ. of Oklahoma Honors College  
(simultaneously Exec. Dir. at *WLT*)  
1980-Pres. Assist. Professor, Dept. of English, Univ. of Oklahoma  
1980: Visiting Assist. Professor in Comparative  
Literature, Univ. of California, Davis  
1978-80: Lecturer, Comparative literature, California  
1974-75: Fulbright Teaching Fellowship, American Lit., Univ.  
of Pisa (Italy)
- AWARDS, ELECTED POSITIONS, AND FELLOWSHIPS (selected):**  
2014 Outstanding Faculty for the Greek Community, Univ. of  
Oklahoma  
2012 Outstanding Faculty of the Univ. of Oklahoma (Faculty of  
the Year Award). Chosen by the entire OU Student Body.  
2011 Outstanding Faculty for the Greek Community, Univ. of  
Oklahoma  
2010 Outstanding Faculty for the Greek Community, Univ. of  
Oklahoma  
2009 Outstanding Faculty for the Greek Community, Univ. of  
Oklahoma  
2008 Outstanding Faculty for the Greek Community, Univ. of  
Oklahoma

2007 Outstanding Faculty for the Greek Community, Univ. of Oklahoma  
 2006 National Collegiate Scholars Assoc., Distinguished Member Award  
 2006 Latino Greek Council, Univ. of Oklahoma created award in honor of RC Davis-Undiano: "RC Davis Organizational Excellence Award"  
 2006: 2005-2006 Outstanding Chapter Advisor, Greek Affairs, OU  
 2005: Distinguished Service Award, Univ. of Oklahoma Student Association, Student Congress  
 2005: 2004-2005 Outstanding Faculty Member Award, Greek Affairs, OU  
 2005: 2004-2005 Outstanding Chapter Advisor, Greek Affairs, OU  
 2005: President's Distinguished Faculty Mentoring Program Outstanding Mentor Award  
 2004 Otis Sullivant Award for Perceptivity (\$10,000), Univ. of Oklahoma  
 2004 Outstanding Chapter Advisor, Latino Greek Council, Univ. of Oklahoma  
 2003 University Continuing Education Assoc. Excellence in Teaching Award (National Teacher of the Year)  
 2002 UCEA Region V Excellence in Teaching Award  
 2000 Certificate of Appreciation, Latino Achievement and Heritage Celebration, OU  
 1999 Presidential Professor of English, OU  
 1999 Neustadt Professor, OU  
 1999/2000 Certificate of Appreciation, McNair Scholars Program, OU  
 1999 Certificate of Appreciation, Bizzell Library Society, OU  
 1997 Inducted as Honorary Fellow, Golden Key National Honor Society  
 1994 Kenneth E. Crook Annual Faculty Award, Oklahoma (\$500)  
 1994 "Well-Spring Award," Student Association of Graduates in English Studies, OU  
 1993-1997: Representative to the National Delegate Assembly of the Modern Language Association  
 1993: Rufus G. Hall Faculty Achievement Award, OU (\$500)  
 1992: "Well-Spring Award," Student Association of Graduates in English Studies, OU  
 1990: Centennial Foundation Grant, OU (\$13,000)  
 1989: Senior Faculty Summer Fellowship, OU (\$6,000)  
 1988: Distinguished Lectureship, OU (\$3,708)  
 1987: Senior Faculty Summer Fellowship, OU (\$5,000)  
 1984: Arts and Sciences Summer Fellowship, OU (\$3,500)

1981: Junior Faculty Summer Fellowship, OU (\$3,000)  
 1976: Outstanding Teacher Award, Univ. of Calif. (\$200)  
 1974-1975: Fulbright Teaching Fellowship, Univ. of Pisa (Italy)

## PUBLICATIONS:

### Books:

*Mestizos Come Home! How Mexican Americans Are Making a Home for Themselves and a Better Future for America.* By Robert Con Davis-Undiano. 380 pp. book finished and ready to submit for publication.

*The Paternal Romance: Reading God-the-Father in Early Western Culture.* By Robert Con Davis-Undiano. Champaign: Univ. of Illinois Press, 1993.

*Culture and Cognition: The Boundaries of Literary and Scientific Inquiry.* By Robert Con Davis-Undiano, Nancy Mergler, and Ronald Schleifer. Ithaca, NY: Cornell Univ. Press, 1992.

*Criticism and Culture: The Role of Critique in Modern Literary Theory.* By Robert Con Davis-Undiano and Ronald Schleifer. London: Longman, Ltd, 1991.

### Book Collections (all refereed):

*Contemporary Literary Criticism: Literary and Cultural Studies* (Fourth Edition). Edited by Robert Con Davis-Undiano and Ronald Schleifer. New York: Longman, Inc., 1997.

*Contemporary Literary Criticism: Literary and Cultural Studies* (Third Edition). Edited by Robert Con Davis and Ronald Schleifer. New York: Longman, Inc., 1994.

*Intertextuality and Contemporary American Fiction.* Edited by Patrick O'Donnell and Robert Con Davis. Baltimore and London: Johns Hopkins Univ. Press, 1989.

*Literary Criticism and Theory: The Greeks Through the Present.* Edited and with Introductions by Robert Con Davis and Laurie Finke. New York: Longman, Inc., 1989.

*Contemporary Literary Criticism: Literary and Cultural Studies* (Second Edition). Edited by Robert Con Davis and Ronald Schleifer. New York: Longman, Inc., 1989.

*Contemporary Literary Criticism: Modernism through Post-Structuralism.* Edited and with Introductions by Robert Con Davis. New York: Longman, Inc., 1986.

*Rhetoric and Form: Deconstruction at Yale.* Edited by Robert Con Davis and Ronald Schleifer. Norman: Univ. of Oklahoma Press, 1985.

*Lacan and Narration: The Psychoanalytic Difference in Narrative Theory.* Edited by Robert Con Davis. Baltimore: Johns Hopkins Univ. Press, 1984.

*Twentieth-Century Interpretations of the of Wrath"* Edited by Robert Con Davis. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1982.

*The Fictional Father: Lacanian Readings of the Text.* Edited and Intro. by Robert Con Davis. Amherst: Univ. of Massachusetts Press, 1981.

General Editor of Two Important University Press Book Series:

Chicana and Chicano Visions of the Americas:

Editor of this nationally recognized book series published by the University of Oklahoma Press. Distinguished volumes by Leroy V. Quintana, Demetria Martínez, Carlos Morton, Rigoberto Gonzalez, Denise Chávez, and six volumes by Rudolfo Anaya.

Introducing Ethnic Studies:

Editor of book series published by Edinburgh University Press (Scotland). Volumes published: Native-American Studies, Asian-American Studies, and African-American Studies. **Series ended in 2010.**

Oklahoma Project for Discourse & Theory:

Co-editor with Ronald Schleifer--nationally recognized book series published by the University of Oklahoma Press. Distinguished volumes by J. Hillis Miller, Jonathan Culler, Marjorie Perloff, Shari Benstock, and many others. **Series ended in 1999.**

Journals Guest Edited:

*Arizona Quarterly*, guest editor of special issue entitled "The Family in Literature," Spring 1980.

*MLN*, guest editor of special issue entitled "Lacan and Narration," Winter 1983.

*Arizona Quarterly*, guest editor of special issue entitled "Modern American Fiction/Critical Theory," Winter 1983.

*GENRE*, co-editor of special issue with Ronald Schleifer, "Deconstruction at Yale," Spring-Summer 1984.

*College English*, guest editor for October 1987.

*College English*, guest editor for November 1987.

*GENRE*, guest editor of special issue entitled "Chicana/o Studies: Writing Into the Future." Spring/Summer 1999.

*LIT: Literature, Interpretation, Theory*, guest editor for special issue in preparation on the future of the essay in 2006.

Refereed Journal Articles:

1. "The Structure of the Picturesque," *The Wordsworth Circle* 9,1 (1978):45-49.
2. "The Symbolic Father in Yoknapatawpha County," *The Journal of Narrative Technique* 10,1 (1980):39-55.
3. "Critical Introduction: The Family in Literature," *Arizona Quarterly* (1980):5-19.
4. "Other Voices, Other Rooms and the Ocularity of American Fiction," *Delta* (France) 11(1980):5-19.
5. "Post-Modern Paternity: Donald Barthelme's *The Dead Father*," *Delta* (France) 8 (1979):127-140.
6. "Introduction: White on White--Contemporary American Fiction/Current Theory," *Arizona Quarterly* 39,4 (1983):293-311.
7. "Lacan and Narration," *MLN* 98,5 (1983):848-859.
8. "Lacan, Poe, and Narrative Repression," *MLN* 98,5 (1983):983-1005.
9. "Jacques Lacan: A Bibliography," with Richard Macksey, *MLN* 98,5 (1983):1054-63.
10. "John Barth and Imitation: The Case for a Post-Structuralist Mimesis," *Fabula* (France) 3 (1984):21-47.



11. "The Ends of Deconstruction," *GENRE* 17, 1/2 (1984):3-16.
12. "Error at Yale: Geoffrey Hartman, Psychoanalysis, and Deconstruction," *GENRE* 17, 1/2 (1984):135-156.
13. "The Case for a Post-Structuralist Mimesis: John Barth and Imitation," *The American Journal of Semiotics* 3,3 (1985):49-72. Revised version of article previously published in France as "John Barth and Imitation: The Case for a Post-Structuralist Mimesis," *Fabula* 3 (1984):21-47.
14. "Freud's Resistance to Reading and Teaching," *College English*, 49, 6 (1987):621-627.
15. "Pedagogy, Lacan, and the Freudian Subject," *College English* 49,7 (1987):749-755.
16. "Theorizing Opposition: Aristotle, Greimas, Jameson, and Said." *L'Esprit Createur* 27,2 (1987):5-18.
17. "Woman as Oppositional Reader: Cixous on Discourse," *Papers in Language and Literature* 24,3 (1988):265-82.
18. "Freud, Lacan, and the Subject of Cultural Studies," *College Literature* 18,2 (June 1991):22-37.
19. "Cixous, Spivak, and Oppositional Theory," *LIT* 4/1 (December 1992):29-42.

Refereed Book Chapters:

20. "The Discourse of the Father," in *The Fictional Father*, pp. 1-26 (see under Book Collections above).
21. "The Discourse of Jacques Lacan," in *The Fictional Father*, pp. 181-189. (see above).
22. "Post-Modern Paternity: Donald Barthelme's *The Dead Father*," in *The Fictional Father*, pp. 162-180 (see above).
23. "Introduction," in *Twentieth-Century Interpretations of "The Grapes of Wrath"*, pp. 1-11 (see above).
24. "The Ends of Deconstruction," in *Rhetoric and Form* (see above), with Ronald Schleifer, pp. 3-16.

25. "Error at Yale: Geoffrey Hartman, Psychoanalysis, and Deconstruction," in *Rhetoric and Form*, pp. 135-156.
26. "Lacan and Narration," in *Lacan and Narration* (see above), pp. 848-859.
27. "Lacan, Poe, and Narrative Repression," in *Lacan and Narration*, pp. 983-1005.
28. "Jacques Lacan: A Bibliography," with Richard Macksey, in *Lacan and Narration*, pp. 1054-63.
29. "The Study of Criticism at the Present Time," in *Contemporary Literary Criticism: Modernism Through Post-Structuralism* (see above), pp. 1-11.
30. Eight brief introductory chapters in *Contemporary Literary Criticism: Modernism Through Post-Structuralism* (1986). "Modernism," "Formalism," "The Historical Dialectic," "The Sexual Dialectic," "Depth-Psychology and the Scene of Writing," "The Structuralist Controversy," "The Affective Response," and "The Post-Structuralist 'Texte.'"
31. "The Family," in *Dictionary of Literary Themes and Motifs*. Ed. Jean-Charles Seigneuret. Westport, CT: Greenwood Press, 1988, pp. 497-511.
32. "The Great Father," in *Dictionary of Literary Themes and Motifs*. Ed. Jean-Charles Seigneuret. Westport, CT: Greenwood Press, 1988, pp. 547-559.
33. "Classical Literary Criticism," in *Literary Criticism and Theory* (see above), pp. 3-9.
34. "Nineteenth-Century Literary Criticism," in *Literary Criticism and Theory*, pp. 440-445.
35. "Twentieth-Century Literary Criticism," in *Literary Criticism and Theory*, pp. 565-577.
36. "Intertext and Contemporary American Fiction," with Patrick O'Donnell. In *Intertextuality and Contemporary American Fiction*. Baltimore: Johns Hopkins Univ. Press, 1989, ix-xxii.
37. "A Manifesto for Oppositional Pedagogy: Freire, Merod, Bourdieu,

- and Graff," in *Reorientations*, eds. Bruce Henricksen and Thais Morgan. Champaign: Univ. of Illinois Press, 1990, pp. 248-267.
38. "Woman as Oppositional Reader: Cixous on Discourse," in *Gender in the Classroom: Power and Pedagogy*, eds. Susan Gabriel and Isaiah Smithson. Champaign: Univ. of Illinois Press, 1990, pp. 96-111.
  39. "The Post-Lacanians," by Robert Con Davis and Chiara Briganti, in *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore and London: Johns Hopkins Univ. Press, 1993, 601-605.
  40. "Luce Irigaray," by Robert Con Davis and Chiara Briganti, in *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore and London: Johns Hopkins Univ. Press, 1993, 404-406.
  41. "Helene Cixous," by Robert Con Davis and Chiara Briganti, in *The Johns Hopkins Guide to Literary Theory and Criticism*. Baltimore and London: Johns Hopkins Univ. Press, 1993, 162-164.
  42. "Gayatri Chakravorty Spivak and the Ethos of the Subaltern," by Robert Con Davis and David S. Gross. In *Contemporary Theory and the Concept of Ethos*. Eds. Tita and James Bauman. Southern Methodist Univ. Press, 1994.
  43. "A Conversation About Men Doing Feminism," by Robert Con Davis and Thais Morgan. 20 pp. in *Men Writing the Feminine*. Ed. Thais Morgan. Albany: SUNY Press, 1994.
  44. "Aristotle, Gynecology, and the Body Sick with Desire," in *Textual Bodies: Changing Boundaries of Literary Representation*. Ed. Lori Lefkowitz. Albany: SUNY Press, 1997.
  45. "Freud, Lacan, and the Subject of Cultural Studies," in *Margins in the Classroom: Teaching Literature*. Minneapolis: Univ. of Minnesota Press, 1994.
  46. "Instituting Cultural Studies: A Dialogue With Gerald Graff, Janice Radway, Gita Rajan, and Robert Con Davis," in *English Studies/Culture Studies: Instituting Cultural Studies*, edited by Isaiah Smithson and Nancy Ruff. Champaign, Illinois: Univ. of Illinois Press, 1994.
  47. "Luce Irigaray," *Encyclopedia Americana*, 1996.

48. 1999 "Cixous, Spivak, and Oppositional Theory," in *Hélène Cixous: Critical Impressions*. Lee A. Jacobus and Regina Barreca, eds. Amsterdam: Gordon and Breach Publishers, 1999, 165-184 (reprint).
49. "The Rise of New-World Studies" *GENRE* 32/1-2 (1999):115-140.
50. "Chicano/a Studies: Writing Into the Future" *GENRE* 32/1-2(1999):1-13.
51. "Poe and the American Affiliation with Freemasonry" *symplok* 7/1-2 (1999) 119-138.
52. "Mestizos Critique the New World: Vasconcelos, Anzaldúa, and Anaya" *LIT* 11/2. (2000):117-142.
53. "Denise Chávez," *Hispanic Magazine* April (2001):88-90.
54. "Chicanos Read Lacan: Tomás Rivera on Authorship" *Psychology and Literature* 47/4 (2001):38-60.
55. "Denise Chávez" (new essay), *Vantage Point* 1, 2 (Winter 2004): 12-13.
56. "The Fifth of May: Why is Cinco de Mayo growing, and what does it mean for American cultural life?" *Oklahoma Gazette* (May 5, 2004): 29-34.
57. "Mildred D. Taylor and the Art of Making a Difference" *World Literature Today* 78/2 (2004): 11-13.
58. "No Scholar Left Behind in the Future of Scholarly Writing." *LIT: Literature Interpretation Theory*. 16,4 (October-December 2005):359-370.
59. "Bibliographic Guide to the Work of Rudolfo Anaya. Oxford Univ. Press, forthcoming in 2015.

### **Book Reviews and Occasional Pieces (unrefereed):**

Many brief articles and reviews in *Hispanic Magazine* 1999-pres.

- "Series Editors' Foreword," with Ronald Schleifer, *The Coiners of Language*, by Jean-Joseph Goux. Norman: Univ. of Oklahoma Press, 1994.
- "Series Editors' Foreword," with Ronald Schleifer, *Genre Choices, Gender Questions*, by Mary Gerhart. Norman: Univ. of Oklahoma Press, 1992. Volume 9 in the Oklahoma Project for Discourse & Theory.
- "Series Editors' Foreword," with Ronald Schleifer, *Critical Conventions: Interpretation in the Literary Arts and Sciences*, by John O'Neill.

- Norman: Univ. of Oklahoma Press, 1992. Volume 8 in the Oklahoma Project for Discourse & Theory.
- Review of David Carroll's *Paraesthetics* (Routledge 1987), in *L'Esprit Createur* 31,1 (Summer 1991):171-72.
- "Series Editors' Foreword," with Ronald Schleifer, *Textualizing the Feminine: Essays in the Limits of Genre*, by Shari Benstock. Norman: Univ. of Oklahoma Press, 1991. Vol. 7 in the Oklahoma Project for Discourse & Theory.
- "Series Editors' Foreword," with Ronald Schleifer, *American Signatures: Sign, Method, Inquiry*, by Thomas A. Sebeok. Norman: Univ. of Oklahoma Press. Volume 6 in the Oklahoma Project for Discourse & Theory.
- "Series Editors' Foreword," with Ronald Schleifer, *Postmodern Genres*, edited by Marjorie Perloff. Norman: Univ. of Oklahoma Press, 1989, vii-ix. Volume 5 in the Oklahoma Project for Discourse & Theory.
- "Series Editors' Foreword," with Ronald Schleifer, *Deconstruction and the Interests of Theory*, by Christopher Norris. Norman: Univ. of Oklahoma Press, 1989, 7-8. Volume 4 in the Oklahoma Project for Discourse & Theory.
- "Series Editors' Foreword," with Ronald Schleifer, *Framing the Sign: Criticism and Its Institutions*, by Jonathan Culler. Norman: Univ. of Oklahoma Press, 1988, vii-xi. Volume 3 in the Oklahoma Project for Discourse & Theory.
- "Series Editors' Foreword," with Ronald Schleifer, *Discourse and Reference in the Nuclear Age*, by J. Fisher Solomon. Norman: Univ. of Oklahoma Press, 1988, ix-xii. Volume 2 in the Oklahoma Project for Discourse & Theory.
- "Series Editors' Foreword," with Ronald Schleifer, *The Virgin Text: Fiction, Sexuality, and Ideology*, by Jon Stratton. Norman: Univ. of Oklahoma press, 1987, iiv-ix. Volume 1 in the Oklahoma Project for Discourse & Theory.
- Review of Shoshana Felman's *Jacques Lacan and the Adventure of Insight* (Harvard UP 1987), in *MLN* 103,5 (1988):1159-1163.
- Report on "Psychoanalysis and Modernism," Philosophy and Literature Conference (1987), in *The Freudian Field*, Fall, 1987, pp. 60-62.
- Review of *Voicelust* (Nebraska UP 1985), eds. Wier and Hendrie, in *Studies in the Novel* 19,25 (1987):236-38.
- Review of Louis Owens' *John Steinbeck's Re-Vision of America* (Georgia UP 1985), in *Studies in the Novel* 17,3 (1985):326-28.
- Review of A. J. Greimas' *Structural Semantics: An Attempt at a Method* (Nebraska UP 1983), in *MLN* 99,5 (1984):1211-1215.
- Review of *Literature and Psychoanalysis*, eds. Edith Kurzwell and

- William Phillips (Columbia UP 1983), in *American Journal of Semiotics* 3,2 (1984):109-112.
- Review of *Franz Kafka: An Anthology of Marxist Criticism*, ed. Kenneth Hughes, in *South Atlantic Quarterly* 83,3 (1984): 357-358.
- Review of *American Hieroglyphics*, by John T. Irwin, in *American Literature* 52,4 (1981):656-659.
- "Introduction" [to the new book-review section], *GENRE* 14,2 (1981):269-270.
- "Schultz: A Disturbing Setback for Donleavy," *San Francisco Chronicle* (6 January 1980).

#### CONFERENCE PAPERS:

- 1998: "Mestizos Critique the New World," American Literature Association, San Diego, May 1998.
- 1997: "Masonic Lodge Art and the Production of Sacred Space," Mid-West American Studies Assoc., Minneapolis, January 1997.
- 1997: "A Chicano Manifesto: Aztlan in the 21st Century," Principal Speaker at "Futures of American Studies Conference," Dartmouth College, 15 August 1997
- 1997: "Rudolfo Anaya and the Cultural Politics of Aztlan," Western Literature Assoc., Albuquerque, 1 Nov. 1997.
- 1995: "'The Cask of Amontillado, Freemasonry, and Reading Politically,'" SCMLA (October), Houston.
- 1995: "Cultural Studies and Instituting a Curriculum," LSU, Alexandria, January.
- 1991: "Psychoanalysis and Cultural Studies," Northern Illinois University.
- 1991: "Why Are They Saying Such Terrible Things About Cultural Studies?" MLA Convention, San Francisco.
- 1991: "The Politics of Cultural Studies," NEH Symposium on Cultural Studies, Univ. of New Orleans.
- 1991: "What Is Psychoanalytic Theory Now, and Why Are They Saying Such Terrible Things About It?" Invited Lecture, Univ. of Kansas.
- 1991: "The Freudian Subject and Cultural Studies," Invited Lecture, Univ. of Kansas.
- 1990: "The Practice of Cultural Studies and the Case of Gayatri Chakravorty Spivak," Cultural Studies Symposium, Kansas State Univ.
- 1990: "The Institution of Cultural Studies," Crossing the Disciplines conference, Univ. of Oklahoma.
- 1990: "Freud, Irma, and the Subject of Cultural Studies," Keynote address at Cultural Studies Symposium, West Virginia Univ.
- 1990: "An Itinerary for Cultural Studies," Univ. of Arizona Colloquium.
- 1989: "The Options Opened by Cultural Studies," Southern Illinois Univ. including week-long series of lectures I gave on related topics.

- 1989: "Is There a Freud «MDUL»Beyond«MDNM» Freud?" Beyond Deconstruction Symposium, Eastern Michigan Univ.
- 1989: "Spivak's Itinerary for Cultural Studies," Tulsa Comparative Lit. Symposium, Univ. of Tulsa.
- 1988: "Spivak and the Subaltern," Third-World Feminist Discourse, MLA Convention Special Session, New Orleans.
- 1988: "Oppositional Pedagogy After Lacan," Pedagogy and Contemporary Discourse, M-MLA Convention, St. Louis.
- 1988: "A Manifesto for Oppositional Pedagogy," Discourses of Power Conference, Arizona State Univ..
- 1988: "Woman as Oppositional Reader," Women's Studies Symposium, Penn. State Univ.
- 1987: "Lacan, Narrativity, and Ideology," Panel on Lacanian Poetics, MLA Convention, San Francisco.
- 1987: "Cixous as Oppositional Reader," Univ. of Tulsa Symposium, Sept.
- 1987: "Oppositional Criticism and Edward Said," Comparative Lit. Symposium, Univ. of Tulsa.
- 1986: "The American Critic and Power," American Literature Forum, MLA Convention, New York.
- 1986: "Greimas and Oppositional Criticism," Semiotics Society of America Convention, San Francisco.
- 1985: "Undecidability in Psychoanalysis," Panel on Undecidability, Semiotics Society of America Convention, Reading (PA) 1985.
- 1985: "The Study of Criticism at the Present Time," SC-MLA Convention, Tulsa.
- 1982: "Lacan and Narration," Jacques Lacan's Impact on Narrative Theory, MLA Convention Special Session, Los Angeles.
- 1982: "An Approach to John Barth," Four Post-Modern Approaches to Contemporary American Fiction, MLA Convention Special Session, Los Angeles.
- 1978: "Donald Barthelme's Absent Father," Psychoanalysis and the Absent Father, MLA Convention Special Session, New York.
- 1976: "The Limitations of the Picturesque: Dorothy Wordsworth," MLA Convention Special Session, New York.

#### PANEL MODERATOR AND RESPONDENT:

- 1999: Moderator, "What Can Chicano Studies and Native American Studies Teach Each Other?" American Literature Association, Puerto Vallarta, 1999.
- 1990: Discussion Leader for "The Institution of Cultural Studies," Crossing the Disciplines Conference, Univ. of Oklahoma.
- 1987: Respondent for "Psychoanalysis and Postmodernism," Philosophy and Literature Conference, Univ. of Kansas.
- 1984: Discussion Leader of MLA Convention Special Session: Contemporary Narrative Theory and the Yale Critics.
- 1982: Discussion Leader of MLA Convention Special Session: Jacques

Lacan's Impact on Narrative Theory.

1978: Discussion Leader of MLA Convention Special Session: The Family as a Structure in Literature.

1977: Discussion Leader of MLA Convention Special Session: Narcissism and the Family.

#### SCHOLARLY SERVICE:

2003: General Editor of new books series, "Introducing Ethnic Studies," Edinburgh University Press.

1999: General Editor of new book series, "Chicano/a Visions of the Americas," University of Oklahoma Press.

1991: Two-day faculty seminar on pedagogy and cultural studies, Dillard University, New Orleans.

1990: Co-Director of "Crossing the Disciplines: Cultural Studies in the 1990s," national conference held at the University of Oklahoma.

1988: Week-Long Faculty Seminars on Contemporary Criticism and Theory, Knox College, Illinois.

1986: Week-Long Faculty Seminars on Contemporary Criticism and Theory, Knox College, Illinois.

1985-: Frequent Reader for *College English*.

1985: Co-Founder and Co-Director of the Oklahoma Project for Discourse & Theory--Book Series with Univ. of Oklahoma Press.

1984: Co-Director of National Conference on Contemporary Genre Theory and the Yale School, OU.

1984-: Frequent Reader (approx. 7 ms. per year) for Univ. of Illinois Press.

1983-: Member of Advisory Board of *Fabula* (France).

1981-: Associate Editor and Book-Review Editor of *GENRE*.

1981-: Frequent Reader for Univ. of Oklahoma Press.

1981-: Reader for *PMLA*.

#### UNIVERSITY SERVICE:

2004: Search Committee, College Education, OU

2004: Search Committee, Honor's College, OU

2002-04: Chair of Executive Committee, College of Liberal Studies, OU

1993-95: Faculty Senate

1993- : Faculty Fellow, College of Liberal Studies, OU.

1992-93: Committee A, College of Liberal Studies, Oklahoma.

1992-95: Director of Undergraduate Studies, Oklahoma.

1990-91: Undergraduate Committee, Oklahoma.

1989-91: Awards Committee, College of Liberal Studies, Oklahoma.

1989-91: Committee A, College of Liberal Studies, Oklahoma.

1988- : Executive Committee, College of Liberal Studies, Oklahoma.

1988-90: Carl Albert Award Selection Committee, Oklahoma.

1988-89: Promotion and Tenure Committee, Oklahoma.

1988-89: Plans and Priorities Committee, Oklahoma.



1986-87: Research Council, Oklahoma.  
1983-84: Faculty Senate, Oklahoma.  
1981-85: Director of Graduate Studies in English, Oklahoma.  
1980-92: Dept. of English various committees: Graduate, Under-graduate, Placement, Awards, Policy, etc.

LANGUAGES: Reading knowledge of Italian, Spanish, and French.

**Priscilla L. Griffith, Ph.D.**  
**Ruth G. Hardman Endowed Chair in Education**  
**Director of the Oklahoma Writing Project**  
**Director of the Hardman Center for Children with Learning Differences**  
**The University of Oklahoma**  
**405-325-3534**  
**pgriffith@ou.edu**

**EDUCATIONAL BACKGROUND**

<b>Degree</b>	<b>Institution</b>	<b>Major</b>
Ph.D	Univ. of Texas at Austin	Curriculum and Instruction major course work in reading education/supporting course work in statistics and research
M. Ed	Prairie View A&M University	Elementary Education
B. S.	University of Texas at Austin	Elementary Education

**HONORS AND SCHOLARSHIPS**

- **Henry Daniel Rinsland Memorial Award for Excellence in Educational Research**, University of Oklahoma, 2010.
- **Research Award**, University of Oklahoma, College of Education, 2008.
- **Distinguished Program in Teacher Education**, Association of Teacher Educators, while Department Head of Curriculum and Instruction, University of Arkansas, 2001.
- **Award of Excellence** International Reading Association, for state association achievement as President of the Florida Reading Association, 1998
- **Horizon Award**, International Reading Association, outstanding contributions to student membership growth as President of the Florida Reading Association, 1998.
- **President's Cup**, International Reading Association, outstanding contributions to membership growth as President of the Florida Reading Association, 1998.
- **President's Club**, International Reading Association, outstanding achievements as President of the Florida Reading Association, 1998.
- **Outstanding Undergraduate Teaching Award**, University of South Florida, 1995.
- **Teaching Incentive Plan Award**, University of South Florida, recognized excellent teaching in the College of Education, 1995.
- **Alumni Professor Award**, University of South Florida Alumni Association, recognition of outstanding teaching, distinguished service, and contributions to the faculty member's discipline, 1993
- **Excellence in School Evaluation Report Writing—Advances in Methodology**, American Educational Research Association, Division H, 1988
- Honor Societies of **Kappa Delta Pi**, **Phi Kappa Phi**, **Phi Delta Kappa**, and **Pi Lambda Theta**, University of Texas at Austin, 1982-1984.
- **Annie Webb Blanton Scholarship**, Delta Kappa Gamma Honor Society for Women Educators, 1983.
- **Delta Kappa Gamma Honor Society for Women Educators**, Alpha State/Texas.

- **National Honor Society**, Lanier High School, Austin, Texas, outstanding scholarship.

#### **PROFESSIONAL LEADERSHIP**

- **Commission on Graduate Education**, Association of Teacher Educators, 2012-present.
- **Director** of the **Oklahoma Writing Project**, 2003-present. From 2005-2014 provided 252,270 program contact hours to schools, teachers, and students in Oklahoma
- **Co-editor**, **Action in Teacher Education**, Association of Teacher Educators, 2003-2007.
- **Director** of the **Hardman Center for Children with Learning Differences**, 2007-present. Provides outreach across Oklahoma to parents, teachers, and schools/disseminates results of applied research to close the gap between best and current practices in literacy education. From 2008-2012 provided 7,740 professional development contact hours to 135 teachers in 14 counties in Oklahoma,
- **Commission on Urban Education**, Association of Teacher Educators, 2007-2010.
- **Board Member** (2002-2009), **Conference Chair** (2004-2005), **President** (2006-2007), Oklahoma Reading Association.
- **Co-editor**, **The Reading Teacher** (circulation of 63,000), International Reading Association, 1999-2003.
- **Director**, **Teach for Arkansas**, University of Arkansas, 2000-2001. Teacher education project to deliver pre-service teacher education to the delta region of Arkansas, funded by SBC Foundation and Walton Family Foundation,
- **President**, **Florida Organization of Teacher Educators in Reading**, International Reading Association, 1993-1994.
- **Board Member** (1990-1999), **Conference Chair** (1996), **President** (1997-1998), Florida Reading Association.

#### **ACADEMIC AND PROFESSIONAL EMPLOYMENT HISTORY**

<b>Dates</b>	<b>Role/Responsibility</b>	<b>Unit</b>
current	Ruth G. Hardman Chair in Education & Professor with Tenure	Jeannine Rainbolt College of Education, Univ. of OK (OU)
2001-2007	Department Chair & Professor with Tenure & Graduate Coordinator	Instructional Leadership & Academic Curriculum, OU
Courses Taught: Theories of Reading/Literacy (graduate), Models of Instruction (graduate), Culture, Language and Literacy (graduate; <u>developed course</u> ), Analysis of Teaching and Learning (graduate), Theory and Research in Education (graduate), Proseminar in ILAC (graduate), Teaching Writing in Elementary Classrooms (graduate; <u>developed course</u> ), Foundations of Language and Literacy Development and Assessment (undergraduate), Literature and Writing across the Curriculum (undergraduate, <u>developed course</u> )		
1999-2001	Department Head & Professor with Tenure	Curriculum & Instruction, Univ. of Arkansas

Courses Taught: Correlates of the Reading Process (graduate), Emergent and Developmental Literacy (undergraduate), Literacy Strategies for Middle Level Learners (undergraduate)		
1998-1999	Department Co-chair	Childhood Language Arts and Reading, University of South Florida (USF)
1993-1999	Associate Professor with Tenure Graduate Advisor	Childhood Language Arts and Reading, USF
1988-1993	Assistant Professor with Tenure	Childhood Language Arts and Reading, USF
<p>Courses Taught: Early Literacy Learning (undergraduate), Reading for the Child (undergraduate), Corrective Reading (undergraduate), Teaching Elementary School Language Arts (undergraduate), Remediation of Comprehension Problems (graduate), Classroom Diagnosis of Reading Problems (graduate), Remediation of Reading and Writing Vocabulary Problems (graduate), Teaching Writing in the Elementary School (undergraduate), Language and Learning in Childhood Education (graduate), Reading as a Symbolic Process (graduate), Advanced Graduate Seminar in Reading/Language Arts (graduate).</p> <p>Programs Developed: M. A. in Elementary Education, "Literacy in a Diverse Society" emphasis leading to ESOL certification in Florida.</p> <p>Program Review: Coordinated preparation for review of programs by NCATE and Florida Department of Education 1988 to 1999.</p>		
1986-1988	Test Development Consultant	Office of Evaluation and research, Charleston County (SC) School District
1982-1986	Assistant Instructor/Research Assistant	Center for the Study of Cognitive Science, University of Texas at Austin
1968-1982	Elementary School Teacher	Public Schools in Texas

### **Doctoral Committee Work**

<b>Chaired</b>	<b>Member</b>
<ul style="list-style-type: none"> <li>• Mary Draper (USF: graduated Dec. 1998; Provost, Clearwater Christian College)</li> <li>• Richard Gaspar (USF: graduated August 1997; Professor, Hillsborough Community College)</li> <li>• Mary Hayes (USF: graduated Dec. 1995; Professor, Clearwater Christian College, deceased)</li> </ul>	<ul style="list-style-type: none"> <li>• Linda Evans (USF, graduated August 1997)</li> <li>• John Headlee (USF, graduated Dec. 1990; deceased)</li> <li>• Linda Houck (USF, graduated May 1995)</li> <li>• Karen Ivers (USF, graduated May 1994)</li> <li>• Robert Riley (USF, graduated May 1994)</li> </ul>

<ul style="list-style-type: none"> <li>• Olga Maldonado (USF: graduated August 1997; Professor and Chair, University of Puerto Rico)</li> <li>• Elizabeth Moore (USF: graduated Dec. 1996; National Board Certified Teacher Pinellas (FL) School District)</li> <li>• Theron Thompson (USF: graduated May 1998; Professor, Western Kentucky University)</li> <li>• Chris Goslin (OU: graduated Dec. 2006; Professor, Utah Valley University)</li> <li>• Sylvia Hurst (OU: graduated May 2007; Professor, University of Central Oklahoma)</li> <li>• Candace Bird (OU: graduated May 2010; US Department of Defense)</li> <li>• Joan Charles (OU: graduated Dec. 2007; Teacher, Department of Defense Schools)</li> <li>• Linda Dugan (OU: graduated Dec. 2006; School Counselor, Savannah, GA)</li> <li>• Tsai-Fu (Tony) Tsai (OU: graduated Dec. 2008; University, Taiwan)</li> <li>• Show-Mei (Susan) Lin (OU: graduated May 2009; Professor, Tennessee State University)</li> <li>• Rosie Bumgarden (OU: graduated May 2015, Univ. of Alabama)</li> <li>• Charlene Huntley (OU: graduated May 2012; Professor, Oral Roberts University) <b>finalist for IRA Outstanding Dissertation Award; winner of ATE Distinguished Dissertation Award</b></li> <li>• Rhonda Morris (OU: graduated Dec. 2012; Reading Specialist, Moore, OK PS)</li> <li>• Jenn Stepp (OU graduated Aug. 2014, Professor, Texas A&amp;M San Antonio)</li> <li>• Martha Linbocker (OU; coursework)</li> </ul>	<ul style="list-style-type: none"> <li>1996)</li> <li>• Virginia Rose (USF, graduated Dec. 1991)</li> <li>• Josie Saavedra (USF, graduated 1995)</li> <li>• Hilaire Tavenner (USF, graduated 1993)</li> <li>• Deborah Willig (USF, graduated 1993)</li> <li>• Paula Zielonka (USF, graduated 1992)</li> <li>• Julie Collins (OU: graduated 2007)</li> <li>• Kelly Courtney-Smith (OU: graduated 2008)</li> <li>• Dana Cesar (OU: graduated 2006)</li> <li>• Kim Harris (OU: graduated 2006)</li> <li>• Vicki Hinkle (OU: graduated 2007)</li> <li>• Rozlyn Miller (OU: graduated 2008)</li> <li>• Mary McCoy (OU: graduated 2003)</li> <li>• Janette Wetsel (OU: graduated 2004)</li> <li>• Janise McIntyre (OU: graduated 2008)</li> <li>• Su-Hua Huang (OU: graduated 2008)</li> <li>• Bonner Slayton (OU: graduated 2013)</li> <li>• Danny Wade (OU: graduated 2008)</li> <li>• Phylis Issacs (OU: graduated 2009)</li> <li>• Klaudia Lorinczova (OU: graduated 2010)</li> <li>• Karin Perry (OU: graduated 2010)</li> <li>• Stephanie White (OU: graduated 2013)</li> <li>• Allison Geary (OU: dissertation)</li> <li>• Karin Martin (OU: dissertation)</li> <li>• Megan Eeg (OU: graduated 2013)</li> <li>• Anayai Cooper (OU: dissertation)</li> <li>• Starlynn Nance (OU; graduated 2012)</li> <li>• Mohanad Shukry (OU, graduated 2013)</li> <li>• Yanrong Qi (OU, dissertation)</li> <li>• Carrie Miller-DeBour (general exams)</li> <li>• Hitomi Kambara (course work)</li> <li>• Janet Burns (course work)</li> <li>• Staci Vollmer (course work)</li> <li>• Niccole Rech (dissertation)</li> </ul> <p>Ed.S. Committee Chaired</p> <ul style="list-style-type: none"> <li>• Claudia Maynard (graduated 1993)</li> </ul>
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## **SCHOLARSHIP**

**Citations:** From 1987 to the present my work has been cited over 150 times by over 80 different authors in over 50 different journals and books.

**Book:** Griffith, P. L., Beach, S. A., Ruan, J., & Dunn, L. (2008). *Literacy for Young Children: A Guide for Early Childhood Educators*. Thousand Oaks, CA: Corwin Press. (audience is Head Start/ERF/early childhood teachers)

## **Monographs**

- Griffith, P. L., & Lynch-Brown, C. L. (2000). *Voices of the other: Understandings emerging from the controversy*. Newark, DE: International Reading Association.
- Griffith, P. L. (1992). *Whole language: Instructing the whole child*. Montgomery, Alabama: KinderCare Learning Centers, Inc.

## **Book Chapters**

- **Griffith, P. L.**, Ruan, J., Stepp, J., & Kimmel, S. J. (2014). The Design and Implementation of Effective Professional Development in Elementary and Early Childhood Settings. In L. Martin, S. Kragler, K. Bauserman, & D. Quatroche (Eds.) *Handbook of Professional Development, PK-12: Successful Models and Practices*. (New York, NY: Guilford Press.
- **Griffith, P. L.**, Plummer, A., Connery, L. Conway, S., & Wade, D. (2014). Successful Staff Development Transforms Writing Instruction in an Oklahoma School. In L. Martin, S. Kragler, K. Bauserman, & D. Quatroche (Eds.) *Handbook of Professional Development, PK-12: Successful Models and Practices*. (New York, NY: Guilford Press.
- Kimmel, S. J., & **Griffith, P. L.** (2010). Evaluation: Practical Applications for Closing Achievement Gaps. In M. McKenna and S. Walpole (Eds.) *Promoting Early Literacy: Research, Resources, and Best Practice* (pp. 142-163). New York: Guilford Press.
- Ruan, J., & **Griffith, P. L.** (2007). Ernest Horn (1882-1967): A pioneer in spelling research and instruction (pp. 281-306). In S. Israel and J. Monaghue (Eds.) *Shaping the Reading Field: The Impact of Early Reading Pioneers, Scientific Research, and Progressive Ideas*. Newark, DE: International Reading Association.
- **Griffith, P. L.**, & Ruan, J. (2005). What is metacognition and what should be its role in literacy instruction? In S. E. Israel, C. Collins Block, K. L. Bauserman, and K. Kinnucan-Welsch (Eds.) *Metacognition in Literacy Learning Theory, Assessment, Instruction, and Professional Development* (pp. 3-18). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Gough, P. B., Juel, C. & **Griffith, P. L.** (1992). Reading, spelling, and the orthographic cipher. In P. B. Gough, L. C. Ehri, & R. Treiman (Eds.) *Reading Acquisition* (pp. 35-48). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

## **Juried Journal Articles**

### **Juried Journal Articles**

- Hurst, S., & Griffith, P. L. (2015). Examining the effect of teacher read-aloud on adolescent attitudes and learning. *Middle Grades Research Journal*, 10(1), 31-47.
- Lin, S. & **Griffith, P.** (2014). Impacts of online technology use in second language writing: A review of the literature. *Reading Improvement*, 51(3), 303-402.
- Lin, S. & **Griffith, P.** (In press). A study of ELL students' writing difficulties: A call for culturally, linguistically, and psychologically responsive teaching. *College Student Journal*.
- Ruan, J. & **Griffith, P. L.** (2011). Supporting teacher reflection through online discussion. *Knowledge Management and E-Learning: An International Journal* 3(4),
- **Griffith, P. L.**, Kimmel, S. J., & Biscoe, B. P. (2010). Teacher professional development: Closing the achievement gap by closing the instruction gap. *Action in Teacher Education* 31(4), 41-53.
  - Selected for listing on the Mofet ITEC International Portal of Teacher Education. <http://itec.macam.ac.il/portal/Search.aspx?term=Griffith>
- **Griffith, P. L.**, & Ruan, J. (2007/2008). Story innovation: An instructional strategy for developing fluency and vocabulary. *The Reading Teacher*, 61, 334-338.
- Mesmer, H. A., & **Griffith, P. L.** (2005/2006). Everybody's selling it - But just what is systematic, explicit phonics instruction? *The Reading Teacher*, 59, 366-376.
- Leavell, J. A., Woodward, E. L., & **Griffith, P. L.** (2004-2005). Student on-line search skills: Changes from high school to university. *International Journal of Learning* 11, 155-159.
- **Griffith, P. L.**, & Ruan, J. (2003). The missing piece in the current debate on standards: Teacher knowledge and decision making. *Dimensions of Early Childhood*, 31(3), 34-42.
- **Griffith, P. L.**, & Laframboise, K. (1998). Literature case studies: Case method and reader response come together in teacher education. *Journal of Adolescent and Adult Literacy*, 41, 364-375.
- **Griffith, P. L.**, & Laframboise, K. (1997). The structures and patterns of case method talk: What our students taught us. *Action in Teacher Education*, 18(4), 10-22.
- Laframboise, K., **Griffith, P. L.**, & Klesius, J. P. (1997). Scaffolding helps students become successful writers. *Florida Reading Quarterly*, 33(3), 12-21.
- Laframboise, K., & **Griffith, P. L.** (1997). Using literature cases to examine diversity issues with preservice teachers. *Teaching and Teacher Education*, 13(4), 367-382.
- Klesius, J. P., & **Griffith, P. L.** (1996). Advancing children's writing through story innovation. *Florida Reading Quarterly*, 33(2), 17-23
- Klesius, J. P., & **Griffith, P. L.** (1996). Interactive storybook reading for at risk learners. *The Reading Teacher*, 49(7), 552-560.
  - Reprinted in the following anthology: Allington, R. (1998) *Teaching Struggling Readers: Articles from The Reading Teacher*. Newark, DE: International Reading Association.
- **Griffith, P. L.**, & Leavell, J. A. (1995/1996). There isn't much to say about spelling...or is there? *Childhood Education*, 72(2), 84-90.

- Klesius, J. P., & **Griffith, P. L.** (1995). Contextualizing print with the shared book experience. *Florida Reading Quarterly*, 31(4), 7-10.
- Olson, M. W., & **Griffith, P. L.** (1993). Phonological awareness: The what, why, and how. *Reading and Writing Quarterly*, 9, 351-360.
- **Griffith, P. L.**, Klesius, J. P., & Kromrey, J. D. (1992). The effect of phonemic awareness on the literacy development of first graders in a traditional or a whole language classroom. *Journal of Research in Childhood Education*, 6, 85-92.
  - Abstracted in the following publication: The Partnership for Reading. (2002). *The Reading Leadership Academy Guidebook*. Washington, D. C: National Institute for Literacy.
- **Griffith, P. L.**, Rose, J., & Ryan, J. M. (1992). Student-curriculum maps: Applying the Rasch model to curriculum and instruction. *Journal of Research in Education*, 2, 13-22.
- **Griffith, P. L.**, & Olson, M. W. (1992). Phonemic awareness helps beginning readers break the code. *The Reading Teacher*, 45 (7), 516-523.
  - Reprinted in the following: (1) Summer, D. (1993) *Whole Teaching Keeping Children in the Center of Curriculum and Instruction* (6th. ed., pp. 183-189). Peterborough, New Hampshire: Society for Developmental Education. (2) *Strengthening Students' Phonemic Awareness in Grades K-1*. Bureau of Education and Research: Bellevue, WA (3) On CD-ROM developed by Interactive Training Media, Inc., Tallahassee, FL
- **Griffith, P. L.**, (1991). Phonemic awareness helps first graders invent spellings and third graders remember correct spellings. *Journal of Reading Behavior*, 23, 215-233.
- Klesius, J. P., **Griffith, P. L.**, & Zielonka, P. (1991). A whole language and traditional instruction comparison: Overall effectiveness and development of the alphabetic principle. *Reading Research and Instruction*, 30 (2), 47-61.
- **Griffith, P. L.**, & Klesius, J. P. (1989). A whole language flight plan: An interview with three teachers. *Reading Horizons*, 30, 5-14.
- Juel, C., **Griffith, P. L.**, & Gough, P. B. (1986). The acquisition of literacy: A longitudinal study of children in first and second grade. *Journal of Educational Psychology*, 78, 243-255.

### Conference Proceedings

- Leavell, J. A., & **Griffith, P. L.** (2012). Using Hispanic American and Native American children's literature to represent diverse, under-represented groups. In Anne Godenir and Marianne Vanesse-Hannecart (Eds.), *17th European Conference on Reading Proceedings*.
- Griffith, P. L., & Leavell, J. A. (2005). Phonemic Awareness: Teaching Segmenting and blending. In M. Pandis, A. Ward, & S. R. Mathews (Eds.) *Reading, Writing, Thinking: Proceedings of the 13<sup>th</sup> European Conference on Reading* (pp. 96-101). Newark, DE: International Reading Association.
- Leavell, J. A., **Griffith, P.**, & Ramos-Machail, N. (2003). Expanding preservice teachers' ways of seeing through case studies of children's literature. In G. Shiel &



U. Ni Dhalaigh (Eds.) *Other Ways of seeing: Diversity in Language and literacy: Proceedings of the 12<sup>th</sup> European Conference on Reading Vol. 2* (pp. 171-177). Dublin: Reading association of Ireland/International Development in Europe Committee of the International Reading Association.

- Klesius, J. & **Griffith, P. L.** (1992). Growth in metalinguistic understandings of high and low risk kindergarten students. In *Reading Bridging the Generations*. Papers presented at the Ninth Annual Research and Study Symposium 1991 Conference of the Florida Reading Association
- **Griffith, P. L.**, & Klesius, J. (1991). Growth in metalinguistic abilities and literacy skills through journal writing. In *Reading the Key to the 21st Century*. Papers presented at the Eighth Annual Research and Study Symposium 1990 Conference of the Florida Reading Association.
- **Griffith, P. L.**, (1990). The impact of phonemic awareness on spelling development in the primary grades. In *Sailing into a New Decade of Reading*. Papers presented at the Seventh Annual Research and Study Symposium 1989 Conference of the Florida Reading Association.
- Klesius, J. P., **Griffith, P. L.**, & Zielonka, P. (1990). The effect of whole language vs. traditional basal instruction on the reading and language arts performance of first grade children. In *Sailing into a New Decade of Reading*. Papers presented at the Seventh Annual Research and Study Symposium 1989 Conference of the Florida Reading Association.
- Juel, C., **Griffith, P. L.**, & Gough, P. B. (1985). Reading and spelling strategies of first-grade children. In J. A. Niles & R. V. Lalik (Eds.) *Issues in literacy: A research perspective* (pp. 306-309). Rochester, New York: National Reading Conference.

### Technical Reports

- Collins, J. & **Griffith, P. L.** (2007). *A Study of the Alignment between the Texas Essential Knowledge and Skills Standards in High School English and the ACT College Readiness Standards for Reading, English and Writing*. Norman, OK: Educational Training, Evaluation, Assessment, and Measurement, University of Oklahoma Outreach.
- **Griffith, P. L.** (2001). *Evaluation of Grace Hill: A Charter School*. Rogers, AR: Rogers Schools.
- **Griffith, P. L.** (1987). *Analysis of the language arts comprehension curriculum: Grades 1 - 5* (Research Report No. 87-19). Charleston, S. C.: Charleston County School District, Office of Evaluation and Research.\*
- **Griffith, P. L.** (1987). *Analysis of the language arts comprehension curriculum: Grades 6 - 8* (Research Report No. 87-20). Charleston, S. C.: Charleston County School District, Office of Evaluation and Research.\*
  - \*Recognized for excellence by the American Educational Research Association, Division H.
- **Book Review:** Griffith, P. L. (1988). [Review of *Content area reading an integrated approach* (3rd edition)]. Dimensions.

### Other Non-Juried

- **Griffith, P.** (2003). From the director. *Oklahoma Writing Project News!* 9(3), 2.
- **Griffith, P. L., & Lynch-Brown, C.** (2003) Editorial: Final Words. *The Reading Teacher*, 56 (8), 718.
- **Griffith, P. L., & Lynch-Brown, C.** (2003) Editorial: Positions and programs: How are they changing the face of literacy instruction? *The Reading Teacher*, 56 (7), 598-600.
- **Griffith, P. L.** (2002) Envisioning teaching: Learning from multiple text types. *Journal of Reading Education*, 28(1), 8-14.
- **Griffith, P. L., & Lynch-Brown, C.** (2002) Editorial: Owning Technology. *The Reading Teacher*, 55(7), 614-615.
- **Griffith, P. L., & Lynch-Brown, C.** (2001) Editorial: Writing for The Reading Teacher. *The Reading Teacher*, 55(1), 6-8.
- **Griffith, P. L., & Lynch-Brown, C.** (2001) Editorial: Embracing pluralism in the U.S. *The Reading Teacher*, 54(8).
- **Griffith, P. L., & Lynch-Brown, C.** (2001) Editorial: Embracing pluralism Worldwide. *The Reading Teacher*, 54(7).
- **Griffith, P. L., & Lynch-Brown, C.** (2000). Editorial: Extending the vision. *The Reading Teacher*, 54(1), 6-8.
- **Griffith, P. L.** (2000). Editorial: Voices of the other: Understandings emerging from the controversy. *The Reading Teacher*, 53(8), 614-615.
- **Griffith, P. L.** (2000). Phonemic awareness: Answers to some important questions. In *Phonics handbook: Research and best practice* (pp. 18-27). Glenview, Illinois: Scott Foresman.
- **Griffith, P. L.** (1999). Editorial: Literacy into the 21<sup>st</sup> century. *The Reading Teacher*, 53(1), 6-8.
- Leavell, J., & **Griffith, P. L.** (1998). Using narratives to connect theory to practice in teacher education courses. *Educator Preparation Improvement Initiative (EPII) Resource Manual*. Austin, TX: Region XIII Education Service Center.
- **Griffith, P. L.** (1998). Florida Reading Association report. *Florida Primary Educator*, 5(5), 17.
- **Griffith, P. L.** (1998). Florida Reading Association report. *Florida Primary Educator*, 5(4), 17.
- **Griffith, P. L.** (1998). President's message. *Florida Reading Association Newsletter*, 18(3), 1.
- **Griffith, P. L.** (1998). President's message. *Florida Reading Quarterly*, 34(3), 5-6.
- **Griffith, P. L.** (1997/1998). Florida Reading Association report. *Florida Primary Educator*, 5(3), 17.
- **Griffith, P. L.** (1997). President's message. *Florida Reading Association Newsletter*, 18(2), 1-2.
- **Griffith, P. L.** (1997). President's message. *Florida Reading Association Newsletter*, 18(1), 1-2.
- **Griffith, P. L.** (1997). President's message. *Florida Reading Quarterly*, 34(1), 5.

- **Griffith, P. L.** (1997). Florida Reading Association report. *Florida Primary Educator*, 5(2), 17.
- **Griffith, P. L.** (1997). Florida Reading Association report. *Florida Primary Educator*, 5(1), 17.
- **Griffith, P. L.** (1997). President's message. *Future Literacy Teacher's Journal*, 2, 2.
- **Griffith, P. L.** (1997). Professional associations: What are they? Why should I join? *Scatter Chatter*. Tampa, Florida: University of South Florida.
- **Griffith, P. L.** (1995). An idea becomes an article. *A&FLC Newsletter*, 1(3), 2.
- Klesius, J. P., & **Griffith, P. L.** (1990). The whole language classroom. *The Streamlined Seminar*, 9 (2). (Invited)

**Literary Pieces in the *Oklahoma Writing Project Summer Institute Anthology*—  
Priscilla Griffith sole author**

- "Two Scary Dog Stories: Story 1: A Stroll on Yefe Nof; Story 2: Okay, Just Don't bite Me," 2015
- "Becoming Canadian in Paris and a Big Spender in Zagreb," 2014
- "Writing from Mentor Text," 2013
- "Applying the Writing Process," 2013
- "A Tribute to Bella," 2011
- "Responses to Quick Writes: Snippets from My 2010 Summer Institute Journal," 2010
- "If I Had a Super Power," 2009
- "Snippets from the 2009 Summer Institute," 2009
- "A History with the Writing Project," 2009
- "The Traveling Hat: A Memoir in Three Voices," 2008
- "A Memorable Train Ride to Mons," 2007
- "Some Real Good Seeing,"
- "A Suburban Tale of Terror and Wal-Mart Justice," 2005
- "A Step Back in Time," 2004
- "Narcolepsy," 2004
- "Tales of Shoes and Dogs," 2004
- "Patterns," 2004

**Nonprint Media**

- Kimmel, S. J., **Griffith, P. L.**, Quillian, P. L., Stepp, J., Biscoe, B., & Trautman, L. (2010). Literacy coaching [DVD]. Norman, OK: University of Oklahoma, College of Continuing Education.
- Klesius, J. P. (Producer), **Griffith, P. L.** (Producer), & Gilmore, E. (Producer). (1992). *The shared book experience* [Video]. Tampa, FL: University of South Florida Media Productions.

- Klesius, J. P. (Producer), **Griffith, P. L.** (Producer), & Gilmore, E. (Producer). (1992). *Book innovations* [Video]. Tampa, FL: University of South Florida Media Productions.
- Klesius, J. P. (Producer), **Griffith, P. L.** (Producer), & Gilmore, E. (Producer). (1992). *Story extensions* [Video]. Tampa, FL: University of South Florida Media Productions.
- Swarzman, J. B (Producer), Freshour, F. W. (Producer), & **Griffith, P. L.** (Producer). (1992). *Red flag patterns: An intern's perspective* [Video]. Tampa, FL: University of South Florida Media Productions.

### **Presentations at National/International Conferences**

- Ruan, J. & Griffith, P. L. (2015, December). A study of the impact of a professional development framework on teacher outcomes and student writing outcomes. Presentation at the annual meeting of the Literacy Research Association, Carlsbad, California.
- **Griffith, P. L.** & Pummer, A. (2015, November). Building capacity and extending our reach through advanced, open, and virtual institutes and other leadership opportunities. Presentation at the annual meeting of the National Writing Project, Minneapolis.
- Goolsby-Smith, R. D., Conrady, K., **Griffith, P.** & DeBacker, T. K. (2014, December). Whom will I be teaching? Transforming Teacher Candidates' Preconceived Notions of future Students Through Multicultural Literature Case Studies. Presentation at the annual meeting of the Literacy Research Association, Marco Island, FL.
- **Griffith, P. L.** (November 2014) Statewide writing contest aids recruitment and publicity. Presentation at the annual meeting of the National Writing Project, National Harbor, MD.
- **Griffith, P. L.**, Goolsby, R. D., Conrady, K., & DeBacker, T. K. (2014, February). Using literature case studies to transform pre-service teachers' perceptions of children's lives. Presentation at the annual meeting of the Association of Teacher Educators. St. Louis.
- **Griffith, P. L.**, Plummer, A., Connery, L., Conway, S., & Wade, D. (2014, February). Super powering teachers—classroom-embedded professional development. Presentation at the annual meeting of the Association of Teacher Educators. St. Louis.
- **Griffith, P. L.** & Ruan, J. (2012, November). Professional Development: A Framework that Works. Presentation at the annual meeting of the Literacy Research Association, San Diego.
- **Griffith, P. L.** & Hoyt, K. (2012, April). Instructional tools for facilitating dual language learning in the Head Start classrooms. Presentation at the annual Head Start Conference. Nashville.
- **Griffith, P. L.** (2012, February). Coaching for writing instruction. Presentation at the 3rd Annual Coaching Institute. Center for Early Childhood Professional

Development and the Hardman for Children with Learning Differences.  
Oklahoma City.

- **Griffith, P. L.**, Ruan, J., Stepp, J. & Kimmel, S. (2012, February). Professional development: A framework that is working. Presentation at the annual meeting of the Association of Teacher Educators. San Antonio.
- **Griffith, P. L.**, & Hoyt, K. (2011, December). Interacting effects of home and school culture on early literacy development. Presentation at the 28<sup>th</sup> annual Head Start Parent Conference. New Orleans.
- **Griffith, P. L.** (2011, August). Evaluating professional development that works: The role of coaching. Presentation at the 17<sup>th</sup> European Conference on Reading, Mons Belgium.
- Leavell, J. & **Griffith, P. L.** (2011, August). Using Hispanic American and native American children's literature to represent diverse, under-represented groups. Presentation at the 17<sup>th</sup> European Conference on Reading, Mons Belgium.
- Hodge-Hoyt, K. & **Griffith, P. L.** (2011, August). The role of culture in our understanding of early literacy. Presentation at the 17<sup>th</sup> European Conference on Reading, Mons Belgium.
- **Griffith, P. L.** (2011, February). Professional development that works: The role of the coach. **Keynote** address at The 2<sup>nd</sup> Annual Coaching Institute. Center for Early Childhood Professional Development and the Hardman Center for Children with Learning Differences. Oklahoma City.
- Kimmel, S. J., **Griffith, P. L.**, Quillian, J., & Stepp, J. (2010, April). Closing the achievement gap among at-risk children: The meaningful cycle of progress monitoring and coaching. Presentation at the International Reading Association 55<sup>th</sup> annual convention. Chicago.
- Griffith, P. L., Kimmel, S. J., Ruan, J., & Sarani, S. (2010, February). Teacher professional development-closing the achievement gap by closing the instruction gap. Paper presented at the annual meeting of the 90th annual meeting of the Association of Teacher Educators. Chicago.
- **Griffith, P. L.**, & Kimmel, S. J. (2010, January). Closing achievement gaps by closing instruction gaps. Presentation at the 14<sup>th</sup> annual Holmes Partnership conference. Charleston, SC.
- **Griffith, P. L.**, (2009, July). Accelerating the literacy learning of at-risk children in early childhood classrooms. Presentation at the 16<sup>th</sup> European Conference on Reading, Braga Portugal.
- Biscoe, B. P., Trautman, L., Thomas, S., **Griffith, P. L.**, & Hinkle, V. (2009, May). Adolescent literacy-creating comprehensive programs: What do we know? Where do we go? Presentation at the International Reading Association 54<sup>th</sup> Annual Convention, Minneapolis, MN.
- Kimmel, S. J., & **Griffith, P. L.** (2009, March). The meaningful cycle of coaching and progress monitoring for closing the achievement gap among at-risk children. Presentation at the Early Reading First 2009 Conference. Seattle, WA.
- Kimmel, S. J., **Griffith, P. L.**, Stepp, J. B., Quillian, J. E., Biscoe, B. P., & Fronheiser, J. (2009, February). Closing achievement gaps among at-risk

children: The cycle of progress monitoring and coaching. Professional Clinic presented at the annual meeting of the Association of Teacher Educators. Dallas, TX.

- Biscoe, B. P., Trautman, L., Richardson, D., **Griffith, P. L.**, Hinkle, V., & Hurst, S. (2009, February). Adolescent literacy: Creating comprehensive programs through federal, state, and local partnerships. Presentation at the annual meeting of the Association of Teacher Educators. Dallas, TX.
- **Griffith, P. L.**, Kimmel, S., Fronheiser, J., Biscoe, B. P., & Trautman, L. (2008, December). Teacher professional development for at-risk preschoolers: Closing the achievement gap by closing the instruction gap. Paper presented at the annual meeting of the National Reading Conference, December 5, 2008. Orlando, FL.
- Hurst, S. K., & **Griffith, P. L.** (2008, December). Teacher read-aloud with adolescents in a science classroom. Paper presented at the annual meeting of the National Reading Conference, December 5, 2008. Orlando, FL.
- **Griffith, P. L.**, Biscoe, B. P., Fronheiser, J., & Kimmel, S. (2008, July). Using professional development and progress monitoring to increase pre-k children's early literacy skills. Poster presentation at the International Reading Association 22<sup>nd</sup> World Congress on Reading, San Jose, Costa Rica.
- **Griffith, P. L.**, Kimmel, S., Fronheiser, J., Edge, J., & Stepp, J. (2008, May). The meaningful cycle of progress monitoring and side-by-side coaching for closing achievement gaps among at-risk children. Workshop presented at the International Reading Association 53<sup>rd</sup> Annual Convention, Atlanta, Georgia.
- Fronheiser, J., **Griffith, P. L.**, Kimmel, S., & Biscoe, B. (2008, March). Teacher progress monitoring to inform pre-kindergarten early literacy instruction. Paper presented at the American Educational Research Association Meeting, New York City.
- **Griffith, P. L.** (2007, August). Scaffolding reading and writing in early literacy classrooms. Workshop presented at the 15<sup>th</sup> European Conference on Reading. Berlin, Germany.
- Fronheiser, J., Kimmel, S., and **Griffith, P. L.** (2007, April). Progress monitoring: The difference maker. **Invited** presentation at the Early Reading First Grantees Meeting, San Francisco.
- **Griffith, P. L.**, Allen, D., Chiodo, J. Digby, A., Paese, P., Pang, V. O., Quartroche, D., Pang (2007, February). Writing for publication in *Action in Teacher Education*. Professional clinic presented at the Association of Teacher Educators 2007 Annual Meeting, San Diego.
- **Griffith, P. L.**, Corey, D., Biscoe, B., & Kimmel, S. (2006, August). Staff development in a pre-k literacy project. Paper presented at the International Reading Association 21<sup>st</sup> World Congress on Reading. Budapest, Hungary.
- **Griffith, P. L.**, Biscoe, B. P., & Winters, P. (2006, February). Ongoing Staff Development in a Pre-K Literacy Project: A Model for School and Community Collaboration. Paper presented at the Association of Teacher Educators 2006 Annual Meeting, Atlanta.

- **Griffith, P. L.**, & Ruan, J. (2005, December). Research and writing historical biography, symposium session: Ernest Horn. Poster presentation at the National Reading Conference 55<sup>th</sup> Annual Meeting. Miami.
- **Griffith, P. L.** (2005, December). Writing and publishing. **Invited** presentation to the Graduate Student Study Group at the National Reading Conference 55<sup>th</sup> Annual Meeting. Miami.
- **Griffith, P. L.**, Biscoe, B., Ball, R. A., Corey, D. L., Kimmel, S., & Winters, P. (2005, August). Increasing literacy growth in pre-kindergarten classrooms through ongoing staff development. Workshop presented at the 14<sup>th</sup> European Conference on Reading. Zagreb, Croatia.
- **Griffith, P. L.** (2005, May). Asking critical questions: Six important yeses. **Invited** presentation at *The Reading Teacher: Reviewing Manuscripts*, a session at the International Reading Association 50<sup>th</sup> Annual Convention. San Antonio.
- **Griffith, P. L.** (2005, May). Guidelines for meaningful phonics instruction. Presentation at IRA Institute on Reconceptualizing Phonics Instruction from a Constructivist View; International Reading Association 50<sup>th</sup> Annual Convention. San Antonio.
- Mesmer, H. A., & **Griffith, P. L.** (2005, May). Extending phonics for intermediate readers: Developing meaningful connections across related words. Presentation at IRA Institute on Reconceptualizing Phonics Instruction from a Constructivist View; International Reading Association 50<sup>th</sup> Annual Convention. San Antonio.
- **Griffith, P. L.** (2005, April). Accountability: What does it mean and how is it influencing research in literacy education? **Invited** panel member for Division C Graduate Student Council Fireside Chat, American Educational Research Association 2005 Annual Meeting. Montreal.
- Chiodo, J. & **Griffith, P.** (2005, February). Meet the ATE journal editors. Presentation at the Association of Teacher Educators 2005 Annual Meeting, Chicago.
- Biscoe, B., Dunn, L., Beach, S. A., **Griffith, P.**, Ball, R. A., & Kimmel, S. (2005, January). Paving the road to literacy for students: The power of partnerships. Presentation at the Holmes Partnership Ninth Annual Conference. Philadelphia.
- **Griffith, P. L.**, Cramer, J., Swisher, C., & Hurst, S. (2005, January). Oklahoma Writing Project: Responding to the needs of the educational community. Presentation at the Holmes Partnership Ninth Annual Conference. Philadelphia.
- **Griffith, P. L.**, & Ruan, J. (2004, December). Metacognitive literacy instruction. Presentation at the National Reading Conference 54<sup>th</sup> Annual Meeting. San Antonio, Texas.
- Ruan, J., & **Griffith, P. L.** (2004, August). Attaining Excellence for all Learners: Using Technologies to Facilitate Student Learning in Teacher Education Courses. Presentation at the Association of Teacher Educators 2004 Summer Conference, Boston.
- Leavell, J. A., Woodward, E. L., & **Griffith, P. L.** (2004, June). Student On-Line Research: Changes from High School to University. Paper presented at the

Eleventh International Literacy and Education Research Network Conference on Learning, Havana, Cuba.

- Beach, S. A., **Griffith, P. L.**, Ruan, J., & Willner E. H. (2004, May). Teachers' Understanding of Fluency. Research poster session at the International Reading Association's 49<sup>th</sup> Annual Convention, Reno, Nevada.
- **Griffith, P. L.**, Goslin, C., & Willner, E. (2003, August). Designing an NCATE Assessment System: Our Program's Journey. Presentation at the Association of Teacher Educators 2003 Summer Conference, Santa Fe, New Mexico.
- Griffith, P. L., & Leavell, J. A. (2003, July). Phonemic awareness: Teaching segmenting and blending. Paper presented at the 13<sup>th</sup> European Conference on Reading, Tallinn, Estonia.
- Willner, E. A., **Griffith, P. L.**, Ruan, J., & Beach, S. A. (2003, May) Finding critical literacy in the intersection of fluency and metacognition. Presentation at the 48<sup>th</sup> International Reading Association Annual Convention, Orlando, FL.
- Leavell, J., Ramos-Machail, N., & **Griffith, P.** (2002, August). Assessing materials for dual language learners. Paper presented at the 19<sup>th</sup> World Congress on Reading, International Reading Association, Edinburgh, Scotland.
- **Griffith, P. L.**, (2002, May). Envisioning teaching: Learning from multiple text types. **Keynote address** to Organization of Teacher Educators in Reading at International Reading Association convention, San Francisco.
- Leavell, J. A., **Griffith, P. L.**, & Ramos-Machail. (2001, July). Expand preservice teachers' ways of seeing through case studies of children's literature. Paper presented at the 12<sup>th</sup> European conference on Reading, Dublin, Ireland.
- University of Arkansas Curriculum and Instruction Faculty (**Priscilla Griffith**, Department Head). (2001, February). The University of Arkansas Master of Arts in Teaching Program. Presentation at the annual meeting of the Association of Teacher Educators. New Orleans. (Program received the Outstanding Program in Teacher Education for 2001).
- **Griffith, P. L.**, Hunt, S. B., Williams, S., Beller, C., & Orr, B. (2001, January). Who will teach for Arkansas? Paper presented at the meeting of the Holmes Partnership, Albuquerque, New Mexico.
- Laframboise, K. L., & **Griffith, P. L.** (1999, April). Envisioning teaching through multiple text types in a literacy methods class. (Paper originally submitted as Case method instruction using multiple text types in a literacy methods class.) Paper presented at the annual meeting of the American Educational Research Association. Montreal.
- **Griffith, P. L.**, & Laframboise, K. L. (1998, December). The value of reading across texts in a literacy method class: Learning from multiple text types. Paper presented at the annual meeting of the National Reading Conference. Austin, Texas.
- **Griffith, P. L.** (1998, July). Preservice teachers' views of case method instruction when discussing teaching cases and literature cases. Paper presented at the International Reading Association 17th World Congress on Reading. Ocho Rios, Jamaica.



- **Griffith, P. L.** (1998, April). The nature of preservice teachers' meaning construction during discussions of teaching cases and literature case studies. Paper presented at the annual meeting of the American Educational Research Association. San Diego.
- **Griffith, P. L., & Leavell, J. A.** (1998, February). Using narratives to connect theory to practice in teacher education courses. Thematic session presented at the annual meeting of the Association of Teacher Educators. Dallas, TX.
- Borman, K, **Griffith, P. L., & Kimmel, E.** (1997, November). Learning from experience: Reflections of three academics. Panel discussion at the annual meeting of the American Educational Studies Association. San Antonio, TX.
- **Griffith, P. L., & Laframboise, K.** (1996, December). Connecting theory to practice through case method instruction. Paper presented at the annual meeting of the National Reading Conference. Charleston, SC.
- Short, R., Frye, B., & **Griffith, P. L.** (1996, December). Literacy intervention for at-risk preschool-aged children and their teen-aged mothers. Paper presented at the annual meeting of the National Reading Conference. Charleston, SC.
- Laframboise, K., & **Griffith, P. L.** (1996, April). The use of children's literature as teaching cases to construct knowledge of teaching practices. Paper presented at the annual meeting of the Association for Childhood Education International. Minneapolis.
- Laframboise, K., & **Griffith, P. L.** (1996, February). Using literature cases to examine diversity issues with preservice teachers. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Chicago.
- **Griffith, P. L., & Laframboise, K.** (1995, April). Knowledge construction during teaching case discussions. Paper presented at the annual meeting of the Association for Childhood Education International. Washington, D. C.
- Swarzman, J. B., Freshour, F., & **Griffith, P. L.,** (1995, April). Nurturing preservice teacher-interns. Paper presented at the annual meeting of the Association for Childhood Education International. Washington, D. C.
- Freshour, F., Swarzman, J. B., & **Griffith, P. L.** (1995, March). "Red flag" behavioral style communication patterns of interns and supervising teachers. Paper presented at the annual meeting of the International Listening Association. Little Rock, Arkansas.
- Swarzman, J. B., Freshour, F., & **Griffith, P. L.,** (1995, March). Developing supervisory skills: Viewing diversity from a behavioral perspective. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development. San Francisco.
- **Griffith, P. L.,** Laframboise, K., & Raines, S. (1995, February). Meaning construction during case method instruction. Paper presented at the annual meeting of the Association of Teacher Educators. Detroit, Michigan.
- Swarzman, J. B., Freshour, F., & **Griffith, P. L.,** (1994, November). Exploring dimensions of diversity: Behavioral styles and the internship process. Paper

presented at the annual meeting of the National Social Science Association. New Orleans, Louisiana.

- **Griffith, P. L.**, & Laframboise, K. (1994, November). Case method instruction: Meaning construction on a language theory course. Paper presented at the annual meeting of the College Reading Association. New Orleans, Louisiana.
- Freshour, F., **Griffith, P. L.**, Swarzman, J. B. (1994, March). Exploring dimensions of diversity: Behavioral styles and the internship process. Paper presented at the annual meeting of the International Listening Association. Boston, Massachusetts.
- Swarzman, J. B., Freshour, F., & **Griffith, P. L.** (1993, February). Exploring dimensions of diversity: Behavioral styles and the internship process. Paper presented at the annual meeting of the Association of Teacher Educators. Los Angeles, California.
- **Griffith, P. L.**, & Klesius, J. P. (1992, December). Kindergarten children's developing understanding of the alphabetic principle. Paper presented at the meeting of the National Reading Conference. San Antonio, Texas.
- **Griffith, P. L.**, Freshour, F., & Swarzman, J. B. (1992, February). A successful field experience: A cultural or behavioral phenomenon? Presentation made at the Association of Teacher Educators. Orlando, Florida.
- Hanley, P. E., & **Griffith, P. L.** (1991, November). Strategies for storytelling and retelling for emergent and remedial readers. Presentation made at the College Reading Association. Washington, D. C.
- Klesius, J. P., & **Griffith, P. L.** (1991, May). Whole language instruction and the acquisition of the alphabetic principle. Paper presented at the meeting of the International Reading Association. Las Vegas, Nevada.
- **Griffith, P. L.** (1991, April). Student-curriculum maps: Applying the Rasch model to curriculum and instruction. Paper presented at the meeting of the American Educational Research Association. Chicago, Illinois.
- Guddemi, M. P., & **Griffith, P. L.** (1991, April). Teaching whole language across the curriculum: Assessment. Paper presented at the study conference of the Association for Childhood Education International. San Diego, California.
- **Griffith, P. L.**, & Klesius, J. (1990, November). The effect of phonemic awareness ability and reading instructional approach on first grade children's acquisition of spelling and decoding skills. Paper presented at the meeting of the National Reading Conference. Miami, Florida.
- Hanley, P. E., & **Griffith, P. L.** (1990, April). Quantitative and qualitative differences in children's written language structures on teacher-initiated versus student-initiated topics. Paper presented at the study conference of the Association for Childhood Education International. Pittsburgh, Pennsylvania.
- **Griffith, P. L.** (1989, November). The relationship between phonemic awareness and spelling ability among children in first and third grade. Paper presented at the meeting of the National Reading Conference. Austin, Texas.

- **Griffith, P. L.**, Hanley, P. E., & Purdom, D. M. (1989, November). Strategies to enhance content area reading instruction. Presentation made at the meeting of the College Reading Association. Philadelphia, Pennsylvania.
- **Griffith, P. L.** (1989, April). An application of the Rasch measurement model to curriculum and instruction. Paper presented at the meeting of the American Educational Research Association. San Francisco, California.
- Hanley, P. E., & **Griffith, P. L.** (1989, April). Whole language reading strategies for remedial readers. Presentation made at the study conference of the Association for Childhood Education International. Indianapolis, Indiana.
- **Griffith, P. L.** (1987, April). Phonological and lexical information as the knowledge base for word recognition and spelling among first and third grade children. Paper presented at the meeting of the American Educational Research Association. Washington, D. C.
- **Griffith, P. L.** (1986, December). The role of phonological and lexical information in word recognition and in spelling. Paper presented at the meeting of the National Reading Conference. Austin, Texas.
- Juel, C., & **Griffith, P. L.** (1985, April). A longitudinal study of the changing relationships of word recognition, spelling, reading comprehension, and writing from first to second grade. Paper presented at the meeting of the American Educational Research Association. Chicago, Illinois.
- Juel, C., **Griffith, P. L.**, & Gough, P. B. (1984, December). Reading and spelling strategies of first-grade children. Paper presented at the meeting of the National Reading Conference. St. Petersburg, Florida.
- Juel, C., & **Griffith, P. L.** (1984, April). The relationship of reading, writing and spelling abilities of beginning readers. Paper presented at the meeting of the American Educational Research Association. New Orleans, Louisiana.
- **Griffith, P. L.** (1983, December). Writing. Symposium paper presented at the meeting of the National Reading Conference. Austin, Texas.

#### **Presentations at Regional Conferences**

- **Griffith, P. L.**, Hinkle, V., Hurst, S., Kirk, S., McCoy, L., Smith III, W. L., & Wethern, G. (2003, February). "Are we doing anything today?" Motivating and engaging readers. Presentation at the 30<sup>th</sup> Southwest International Reading Association Regional Conference, Oklahoma City, Oklahoma
- Ruan, J., Willner, E. A., **Griffith, P. L.**, & Beach, S. A. (2003, February) Integrating fluency and metacognition. Presentation at the 30<sup>th</sup> Southwest International Reading Association Regional Conference, Oklahoma City, Oklahoma
- **Griffith, P. L.**, & Leavell, J. (2003, February) Tying phonemic awareness to phonics: Teaching the critical skills of segmenting and blending. Presentation at the 30<sup>th</sup> Southwest International Reading Association Regional Conference, Oklahoma City, Oklahoma

- **Griffith, P. L.** (2000, November). Case Method Instruction: A Constructivist Approach in Teacher Education. Research roundtable on Constructivist Learning, Southwest Educational Development Laboratory. Dallas, Texas. (Invited)
- **Griffith, P. L., & Hunt, S. B.** (2000, November). Teach for Arkansas: Using technology to deliver a teacher education program to the Arkansas Delta. Paper presented at the third annual conference of the Delta Rural Systemic Initiative. Pine Bluff, Arkansas.
- **Griffith, P. L.** (1991, February). The development of literacy skills reflected in firstgrade students' dialogue journal writing. Paper presented at the meeting of the Eastern Educational Research Association. Boston, Mass.
- **Griffith, P. L.** (1989, February). An analysis of the spellings of youngchildren with varying levels of phonemic awareness. Paper presented at the meeting of the Eastern Educational Research Association. Savannah, Georgia.
- **Griffith, P. L.** (1988, February). Explaining readers' judgments of children's writing using topical structure and discourse matrix analyses. Paper presented at the meeting of the Eastern Educational Research Association. Miami, Florida.
- **Griffith, P. L., & Geer, B.** (1985, February). The spelling patterns and word choices of first-grade writers. Paper presented at the meeting of the Southwest Educational Research Association. Austin, Texas.

#### **Presentations at State and Local Conferences:**

- Conrady, K.; DeBacker, T.; Goolsby, R.; **Griffith, P.** (2013, November). Understanding difficult lives of children and teens. Presentation at the OACTE/OATE/OCTP Fall Conference, Norman, OK.
- Connery, L., **Griffith, P. L.**, Plummer, A. (2013, October). Job embedded writing professional development that works. Norman Public Schools Get Fit Conference, Norman, OK.
- **Griffith, P. L.** (2003, September). Phonemic Awareness What? Why? How? Presentation at the 6<sup>th</sup> Annual State Superintendent's Reading Institute, Oklahoma City, OK.
- **Griffith, P. L.** (2001, October). From text to teacher. Presentation at the Florida Reading Association, Miami, FL (Invited featured speaker).
- **Griffith, P. L., & Laframboise, K.** (1999, September). Learning from multiple text types in a literacy methods class. Paper presented at the Arkansas Association of Teacher Educators/American Association of Colleges of Teacher Education Fall Conference. Little Rock, Arkansas.
- **Griffith, P. L.** (1999, March). Phonemic awareness: Answers to some important questions. Presentation at the Okaloosa Reading Council Making the Connection Reading Conference. Destin, Florida (Invited)
- **Griffith, P. L.** (1996, August). Starting Them Off Right and Keeping Them on the Right Track: The Benefits of Reading to Children. Presentation at the Florida PTA Leadership Conference. Tarpon Springs, Florida.

- **Griffith, P. L.** (1996, March). What do children really learn from being read to at home? Paper presented at the 1996 Florida Literacy Conference. Tampa, Florida.
- Klesius, J. & **Griffith, P. L.** (1991, October). Growth in metalinguistic understandings of high and low risk kindergarten students. Paper presented at the meeting of the Florida Reading Association. Jacksonville, Florida.
- **Griffith, P. L.**, & Klesius, J. (1990, October). Growth in metalinguistic abilities and literacy skills through journal writing. Paper presented at the meeting of the Florida Reading Association. Orlando, Florida.
- **Griffith, P. L.** (1989, October). Whole language instructional strategies for remedial readers. Presentation made at the meeting of the Florida Reading Association. Ft. Lauderdale, Florida.

**Grants** (over \$9,000,000 in external funding)

- 2015-2016, SEED: Professional Development in a High-Need School, National Writing Project, \$20,000.
- 2015-2016, Leaders ACHIEVE, Improving Teacher Quality, Oklahoma State Regents for Higher Education, Principal Investigator, \$70,000.
- 2014-2015, Writing Our Academic Future, W. F. Kellogg Foundation and National Writing Project, Principal Investigator, \$15,000
- 2014-2016 SEED: Leadership Development Grant, National Writing Project, Principal Investigator, \$20,000
- 2013-2014 Promoting Effective Writing Instruction in High-Need Schools, National Writing Project, Principal Investigator, \$40,000
- 2013 Travel Grant to send teachers to the National Writing Project meeting, Principal Investigator, \$3,000.
- 2012-2013 Teacher Leadership Development, National Writing Project, Principal Investigator, \$20,000.
- 2012-2013 Evaluating the Impact of Professional Development Meeting Challenging Writing Standards in High-Need Elementary Schools. National Writing Project, Principal Investigator, \$40,000.
- 2012-2013 Promoting Effective Writing Instruction in a High-Need School, National Writing Project, Principal Investigator, \$20,000.
- 2008-2012, Improving Teacher Quality No Child Left Behind, Oklahoma State Regents for Higher Education, Principal Investigator, \$497,000.
- 2004-2012, National Writing Project, Principal Investigator, \$395,000
- 2005-2008, Early Reading First, U.S. Department of Education, Co-Principal Investigator, \$7,652,889.
- 2000-2001 Teach for Arkansas, SBC Foundation, Project Director, \$220,000,
- 2000-2001 Teach for Arkansas, Walton Family Foundation, \$357,000.

**SERVICE TO THE UNIVERSITY OF OKLAHOMA**

- Member of NCATE Steering Committee, University of Oklahoma, 2001 to 2004.
- Member of the Dean's EPD Advisory Committee, University of Oklahoma, 2001 to 2007.
- Member of Commencement Committee, University of Oklahoma, 2001 to 2004.
- Member of the Early Steps to Literacy Consortium, University of Oklahoma, 2001 to 2004.
- Director of the Oklahoma Writing Project, 2003-present.
- Member of the Academic Appeals Board, College of Education, University of Oklahoma, 2003 to present.
- Member of the Faculty Appeals Board, University of Oklahoma, 2003 through 2007.
- Member of the Search Committee for the George Kaiser Family Foundation/Tulsa Community Foundation Professorship in Infant/Toddler Education, 2005-2006.
- Member of the Campus Tenure Committee, University of Oklahoma, 2007 to 2013; Committee Chair, 2011-2012
- Faculty Marshal, University of Oklahoma Commencement, 2007.
- Member of the University Libraries Committee, University of Oklahoma, 2007 to 2010.
- Member of the Jeannine Rainbolt College of Education Expanded Ad Council, University of Oklahoma, 2009 to present.
- Member of the Graduate Council, University of Oklahoma, 2010 to 2013.
- Graduate Council representative to the Faculty Senate, University of Oklahoma, 2010 to 2013.
- Chair of the Jeannine Rainbolt College of Education CEDAR Advisory Committee, 2011 to 2013.
- Chair of the Search Committee for Elementary Education Coordinator, Department of Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education, 2012-2013.
- Member of the Athletics Council, University of Oklahoma, 2012 to present.
- Member of the Academic Review Committee, University of Oklahoma Athletics Department. 2012-present.

**SERVICE TO THE UNIVERSITY OF ARKANSAS AND UNIVERSITY OF SOUTH FLORIDA**

- Member of the All University Judiciary, University of Arkansas, 2000-2002.
- Student Affairs Advising Committee, College of Education, University of South Florida, member 1989-1991, member and chair 1991-1993.
- NCATE/Program Review Coordinator for combined NCATE, Florida Department of Education, Florida State University System Board of Regents review - Department of Childhood/Language Arts/Reading, University of South Florida. (Folio review Fall 1994; On-site review Spring 1995)
- Member of the University Research Council, University of South Florida, member 1993-1996.
- Member of the Advanced Graduate Policy Committee, College of Education, University of South Florida, 1994-1996.

- Member of committee to select Distinguished Research Professors, University of South Florida, 1995-1996.
- Chaired search committees in 1993-1994, 1994-1995, and 1995-1996 for faculty in the Department of Childhood/Language Arts/Reading at the University of South Florida.

#### **SERVICE TO PROFESSIONAL ORGANIZATIONS/GOVERNMENT AGENCIES**

- **American Educational Research Association**
  - Nominating Committee for position of Vice President of Division C, 2000 election
  - Reviewed program proposals, 2011
- **American Psychological Association**
  - Guest Reviewer, *Journal of Educational Psychology*, 1997
- **Association of Childhood Education International**
  - Member of Minority Education Concerns Committee, Association for Childhood Education International, 1992-1995.
  - Member of Research Committee, 1990-1992
  - Reviewed program proposals, 1991; 2004
- **Association of Teacher Educators**
  - Commission on Graduate Education, 2012-present
  - Association Development Committee, 2012-present
  - Commission on Urban Education, 2007 to 2010
  - Reviewed program proposals, 2004
  - Professional Journal Committee, 2003-2007
  - Standards and Performance Committee member, term beginning 1999-2002
- **Florida Department of Education**
  - Reviewed curriculum folios of teacher education programs seeking Florida Department of Education approval, 1992-1993
- **Florida Reading Association**
  - Editor of FRA Newsletter, 1990-1994 Florida Reading Association Board Member, 1990-1999.
  - President Florida Reading Association (elected March 1995). Through its local reading councils and special interest councils, the Florida Reading Association represents over 8000 literacy educators in the state. The association employs a legislative advocate who is based at the state capitol in Tallahassee. The 97-98 budget was \$177,773. During tenure as President, the association received the President's Award, Student Membership Award, Award of Excellence, Horizon Award, and President's Cup from the International Reading Association. Enrolled in the International Reading Association's President's Club as a result of these achievements.
  - Conference Chair of the 34th Florida Reading Association Conference (October 17-20, 1996). Planning for this conference took 18 months and included the coordination of 31 people on six committees. For the first time, an overview of the conference was available on a web page. Approximately 1900 literacy

educators from across the state of Florida attended the conference, which consisted of over 100 concurrent sessions, 19 featured speakers, approximately 70 exhibit booths, and eight meal functions. The conference profits totaled \$77,000.

- **International Journal of Learning**
  - Reviewer of conference proceedings 2004
- **International Reading Association**
  - Member of Studies and Research: Program Development Subcommittee, 2007-2009.
  - Member of Council and Affiliate Services Committee, 2005-2007.
  - State Coordinator (Oklahoma) for Exemplary Reading Program Award, 2003-2005.
  - Publications Committee, 1998-2003
  - President of Florida Organization of Teacher Educators in Reading, 1993-1994
  - Member of the Editorial Advisory Board, *The Reading Teacher*, 1992-1998
  - Guest Reviewer, *Reading Research Quarterly*, 1988
- **Kappa Delta Pi**
  - Provided Writing and Publishing Tips for Website  
<http://www.kdp.org/membership/graduatestudents.php>
- **Literacy Research Association/National Reading Conference**
  - Field Coordinator, 2007 to present.
  - Member of the Editorial Advisory Board, *Journal of Literacy Research*, 2003-present.
  - Policy and Legislative Committee, 1999-2002.
  - Reviewed program proposals 1991, 1993, 1996, 2007, 2008, 2010.
- **Merrill-Palmer Quarterly: A Journal of Developmental Psychology**
  - Guest Reviewer, 1992
- **National Writing Project**
  - Urban Sites Network 2012 Conference Planning Committee
- **Oklahoma State Department of Education**
  - Oklahoma Core Curriculum Test Grades 5 and 8 Science and Writing Standard Setting, 2013
  - Higher Education/Career Tech Advisory Committee, 2013-present
- **Oklahoma State Regents for Higher Education**
  - OSRHE Annual Reading Conference, Conference Planning Committee, 2008-present
- **Oklahoma Reading Association**
  - Board Member, 2002 to 2009
  - Parliamentarian, 2003-2004
  - 2006 Conference Chair (largest attendance in history of the association)
  - Vice President-elect, 2004-2005
  - Vice President 2005-2006



- President, 2006-2007
- **U. S. DoE**
  - Reviewed Field-Initiated Grant Proposals, 1996

#### **SERVICE TO THE COMMUNITY/SCHOOLS**

- Member of the Board of the Oklahoma Celebration of Reading, 2006-2007.
- Member of Norman (OK) Public Schools Bond Task Force, 2005-2006.
- Member of Norman (OK) Public Schools Citizens Advisory Committee, 2002-2004.
- Member of the School Advisory Committee for Maniscalco Elementary School, Hillsborough County, FL. 1997-1999.
- Member of the District Reading Task Force for Hillsborough County Schools (Tampa, FL), 1998-1999.
- Member of the steering committee for Omnibus Study - Visions of
- Tomorrow - The Class of 2002 (A longitudinal study of kindergarten students as they progress through thirteen years of schooling), 1989-1992.
- Member of TEC Council for Citrus County Schools (Inverness, FL), 1989-1991; 1994-1995.

#### **PROFESSIONAL PEER REVIEWS:**

- Texas Tech University, Promotion to Professor, 2000
- Mississippi State University, Promotion to Professor and Tenure, 2001
- University of North Carolina at Greenboro, Promotion to Associate Professor and Tenure, 2000
- California State University, Fullerton, Outstanding Professor Award, 2000
- University of Arkansas, Promotion to Professor, 2001
- University of Dayton, Interim Review Promotion to Associate Professor and Tenure, 2006
- University of Texas at San Antonio, Promotion to Associate Professor and Tenure, 2006
- St. Xavier University, Tenure, 2006
- New Mexico State University, Promotion to Associate Professor and Tenure, 2006
- University of Wisconsin, Promotion to Associate Professor and Tenure, 2006.
- Texas Tech University, Promotion to Associate Professor and Tenure, 2008
- Wichita State University, Promotion to Associate Professor with Tenure, 2009
- University of Kansas, Promotion to Associate Professor with Tenure, 2009
- University of South Florida, Promotion to Professor, 2011
- Kent State University, Promotion to Associate Professor with Tenure, 2011
- Auburn University, Promotion to Professor, 2012
- University of Kansas, Promotion to Professor, 2014

#### **EDUCATIONAL CONSULTING**

- Austin Independent School District (Austin, TX).
  - Workshops for teachers supervising student teachers in their classrooms (1982).

- Hillsborough County School District (Tampa, FL).
  - Inservice on writing to kindergarten paraprofessionals (1989).
  - Inservice on literature-based reading strategies for at-risk students (1989)..
  - Inservice on strategies for using big books (1992).
- Charleston County School District (Charleston, SC).
  - Reviewed applications for test development consultant position (1988-89).
- Pinellas County School District (Clearwater, FL).
  - Inservices on teaching readiness skills, using big books, storytelling, and literature- based reading instruction to ECIA Chapter I para-professionals (1990-91).
- Citrus County School District (Inverness, FL).
  - Language arts inservice to K-6 teachers (1989-90).
- Hernando County School District (Brooksville, FL).
  - In-service on language arts readiness to K-1 teachers (1989).
- Diocese of St. Petersburg Office of Catholic Schools (St. Petersburg, FL).
  - In-service on reading models, and K-2 literature-based reading instruction (1990-91).
- KinderCare Learning Centers, Inc. (Montgomery, AL).
  - Wrote whole language booklet for teachers (1992).
- Scott Foresman Addison Wesley Publishing Co. (Glenview, IL).
  - Early literacy advisor and consulting author for *Reading 2000*.
- Rogers School District (Rogers, AR)
  - External reviewer for Grace Hill Elementary School, A Charter School (2000-2001)
- Leap into Learning, Inc. (Omaha, NE)
  - External reviewer for Phonological and Phonemic Awareness Curriculum Guide
- Moore Public Schools (Moore, OK)
  - Series of workshops on phonemic awareness, assisting English Language Learners; discussion leader for Teachers as Readers group (2003-2004)
  - Common Core State Standards writing professional development (2012-2014)
- Gear UP, Oklahoma City Public Schools (Oklahoma City, Oklahoma)
  - Workshop on reading for high school teachers (2003)
- Oklahoma Department of Human Services
  - Workshops on Writing for Oklahoma Department of Human Resources (2005-2006)
- Center for Early Childhood Professional Development, Oklahoma College of Continuing Education
  - Consulting for Early Reading First Grant
- Western Michigan University
  - Consulting for Early Reading First Grant
- Ft. Hays State University
  - Consulting on writing for professional publication
- Norman Public Schools

- Common Core State Standards writing professional development (2012-2014)
- Noble Public Schools
  - Common Core State Standards writing professional development (2012-2013)

# ***Paula J. Kedy***

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1911 Muirfield Drive

Ada, Ok 74820

580-436-9223

## **Experience**

Director of Curriculum and Instruction, Ada City Schools, 2004-Present  
District Director/AVID, Ada City Schools, 2012-2016  
District Director/NMSI, Ada City Schools, 2014-2016  
Classroom Teacher/English Department Chair, Ada High School, 1984-2004  
Classroom Teacher, Wanette Public Schools, 1983  
Classroom Teacher, Moore Public Schools, 1977-1983  
Curriculum Designer/Presenter, Oklahoma Energy Resources Board, 2000-2005  
Curriculum Designer, Pontotoc County Career Discovery Program, 2015  
Oklahoma State Department of Education School Improvement Team, 2009-2012

## **Recognition**

Oklahoma Supreme Court Teacher of the Year, 2004  
Oklahoma Teacher of the Year, Semi-Finalist, 1988  
Ada City Schools Teacher of the Year, 1988  
Moore West Mid-High Teacher of the Year, 1979  
Oklahoma Energy Resources Board, Outstanding Educator, 2004  
Curriculum Alignment/Curriculum Mapping Instructional Leadership Award, 2014

## **Community Involvement**

Mercy Hospital Strategic Planning Board, 2014-Present  
Pontotoc County Career Discovery Program Steering Committee, 2009-2016  
Wear Red for Women/Heart Health Steering Committee, 2016  
Abba's Tables, 2014-2015  
Chamber of Commerce Leadership

## **Education**

East Central University, B. A. Ed., 1976  
East Central University, M.A. Ed., 1981  
University of Central Oklahoma, 1978-1980  
University of Oklahoma, 1982

**ERIN GRAY NATION, ED.D.**  
**12016 SURREY LANE • YUKON, OKLAHOMA 73099**  
**ERIN.NATION@YMAIL.COM**

**EDUCATION**

**Ed.D. in School Administration**

Oklahoma State University; Stillwater, Oklahoma

August 2010-November 2015

Research Interests: *Parent engagement and involvement;*

*Parent education; Early Childhood Education*

GPA: 4.0 (based on a 4.0 scale)

**M.Ed. in Guidance and Counseling**

University of Central Oklahoma; Edmond, Oklahoma

August 2007-May 2009

Graduated with Honors

GPA: 4.0 (based on 4.0 scale)

**B.S. in Human Development and Family Science**

Oklahoma State University; Stillwater, Oklahoma

August 2002-July 2006

Area of Concentration: *Child and Family Services*

Graduated Summa Cum Laude

GPA: 3.955 (based on 4.0 scale)

**EMPLOYMENT**

**School Counselor**

Piedmont Public Schools, Piedmont, Oklahoma

August 2015-present

**Kindergarten Teacher**

Piedmont Public Schools, Piedmont, Oklahoma

August 2012-August 2015

**Director of Early Childhood and Family Education**

Oklahoma State Department of Education; Oklahoma City, Oklahoma

August 2006-August 2012

*Oklahoma state leader for the Parents as Teachers program*

*and Oklahoma Teacher of the Year State Coordinator*

**MEMBERSHIPS**

American School Counselor Association

Early Childhood Association of Oklahoma

Junior League of Oklahoma City

Kappa Kappa Gamma, Oklahoma City Alumni Chapter

*Membership Development Chair, June 2010-June 2011*

*President-elect, June 2011-June 2012*

*President, June 2012-June 2014*

*Moms and Tots co-chair, June 2015-present*

Kappa Omicron Nu Honor Society

Mortar Board

National Association of Early Childhood Specialists in State Departments of Education  
National Association of the Education of Young Children  
National Society of Collegiate Scholars  
Oklahoma State University Alumni Association  
Order of Omega  
Phi Eta Sigma Honor Society  
Phi Kappa Phi

#### COMMUNITY INVOLVMENT AND VOLUNTEER WORK

Heartland Lab Rescue  
Junior League of Oklahoma City  
*Remarkable Shop volunteer, 2010-2011*  
*Mistletoe Market volunteer, 2010 and 2011*  
*KIPP Reach College Preparatory volunteer, 2011-2012*  
Kappa Kappa Gamma, Oklahoma City Alumni Chapter  
*Philanthropy Task Force Chair, Fall 2009*  
*Philanthropic Project committee co-chair, Fall 2010*  
Kappa Kappa Gamma Foundation  
Leadership Academy held each September  
*Participant, 2008; Facilitator-in-Training, 2009; Facilitator, 2010; Facilitator, 2011*  
leadTODAY  
*Small group facilitator, January 2013*  
Putnam City North High School, Class of 2002  
*10-year reunion chair*

#### REFERENCES

Available upon Request

# Curriculum Vitae

## Charles Edward Pack, II

Tahlequah High School  
November 2015

### Contact Information

Chuck Pack  
104 South Harrison Ave  
Tahlequah, OK 74464  
chuckpack@gmail.com  
918-931-9142

### Personal Information

DOB: November 21, 1969  
Married: Latricia D. Pack, OD on May 23, 1992  
Children: Mason (16) and Morgan (12)  
Faith: Ordained Southern Baptist Deacon

### Professional Preparation

National Board of Professional Teaching Standards	AYA Mathematics	2007
Oklahoma State Department of Education	Alternative Certification	1999
Oklahoma State University	M. S. Statistics	1994
Southeastern Oklahoma State University	B. S. <i>Magna Cum Laude</i> Mathematics & Physics	1992

### Work Experience

Tahlequah Public Schools	
1999-present	High School Mathematics Teacher (PreAP Geometry, PreAP Precalculus, and AP Statistics)
1999-present	Mathematics Tutor for Cherokee County Boys & Girls Club
2004-present	Site Instructional Technology Coordinator
2007-present	District Mathematics Curriculum Coordinator
2008-present	Mathematics Department Chair
Northeastern State University	
1997-1999	Instructor of Mathematics
1996-1997	Clinic Manager, College of Optometry University Clinics
1995-1996	Optician, College of Optometry
1994-1995	Lecturer of Mathematics
Southeastern Oklahoma State University (Summers)	
1992-1994	Instructor of Mathematics, Region VI Math/Science Center
1989-1995	Assistant Instructor Oklahoma Academy of Math and Science
Oklahoma State University	
1993-1994	Statistical Learning Laboratory Supervisor
1992-1993	Graduate Teaching Assistant
United States Department of Agriculture	
1988-1992	Computer Clerk, Agricultural Research Station

## Professional Affiliations

National Council of Teachers of Mathematics 2002-Present	Member
Oklahoma Council of Teachers of Mathematics 2015-2016 2009-2015 2002-Present	President Elect Board of Directors - District 4 Member
Mathematical Association of America 2011-2013 1989	Member Southeastern Oklahoma State University - Founding Charter President
National Education Association 1999-Present 2007 2011	Member Republican Leaders Conference - Charter Member National Delegate
Oklahoma Education Association 1999-Present 2008-2012 2009-Present 2007-2009 2007-2009	Member Board of Directors - Zone NE-C Budget Committee Legal & Corporate Services Committee Oklahoma Republican Educators Caucus - State Chair
Tahlequah Education Association 1999-Present 2005-2008 2005-2008, 2011-Present 2004-2012 2011-Present	Member President Chief Negotiator State Delegate First Vice-President

## Synergistic Activities

- Taskforce to develop a non-AP high school statistics course description, guiding documents, and course competencies to be approved by the Oklahoma State Department of Education and the Oklahoma State Regents for higher education. The team worked to develop an acceptable college-track course to follow Algebra II.
- TLE Development Team: Diagnostics Tools workgroup team member to identify appropriate diagnostic tools to measure student growth for the statewide teacher-leader evaluation system.
- Participant for the Oklahoma Office of Educational Quality and Accountability (OEQA) Advanced Mathematics Content Advisory Committee (CAC) to review test materials related to a draft assessment framework. March 2015.
- Panelist for the Learning First Alliance representing the teacher perspective of the roll out of the Common Core State Standards and the PARCC assessments in Washington, DC. The LFA is a group of educators, parents and policymakers representing more than ten million members from coast to coast that are sharing what is already working in public schools--and sparking a national conversation about how to make it work for children in every school. March 2015.
- National Education Association Teacher Ambassador for the Smarter Balanced Assessment Consortium. An initiative funded by the Leona M. and Harry B. Helmsley Charitable Trust to form the first formal partnerships between the two common assessment consortia and the National Education Association (NEA) and the American Federation of Teachers (AFT), which together represent the majority of the U.S. teaching workforce to further deepen the critical participation of teachers in the design and rollout of the new, higher standards that have been designed to improve college and career readiness among American students. 2014



- Geometry Item Review for Oklahoma ACE (Achieving Classroom Excellence) End-of-Instruction (EOI) high-stakes Geometry test. Original participant for the first items developed to be field tested in Oklahoma during spring 2007. Subsequent summers have been spent on continual committee work to review items for appropriate PASS alignment, Depth of Knowledge, bias, and relevance for Oklahoma students. 2007 to Present.
- Oklahoma ACE Geometry EOI Standard Setting Committee. Worked in committee to set proficiency standards for the Oklahoma ACE End-of-Instruction high-stakes Geometry test. 2008.
- Geometry and Algebra II PASS Standards Review Committee. Worked in committee to rewrite Oklahoma state standards for learning in Geometry and Algebra II. December 2006.
- Oklahoma State Teacher of the Year Finalist. One of twelve finalists for the highly competitive and widely respected positions. 2005.
- Tahlequah High School Teacher of the Year. 2003-2004.
- Tahlequah Public Schools District Teacher of the Year. 2004-2005.
- Professional Development facilitator for Norman Public Schools leading secondary math teachers to enrich their understanding of the Common Core Statistics strand and its implementation in their classrooms through hands-on activities. June 2014
- Teaching Channel. I was selected to have the Teaching Channel visit my classroom to film my students working on a Common Core lesson in my classroom, as well as our department's professional learning community collaborating to implement the new standards in our district. 2014
- State Educator Mathematics Item Review Committee for the Partnership for the Assessment of Readiness for College and Careers (PARCC). This committee reviewed and edited items that will be used to assess student understanding of the Common Core State Standards and their readiness for college and careers. March 2013. July 2013.
- Reviewer for Roxy Peck's introductory statistics text for Cengage Learning's Statistics and Advanced Mathematics. September 2012.
- Selected to represent Oklahoma as a member of the Educator Leader Cadre (ELC) for the 22 state PARCC consortium. Our task was to communicate the PARCC mission and process of implementing the Common Core State Standards and the PARCC assessments. June 2012 to July 2013.
- Teacher guest for Oklahoma Academic All-State recipient. Every year, the Oklahoma Foundation for Excellence asks each of its 100 Academic All-Staters to invite one teacher who has had a great influence on his or her educational career to attend the awards banquet. Mr. Joseph McCarter (2006), Mr. Max Megee (2011), Mr. Zachary Shaffer (2012), and Mr. Tristan LaCombe (2014) have extended this honor to me.
- Selected to speak on behalf of all Oklahoma teachers in the "Stand Up for Public Education" campaign sponsored by the Oklahoma Education Association. This major media blitz aired thirty-second commercials across Oklahoma's major markets, along with advertisements in leading newspapers, and prominent billboards in a statewide pro-public education campaign. 2012.
- CTB/McGraw-Hill Publishing Editorial Advisory Board member. This board lends our knowledge and experience to help CTB develop creative, high quality next-generation assessments. Responsibilities include: provide general guidance on the direction and type of next generation K-12 assessments to meet the Common Core Standards and other emerging assessment requirements; providing expert review of CTB proprietary assessments during the development process; and providing additional feedback in specific areas of expertise as needed. January 2011 – December 2014.
- Consultant for the Education Policy Improvement Center. Based in Oregon, EPIC is nationally recognized as a leader in the field of College and Career Readiness. EPIC provides research and tools to empower states, districts, schools, and teachers to prepare students for success beyond high school. Worked with EPIC staff and two other consultants to create scoring guides for high school mathematics courses aligned to the Common Core State Standards for Mathematics. Fall 2011.
- National Education Association Feedback Panel on *The PARCC Model Content Frameworks for Mathematics*. As part of its proposal to the U.S. Department of Education, the Partnership for Assessment of Readiness for College and Careers (PARCC) committed to developing model content frameworks for mathematics to serve as a bridge between the Common Core State Standards and the PARCC assessments. July 2011.
- Panelist for a community education forum following the movie, "Waiting for Superman," hosted by Northeastern State University. Fall 2010.
- *Common Core State Standards Initiative* K-12 Standards Development Team - Mathematics Work Team. The Work Group for K-12 standards development was composed of individuals representing multiple stakeholders and a range of expertise and experience in assessment, curriculum design, cognitive development, early childhood, early

numeracy, child development, English-language acquisition and elementary, middle, and postsecondary education. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. 2009 to 2010.

- National Education Association Feedback Panel on *The Common Core State Standards Initiative*. The initiative was a joint effort by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) in partnership with Achieve, Inc., ACT and the College Board. Governors and state commissioners of education from across the nation committed to leading a state-led process to develop a common core of state standards in English-language arts and mathematics for grades K-12. August 2009.
- Oklahoma Energy Resource Board (OERB) Master Teacher. The OERB is funded through a voluntary tax on the Oklahoma Oil and Natural Gas Producers and conducts workshops for Oklahoma educators aligned to Oklahoma PASS. I served as a Master Teacher for the CORE Energy Math program. 2008 to 2010.
- Tahlequah Public Schools District Mathematics Textbook Adoption Committee. 2003-2004 & 2009-2010.
- Tahlequah Public Schools District AvancEd Accreditation Committee - Subcommittee Chair. 2009.
- Alternative Certification Cadre Master Teacher. Oklahoma Education Association initiative to provide relevant and intense professional development to the growing number of alternatively certified teachers in the state of Oklahoma. 2009.
- Oklahoma Priority Academic Student Skills (PASS) Pre-K to 8th Grade State Mathematics Review Committee. The committee worked over the course of several months to revise the state standards to increase rigor and align skills with national expectations. This was a major overhaul of Oklahoma math standards. 2008.
- Friend of Education Award recipient. Oklahoma Education Association. Received for service as a "proponent" representing all Oklahoma teachers on a ballot initiative endeavor. The HOPE (Helping Oklahoma Public Education) coalition circulated petitions across the state to obtain 238,000 registered voter signatures in 60 days. The measure appeared on the November 2010 ballot as State Question 744 asking the voters to amend the Oklahoma constitution to require minimum funding standards for per pupil expenditures. 2008 to 2010.
- Mentor to National Board of Professional Teaching Standards Candidates in Northeast Oklahoma. 2008 to Present.
- "Barbie Bungee Drop". Linear regression workshop presentation to minority teacher candidates at Northeastern State University's Celebration of Teaching. 2004.
- "How to write a successful foundation grant." Oklahoma Foundation for Excellence Fall Symposium. University of Oklahoma, Norman, Oklahoma. 2004.
- Tahlequah Public Schools District North Central Accreditation Committee - Subcommittee Chair. 2003.
- "Random Number Game". Oklahoma Education Association Fall Convention. Best practices demonstration to attendees. 2003.
- Received two grants from the Tahlequah Public Schools Foundation to purchase graphing calculators and presentation hardware totaling \$1458. 2001 and 2002.
- Received a \$5,000 grant from the Oklahoma State Department of Education Gifted and Talented Section for a "First Time Materials and Equipment Grant for AP Statistics." 2001.
- Developed two courses, Advanced Placement Statistics and PreAP Geometry, for Tahlequah High School laying the foundation for numerous PreAP and AP courses at the school. 2000 to 2001.
- Tahlequah High School Site Improvement Plan Committee. 2001 to 2009.
- "Developing Mathematics and Science Reasoning", a project funded by the Oklahoma State Regents for Higher Education; participated in a two-week workshop for elementary, middle, and high school teachers of math and science. 2001.
- "Advanced Placement Summer Institute", a project funded by the Oklahoma State Department of Education, the College Board, and the University of Tulsa; participated in a weeklong workshop for Advanced Placement Statistics teachers as a College Board AP Fellow recipient (Carnegie Fellowship). 2001.
- "Advanced Placement Vertical Teams", a project funded by the Oklahoma State Department of Education, and the College Board; participated in a two-day curriculum workshop on vertical teaming in Norman, Oklahoma annually from 1999-2011.
- "Poverty, Ruby K. Payne"; participated in a workshop presented by the Oklahoma State Department of Education through the G.E.A.R. Up grant for middle and high school teachers. 2001 and 2008.

## Publications/Presentations

- Whitney L. Scott, Monica J. Rein, and Latricia D. Pack, O.D., "Subjective Comparison of 2 Daily Disposable Contact Lenses: Focus Dailies® with AquaRelease™ and Proclear® 1-Day". Accepted for publication to *Optometry*, *The Journal of the American Academy of Optometry*. September 2009.
- Pitts, Kirby, O.D., Pack, Latricia, O.D., Edmondson, William, II, O.D., M.A.T., Pack, Charles E., II, "Putting a Bitoric RGP Lens Fitting Guide to The Test". *Contact Lens Spectrum*, October 2001. Presented at the 2000 Annual Meeting of the American Academy of Optometry. *The Journal of the American Academy of Optometry*, Volume 77, Number 12s, December 2000.
- Gaddie, Ian B., O.D., Pack, Charles E., II, M.S. "Intraocular Pressure Following Laser In-Situ Keratomileusis: A Pilot Study". Presented at the 1998 Annual Meeting of the American Academy of Optometry. *The Journal of the American Academy of Optometry*, Volume 75, Number 12s, December 1998.
- Kepp, Bradley P., O.D., Edmondson, William, II, O.D., M.A.T., Pack, Charles E., II, M.S., Padilla, Marc, "Clinical Fitting of the Polycon II RGP Lens Design, 18 Years Later". Presented at the 1997 Annual Meeting of the American Academy of Optometry. *The Journal of the American Academy of Optometry*, Volume 74, Number 12s, December 1997.
- Brodie, Audrey J., O.D., Edmondson, William, II, O.D., M.A.T., Pack, Charles E., II, M.S. "Investigation of a Rigid Gas Permeable Fitting Guide as a Predictor of Clinically Appropriate Lens Base Curves". Presented at the 1996 Annual Meeting of the American Academy of Optometry. *The Journal of the American Academy of Optometry*, Volume 73, Number 12s, December 1996.
- Pack, Charles E., II, M.S. "Math 0123 Elementary Algebra: A Pilot Study of Unit Algebra". A report to Northeastern State University Academic Vice-President Al Williams, Spring 1998.
- Wyatt, Wendell J., Ph.D., Pack, Charles E., II, M.S. "Teaching Algebra with Graphing Calculators". Presented at the Oklahoma Education Association October 2001 meeting in Tulsa, Oklahoma.

## Collaborators and Other Affiliations

### (i) Collaborators

Mr. Levi Patrick, Director, Secondary Mathematics Education, Oklahoma SDE  
Ms. Sonya Fitzgerald, Assistant Director of State Testing, Oklahoma SDE  
Dr. Adam Molnar, Assistant Professor, Department of Statistics, Oklahoma State University  
Dr. Kerri White, Oklahoma State Department of Education, Former Assistant State Superintendent  
Ms. Niky Shobert, Math Coordinator, K20 Center, University of Oklahoma  
Ms. Sally Valenzuela, Director, Publishing Strategic Initiatives at CTB/McGraw-Hill  
Ms. Alicia de Gonzales, Program Administrator, Educational Policy Improvement Center  
Ms. Jacqueline Sturdivant, Director, STEM Publishing at CTB/McGraw-Hill  
Ms. Catherine Gewertz, Assistant Editor, *Education Week*.  
Mr. Joel Robison, Oklahoma State Department of Education, Chief of Staff  
Dr. Nicholas Migliorino, Founder and President of School Connect  
Mr. Jeff Thorne, Tahlequah High School, Principal  
Ms. Linda Hampton, Oklahoma Education Association, President  
Ms. Lela Odom, Oklahoma Education Association, Executive Director  
Mr. Paul Hurst, Putnam City Public Schools, Superintendent (Retired)  
Ms. Lisa Presley, Tahlequah Public Schools, Superintendent  
Dr. Karen Carey, Associate Professor of Education, Northeastern State University  
Dr. Brett Elliot, Professor of Mathematics, Southeastern Oklahoma State University  
Dr. Latricia Pack, Professor of Optometry, Chief of Contact Lens Clinic, Northeastern State University  
Dr. Wendell Wyatt, Associate Professor of Mathematics, Northeastern State University (Retired)  
Rev. Ron Rice, First Baptist Church, Tahlequah (Retired)  
Rev. Buddy Hunt, First Baptist Church, Tahlequah

- (ii) Graduate Advisors
  - Dr. Mark Payton, Oklahoma State University
  - Dr. David Weeks, Oklahoma State University (Retired)
- (iii) Thesis Advisor and Postgraduate-Scholar Sponsor
  - Dr. Mark Payton, Oklahoma State University

**Lucy Trautman, M.S.**  
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**Marlow, OK 73055**  
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**lucytraut@ou.edu**

### **Education**

- **State University of New York**, Geneseo, New York M.S., August 1977
  - Major Area: Education with Reading Specialization
  - Minor Area: Special Education
- **Houghton College**, Houghton, New York, B.A. May 1975
  - Major Area: Education and Spanish
  - Minor Area: Psychology

### **Experience**

- **Literacy Technical Assistance Coordinator**, Central and South Central Comprehensive Centers, University of Oklahoma College of Continuing Education, 2012 to 2015
- **Senior Research Associate**, E-TEAM Educational Training, Evaluation, Assessment and Measurement, University of Oklahoma College of Continuing Education, 2002 to 2015
- **Literacy Assessment Technical Assistance Coordinator**, Striving Readers Comprehensive Literacy Center, University of Oklahoma College of Continuing Education, 2011 to 2014
- **Literacy Technical Assistance Coordinator**, Mid-Continent Comprehensive Center, University of Oklahoma College of Continuing Education, 2005 to 2012
- **Field Operations Coordinator**, Region VII Comprehensive Center, University of Oklahoma College of Continuing Education, 2001 to 2005
- **Educational Consultant, Curriculum Writer, and Trainer**, Electronic Learning Environments, Phoenix, Arizona, 1996-2000
- **Adjunct Instructor for Graduate Practicum Experiences in Reading**, Arizona State University, 1999
- **Educational Consultant and Director of Tutoring**, The Menta Group, Phoenix, Arizona, 1990-1995
- **Reading Specialist and Educational Therapist**, Institute for Behavioral Services, Naperville, Illinois, 1986-1990
- **Grade 3 Classroom Teacher**, West Chicago Public School, Winfield, Illinois, 1979-1980
- **Title I Reading Specialist**, Belmont Central Schools, Belmont, New York, 1977-1979
- **New York State Migrant Center Instructor and Curriculum Writer**, Geneseo, New York, 1975-1977
- **Title I Reading Instructor**, Dansville Public Schools, Dansville, New York, 1975-1977

### **Certifications**

- Arizona - Elementary K-8 and Reading K-12 Certification
- Illinois - Teacher K-9 Certification
- New York - Nursery, K-6 and Reading K-12 Certification

### **Specialized Training**

- Classroom Assessment Scoring System (CLASS) PreK Certified Affiliate Trainer
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Certified Trainer
- Early Language & Literacy Classroom Observation (ELLCO)
- Early Reading Diagnostic Assessment (ERDA) Certified Trainer
- Framework for Understanding Students from Poverty

- Intel Teach to the Future Program Master Teacher
- Instructional Coaching Institute
- Language Essentials for Teachers of Reading and Spelling (LETRS) Institutes
- Oklahoma Techmasters Level 2 Technology Certification
- Peabody Picture Vocabulary Test (PPVT) Certified Trainer
- Strategic Instruction Model (SIM) Reading & Writing Strategies Training Institute
- Texas Primary Reading Inventory (TPRI) Certified Trainer

### **Publications**

- *Early Literacy Quick Assessment (ELQA) Teacher's Guide*, University of Oklahoma Outreach, 2015
- *ELQA in Action Professional Learning Program: Facilitator's Guide and Participant Guide*, University of Oklahoma Outreach, 2015
- *Smart Start Oklahoma School Readiness Study Preliminary Report*, University of Oklahoma E-TEAM, 2014
- *Energizing Readiness Classroom Observation Report*, University of Oklahoma E-TEAM, 2011
- *WIDA Standards to Common Core State Standards Alignment Study*. University of Oklahoma E-TEAM, 2011
- *What is College Readiness for the English Language Arts? An Examination of Four National Definitions*. University of Oklahoma E-TEAM, 2008
- *Linking TNT & TEKS: Alignment of the Project Towards No Tobacco Curriculum to State Academic Standards*. University of Oklahoma E-TEAM, 2008
- *A Study of the Alignment between the Texas Essential Knowledge and Skills Standards in High School English and Mathematics and the American Diploma Project College and Workplace Benchmarks*. University of Oklahoma E-TEAM, 2007
- *Portfolio: A Powerful Preschool Progress Monitoring Tool*. Oklahoma Reader, 2006
- *Evaluation of the No Child Left Behind Act of 2001 State Grant Program Title II, Part A Professional Development Programs Coordinated Through the Oklahoma State Regents for Higher Education*. University of Oklahoma E-TEAM, 2004
- *Evaluation of the Dwight D. Eisenhower Science and Mathematics Professional Development Programs Coordinated Through the Oklahoma State Regents for Higher Education for the School Years 1999-2000 and 2000-2001*. University of Oklahoma E-TEAM, 2003
- *Reading Success Network National Evaluation*. University of Oklahoma E-TEAM, 2003
- *What Works: Review of Research on Saxon Math and Phonics*. University of Oklahoma E-TEAM, 2003
- *Mastering A+LS: Advanced Learning Systems*. Electronic Learning Environments, 2000

### **Presentations**

- *Early Literacy Quick Assessment (ELQA) Professional Learning*, Oklahoma City Public Schools, Oklahoma City, Oklahoma, 2015
- *ELQA in Action Professional Learning*, Oklahoma SCORE Grant, Moore, Oklahoma, 2015
- *Using the Early Literacy Quick Assessment (ELQA) to Accelerate Child and Program Outcomes*, Indian Education Summit, Norman, Oklahoma, 2015
- *Smart Start School Readiness Study Report*, Oklahoma Partnership For School Readiness, Oklahoma City, Oklahoma 2014
- *Early Literacy Quick Assessment (ELQA) Professional Learning*, Lawton Public Schools, Lawton, Oklahoma, 2014
- *ELQA Professional Learning for Literacy Coaches*, Neuhaus Education Center, Houston, Texas, 2014

- *Using ELQA Data to Inform Instruction*, Neuhaus Education Center, Houston, Texas, 2013
- *Early Literacy Quick Assessment (ELQA) Overview*, Oklahoma State Literacy Team, Oklahoma City, Oklahoma, 2013
- *Using Assessment Data to Inform Instruction and Intervention*, Oklahoma REAC3H, Oklahoma City, Oklahoma, 2013
- *Improving Reading Comprehension in the Elementary Grades*, Arkansas Association of Alternative Educators Conference, Rogers, Arkansas, 2011
- *MC3 Adolescent Literacy KnowledgeBase: A Tool for Knowledge Sharing*. 33rd Southwest Regional IRA Conference, Oklahoma City, Oklahoma, 2010
- *Adolescent Literacy: Creating Comprehensive Programming through Federal, State, and Local Partnerships*. Association of Teacher Educators, Dallas, Texas, 2010
- *Early Literacy Assessment Professional Development: Interpreting Assessment Results and Interventions*. Mid-Del School District, Midwest City, Oklahoma, 2009
- *Linking TNT & TEKS: Alignment of the Project TNT Curriculum to State Academic Standards*. Southwest Prevention Center, Norman, Oklahoma, 2008
- *Survey of Systems of Support for Adolescent Literacy*. National High School Center Summer Institute, Washington, D.C., 2007
- *Progress Monitoring in Preschool*. Oklahoma Reading Association Conference, Oklahoma City, Oklahoma, 2006
- *Early Literacy Assessment Professional Development*. National Schoolwide Institute, San Antonio, Texas, 2005
- *Using Assessment Data to Inform Instruction*. Illinois No Child Left Behind Statewide Conference, Chicago, Illinois, 2004
- *Reading Success Network*. 30th Southwest IRA Regional Conference, Oklahoma City, 2003
- *Project Soar: Students Online and Reading*. Western Heights Public Schools, Oklahoma City, Oklahoma, 2003
- *Prevention/Intervention: A Way of Thinking*. Columbus Enterprise Elementary, Oklahoma City, Oklahoma, 2002
- *Toward A Common Language: Standards Related to Multicultural Storytelling*. Middle School Language Arts Symposium, Norman, Oklahoma, 2001
- *Hands on Books: Matching the Right Child with the Right Book, at the Right Time*. International Reading Association, San Diego, California, 1999
- *From the Chalkboard to the Keyboard: Enhancing Literacy Through the Use of Curriculum Software*. Arizona Reading Association, Tucson, Arizona, 1998
- *Helping Students Succeed in Content Area Reading*. Association of Christian Schools International. Phoenix, Arizona, 1996
- *How Do You Reach the Hard-to-Teach Child?* Challenge Academy, Phoenix, Arizona, 1995
- *Assuring Readiness for Learning through Language Processing and Visualization*. Learning Disabilities Association of Arizona, Mesa, Arizona, 1994
- *Multi-Sensory Approach to Learning to Read*. Arizona Reading Association, Mesa, Arizona, 1993
- *Learning by Doing: How to Make Your Curriculum More Hands-On*. Southwest Education Center, Phoenix, Arizona, 1992

**Jennifer W. Watson, Ph.D.**

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[Jenniferwatson52@gmail.com](mailto:Jenniferwatson52@gmail.com)

**EDUCATION**

- 2000** Doctor of Philosophy, Educational Administration and Curriculum Supervision, University of Oklahoma. Dissertation: Building Reflection in Second-Year Teachers by Reading and Responding to Literature.
- 1991** Master of Arts in English, University of Central Oklahoma, Edmond, OK. Summa cum laude, Outstanding Graduate Student in English, UCO Outstanding Graduate Student nominee.
- 1976** Master of Education in Secondary Language Arts, Oklahoma City University. Triple emphasis in English, journalism, speech.
- 1974** Bachelor of Arts in English, Oklahoma City University. Great Plan Scholar, Banning Scholar, E.K. Gaylord Communications Scholar. Minor in philosophy/religion.

**Other Training:** Literacy Design Collaborative; Mathematics Design Collaborative; MAX Teaching for Reading & Writing in the Content Areas; Kagan Cooperative Learning Institute; Ruby Payne, *A Framework for Understanding Poverty* Institute; Robert Marzano Institutes, including Academic Vocabulary, Art and Science of Teaching, Coaching Classroom Instruction, Effective Supervision, Formative Assessment and Standards-Based Grading, Instructional Rounds; National Center for Research in Vocational Education Summer Institutes.

**PROFESSIONAL**

- 2015** Literacy Technical Assistance Coordinator, Central and South Central Comprehensive Centers, University of Oklahoma
- 2012-2015** School Improvement Consultant and Project Director, Kentucky Middle Grades Schools of Innovation, Southern Regional Education Board
- 2011** Assistant State Superintendent, Office of Instruction, Oklahoma State Department of Education
- 2005-2011** Team Leader, Curriculum and Effective Schools, Oklahoma State Department of Education
- 2004-2005** Director of Language Arts, Oklahoma State Department of Education
- 1987-2004** Coordinator, Secondary Language Arts, Putnam City Independent School District, Oklahoma City, OK
- 1984-1987** Public Relations Manager, South Community Hospital (Southwest Medical Center), Oklahoma City, OK



**1982-** Public Relations Coordinator, Presbyterian Hospital, Oklahoma City, OK  
**1984**

**1980-** Director of Communications, Kimray, Inc., Oklahoma City, OK  
**1982**

**1976- Journalism and English Teacher, Oklahoma City Public Schools, Oklahoma City, OK**  
**1980**

#### **RELATED PROFESSIONAL**

Co-Chair, Oklahoma English Language Arts Standards Writing Team.

English Language Arts Committee Facilitator, Oklahoma Regents for Higher Education review of *Oklahoma Priority Academic Student Skills*.

Served as Adjunct Professor of Education at Southern Nazarene University and Oklahoma City University; Adjunct Professor of Humanities, Rose State College (Outstanding Adjunct Professor Award) and at Oklahoma State University-OKC.

Frequent presenter at local, state, and national conferences, institutes, and workshops.

**Education Policy Executive - Changing the Lives of Children**  
Through Adult Learning, Systems Improvement, and Reform Implementation

**PASSIONS AND EXPERTISE**

Educator Effectiveness	Professional Growth	Policy Implementation
School Improvement	Leadership Development	Systems Integration

**PROFESSIONAL EDUCATION**

EdD School Administration	2013
Educational Leadership	
Research Focus: The Role of Culture in School Improvement Planning	
Oklahoma State University, Stillwater, Oklahoma 74078	
MA Educational Leadership, Summa Cum Laude	2004
Southern Nazarene University, Bethany, Oklahoma 73008	
BS Education, Summa Cum Laude	2000
Secondary Mathematics Education	
Oklahoma Baptist University, Shawnee, Oklahoma 74804	

**PROFESSIONAL EXPERIENCE**

**Arkansas/Louisiana Technical Assistance Coordinator** 2014-Current  
South Central Comprehensive Center, University of Oklahoma, Norman, Oklahoma 73019

- Build the human, organizational, material, structural, and political capacity of state education agency leadership and staff members to implement state goals and objectives through technical assistance to them, their partners, and their stakeholders related to federal education priorities
- Develop and nurture positive collaborative relationships with clients, colleagues, and consultants in order to bridge projects across divisions within a state education agency and open doors for future technical assistance projects
- Plan, organize, implement, and assess the quality of delivered and brokered services
- Provide technical expertise on selected topics of the Elementary and Secondary Education Act as authorized under the Every Student Succeeds Act
- Facilitate stakeholder engagement and feedback sessions, cross-division collaborations, and strategic plan development retreats and workgroups

**Private Consultant** 2014-Current

Partnership for Leaders in Education, Darden School of Business, University of Virginia  
Oklahoma Leadership Academy, College of Education, University of Central Oklahoma

- Assess current level of district capacity to support school turnaround through Leadership, Differentiated Support and Accountability, Talent Management, and Instructional Infrastructure and make recommendations for district development
- Develop, implement, and evaluate the effectiveness of professional learning opportunities for district and school leaders, teachers, professors, administrators of higher education institutions, policymakers, and other education stakeholders



**Assistant State Superintendent, Office of Educator Effectiveness**  
**Executive Director of High School Reform**  
**Director of Mathematics**

2011-2014  
2008-2011  
2004-2008

Oklahoma State Department of Education, Oklahoma City, Oklahoma 73105

- Supervised the Office of Educator Effectiveness: Certification, Counseling/ACE, and Teacher and Leader Effectiveness (with previous experience supervising School Improvement, Family & Community Engagement, Federal Programs, Technology & Education Supports, and Lifelong Learning/Adult Education with up to 72 employees at one time) and managed/administered a combined budget of more than \$300 million in state and federal allocations and direct services to districts and schools
- Participated actively in the Leadership Team of the Oklahoma State Department of Education to set goals, policies, procedures, and priorities across all divisions within the agency and to align daily practices with those priorities
- Analyzed data to determine effectiveness of various programs of instruction and professional development on student achievement
- Oversaw development and statewide implementation of Oklahoma's ESEA Flexibility Request, Teacher and Leader Effectiveness Evaluation System, and Achieving Classroom Excellence Act
- Instructed school and district leaders; members of the State Legislature, Education Community, and Business Community; and the public at large regarding educational issues through television and radio interviews, presentations, Web casts, Web sites, e-newsletters, blogs, telephone, e-mail, and other media
- Conducted professional learning opportunities for Oklahoma teachers, professors, and administrators on a variety of subjects, including the use of technology to improve instruction, effective classroom instructional and assessment practices, change theory, organizational culture, and policy implementation
- Consulted with schools identified as needing improvement to establish and implement appropriate plans of system-wide school improvement
- Engaged stakeholders from the Oklahoma State Regents for Higher Education, Oklahoma Commission for Teacher Preparation, Oklahoma Department of Career and Technology Education, Oklahoma Association of Colleges of Teacher Education, Oklahoma Board of Private Vocational Schools, and a variety of other organizations and entities to ensure seamless transitions between PK-12, higher education, and career education programs
- Provided leadership in the development, review, and implementation of the state academic content standards
- Promoted and implemented various state and national programs including Administrative Leadership Grant, Reward School Partnership Grants, Mathematics and Science Partnership Program, Presidential Awards for Excellence in Mathematics and Science Teaching, Oklahoma Mathematics Improvement Program, and Middle School Mathematics Laboratories Program
- Collaborated on development of innovative training programs such as Windows on Curriculum (a model of data collection to promote reflective practice), WISE Tool for School Improvement Planning and Implementation (delivered on Indistar® platform), and State Superintendent's Master Teacher Program

**Mathematics Teacher, High School**

2004

Putnam City Public Schools, Oklahoma City, Oklahoma 73122

- Implemented an initiative for at-risk ninth-grade students
- Analyzed data, evaluated successes and failures within the program, and reorganized program elements within a team setting
- Facilitated development of district-level curriculum maps for Algebra 1
- Communicated with parents, students, and teachers about student strengths, challenges, and growth toward standards
- Planned and implemented lessons and created authentic assessments for various levels of student ability for whole-class, small-group, and individual instruction

**Mathematics Teacher, Middle Level**

2001-2004

Deer Creek Public Schools, Edmond, Oklahoma 73003

- Researched, organized, edited, and presented a collaborative school improvement plan as a teacher-leader of the building faculty, which led to development of Student Academic Support program for exceptional learners
- Coordinated gifted and talented enrichment program, including Pre-AP<sup>®</sup> courses, academic advisement, career planning, and college preparation
- Organized and coordinated curriculum and activities as grade-level team leader and mathematics vertical team department chair
- Facilitated the development and revision of curriculum maps for all curriculum areas throughout the school
- Compiled and updated middle level mathematics curriculum for the district, including collaboration with curriculum leaders at the elementary and high school levels to align district-level curriculum vertically with state standards and national initiatives

**CERTIFICATIONS (OKLAHOMA LICENSED EDUCATOR)**

Advanced Mathematics	Secondary Principal
Elementary Principal	Superintendent

**PROFESSIONAL ORGANIZATIONS**

- Association of State Supervisors of Mathematics
- Association for Supervision and Curriculum Development
- Cooperative Council of Oklahoma School Administrators
- National Association of Secondary School Principals
- National Council of Teachers of Mathematics
- Oklahoma Association of Secondary School Principals
- Phi Kappa Phi Honor Society

**OFFICIAL POSITIONS HELD**

- Oklahoma Private Vocational School Board Member
- Trustee of the Oklahoma 529 College Savings Plan

**RELATED EXPERIENCE**

- Author, public speaker, and youth conference leader
- International travel/cultural exchange team leader for high school students
- Cross-Cultural Communications Trainer, BaFá BaFá Simulation Leader
- Teacher and co-founder of Living Stones, a non-denominational church