

# ROBERT ANDREW GRIFFIN

*Assistant Professor of Literacy Education and TESOL*

Department of Literacy and Special Education

College of Education | University of West Georgia

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## OVERVIEW

Robert A. Griffin is an assistant professor in the Department of Literacy and Special Education at the University of West Georgia, where he teaches graduate-level courses in literacy education, Teaching English to Speakers of Other Languages (TESOL), and diversity/inclusive education. Before moving into higher education full time, he served as a secondary English and English to Speakers of Other Languages (ESOL) teacher for 13 years in rural south and urban north Georgia public schools. Dr. Griffin's primary research interests involve exploring reading motivation and achievement for bi/multilingual students, striving readers, and "at-promise" student groups and challenging deficit-oriented paradigms related to the skills and talents of diverse learners. In addition to serving as a senior editor of *GATESOL Journal*, Dr. Griffin serves on editorial review boards for several journals in the fields of literacy education and TESOL. Dr. Griffin has published articles on topics ranging from quantitative analyses of reading motivation among adolescent native-Spanish-speakers to pedagogical pieces on authentic writing instruction and morphological awareness for culturally and linguistically diverse students. His work has appeared in journals such as *Reading Psychology*, the *Journal of Latinos and Education*, and the *Journal of Adolescent & Adult Literacy*.

## ACADEMIC ACHIEVEMENT

July 2016	Post-Doctoral Study Literacy Education (9 graduate course hours; GPA: 4.0) University of West Georgia Carrollton, Georgia
April 2016	<b>Doctor of Education (Ed.D.)</b> School Improvement, Literacy Education (GPA: 4.0) University of West Georgia Carrollton, Georgia  Doctoral Dissertation: <i>Motivating High School Latina/o English Learners to Engage in Reading: An Exploratory Study</i> (Advisor: Dr. Hema Ramanathan)
December 2012	<b>Education Specialist (Ed.S.)</b> Curriculum and Instruction, Literacy Education (GPA: 4.0) Valdosta State University Valdosta, Georgia

Specialist Thesis: *The Effect of Computer-Assisted Language Learning on English Language Proficiency Scores* (Advisor: Dr. James Martinez)

July 2007

**Master of Education (M.Ed.)**  
Educational Leadership (GPA: 4.0)  
Valdosta State University  
Valdosta, Georgia

May 2005

**Bachelor of Science in Education (B.S.Ed., *summa cum laude*)**  
Secondary English Education (GPA: 4.0)  
Valdosta State University  
Valdosta, Georgia

## PROFESSIONAL CREDENTIALS

July 2020 – June 2025  
*Third Renewal*

Georgia Professional Standards Commission (GaPSC)  
Professional Educator Certificate #669679 (Level 7)

July 2015 – June 2020  
*Second Renewal*

Certified Fields:

- English (Grades 6–12)
- Middle Grades Reading (Grades 4–8)
- Educational Leadership – Tier II (Grades P–12)
- ESOL Endorsement
- Reading Endorsement

July 2010 – June 2015  
*First Renewal*

May 2005 – June 2010  
*Initial Certification*

## ACADEMIC AND PROFESSIONAL APPOINTMENTS

### *Higher Education*

August 2018 – present

**Assistant Professor**  
Department of Literacy and Special Education  
College of Education  
University of West Georgia  
Carrollton, Georgia

Selected Responsibilities:

- Design and teach graduate-level courses in reading/literacy, TESOL, and inclusive/multicultural education
- Serve on doctoral dissertation committees
- Conduct research with pre-service and practicing educators
- Coordinate the ESOL Endorsement program

June 2016 – July 2018

**Part-Time Instructor**

Department of Literacy and Special Education  
College of Education  
University of West Georgia, Carrollton, Georgia

Selected Responsibilities:

- Designed and taught graduate-level courses in reading/literacy and TESOL education
- Conducted research with pre-service and practicing educators

January – May 2016

**Graduate Teaching Assistant**

Department of Learning and Teaching  
College of Education  
University of West Georgia  
Carrollton, Georgia

Selected Responsibilities:

- Designed and taught online, graduate-level course in reading/literacy education as a doctoral candidate under the direction of Dr. Tamra Ogletree
- Assisted with curriculum design for other literacy courses

***Secondary Education***

July 2009 – May 2018

**ESOL Lead Teacher**

ESOL Department, Heritage High School  
Rockdale County Public Schools  
Conyers, Georgia

Selected Responsibilities:

- Developed curriculum and taught English language support, academic support, and core English language arts courses to culturally and linguistically diverse students in a sheltered classroom environment
- Mentored ESOL endorsement candidates and new ESOL teachers and provided professional development to teachers for ESOL teaching strategies
- Organized and oversaw all federally mandated testing and documentation for English Learners

July 2008 – May 2009

**English Language Arts Teacher**

6<sup>th</sup> Grade Team  
Memorial Middle School  
Rockdale County Public Schools  
Conyers, Georgia

Selected Responsibilities:

- Developed curriculum and taught reading support and 6th grade ELA classes
- Affected growth in student learning through implementing research-based instructional strategies
- Mentored caseload of striving readers

July 2005 – May 2008

**English Language Arts and ESOL Teacher**

English Department  
Tift County High School  
Tift County Public Schools  
Tifton, Georgia

Selected Responsibilities:

- Developed curriculum and taught mainstream, honors, and college-prep 10th grade World Literature and 11th grade American Literature and ESOL English I, II, III, and IV
- Provided professional development to teachers on ESOL teaching strategies
- Organized and oversaw all federally mandated testing and documentation for English Learners
- Involved in strategic planning and policy development at the school level

**TEACHING AND COURSE DEVELOPMENT*****Graduate Courses***

<b>Course Title</b>	<b>Description</b>	<b>Semesters Taught</b>
READ 7240 – TESOL: Literacy, Linguistics, and Second Language Acquisition	This course focuses on the major theories of first and second language acquisition and principles of linguistic systems (i.e., phonology, phonetics, morphology, syntax, and pragmatics), and examines these topics drawing on a student-centered approach to enhance pedagogical understanding of teaching English to speakers of other languages. Specifically, course content explores these topics as they relate to classroom-based language learning. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English language proficiency.	Fall 2021 Summer 2021 Fall 2020
READ 7263 – Comprehensive Language and	This course introduces candidates to appropriate assessments to analyze P–12 students' language and literacy strengths and needs to determine	Spring 2022 Fall 2021 Summer 2021

Literacy Assessments and Interventions	interventions for progress monitoring as well as enrichment strategies. Candidates will survey formal and informal assessments, authentic assessments, instructional strategies, and purposeful materials for advanced, proficient, striving (or struggling) readers/writers, and students with dyslexia and other disorders, as well as culturally and linguistically diverse learners.	Spring 2021 Fall 2020 Summer 2020
READ 7271 – Theoretical and Pedagogical Approaches to Language and Literacy Instruction	This course introduces candidates to learning and literacy theories that underpin prevalent pedagogical practices in the teaching of reading and writing. Students will explore theories of literacy development and the acquisition of reading and writing, as well as the theoretical foundations for a range of instructional approaches related to the dimensions of literacy (phonological awareness [including phonemic awareness], phonics, fluency, vocabulary, comprehension, and writing). Historical perspectives of literacy, as well as prominent researchers and theorists, will also be studied. Theoretical paradigms (i.e., bottom-up, top-down, and interactive) will inform candidates' pedagogy with all students, including advanced, proficient, and striving (formerly known as struggling) readers/writers as well as culturally and linguistically diverse learners.	Spring 2022 Fall 2021 Summer 2021 Spring 2021 Fall 2020 Summer 2020
READ 7239 – TESOL: Cultural and Linguistic Diversity in the Classroom	This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Students will develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural P-12 classroom settings. In this course, educators will examine major theories related to educating a culturally and linguistically diverse student body and develop strategies for ensuring that bi/multilingual English learners develop knowledge of mainstream culture as they become proficient in English.	Summer 2021 Summer 2020
READ 7241 – TESOL: Methods, Materials, and Assessment through Clinical Experience	This course is an examination of past and current approaches, methods, and techniques for teaching English to speakers of other languages (ESOL). Participants analyze program models and methods of instruction for bi/multilingual English learners; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials,	Spring 2022 Spring 2021 Spring 2020

	textbooks, and resources available in the field; examine issues in testing bi/multilingual English learners for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.	
EDSI 9998 – Research for Doctoral Dissertation	Students develop and carry out an independent research project in school improvement. A minimum of nine semester hours in this course is required for graduation. Continuous enrollment is required while working on the dissertation project. Prerequisites: Consent of dissertation chairperson and admission to candidacy.	Fall 2021 Summer 2021 Spring 2021
READ 7271 – Literacy Theory Development and Practice	This course is a seminar/discussion course dealing with the teaching of reading and writing (P–Adult) including an introduction to skills, approaches, materials, methods, philosophies, and theories. Significant literature will be reviewed from a current and historical perspective. Further, this course addresses evidenced-based elements of a comprehensive reading and writing program.	Spring 2020 Fall 2019 Summer 2019 Spring 2019 Fall 2018 Spring 2018 Fall 2017 Fall 2016 Summer 2016
READ 7263 – Comprehensive Literacy Assessment and Intervention	This course is designed as an introduction toward the implementation of formal and informal assessments to analyze PK–Adult literacy strengths and needs to determine interventions for progress monitoring. As such, this course addresses evidenced-based elements of a comprehensive reading intervention program as suggested by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Spring 2020 Fall 2019 Summer 2019 Spring 2019 Fall 2016 Summer 2016
PTED 7239 – Language and Culture in the Classroom	This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Topics include the historical, philosophical, socio-cultural, and theoretical foundations of multicultural education; the importance of cross-cultural communication, including relationships between nonverbal and verbal language systems; and interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse populations.	Fall 2019 Fall 2018 Fall 2017
PTED 7240 – Literature, Linguistics, and	This course is designed for students who do not have a background in linguistics but who desire an advanced introduction to the topic in order to	Summer 2019

Second Language Acquisition	enhance their professional activity, e.g. teaching English as a second language, teaching advanced courses in composition or grammar, or editing and writing about linguistic phenomena	
PTED 7241 – Teaching English as a Second Language: Methods, Materials, and Assessment	This course is an examination of past and current approaches, methods, and techniques for teaching English as a second language. Participants analyze program models and methods of instruction for students of limited English proficiency; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments.	Spring 2019 Spring 2018
ECSE 7500 – Diverse Classrooms in a Global Society	This course is designed to examine issues relating to cultural pluralism and global perspectives to provide a richer understanding and appreciation of the social forces that influence the education of diverse student populations. Attention is given to culturally responsive teaching, ethical behaviors, and personal responsibility to affect change. Students examine, evaluate, and develop curricular materials that include techniques to differentiate for diverse populations of P–12 students	Fall 2018
READ 7267 – Culturally Diverse Literature for P–12	This course is designed to give educators an opportunity to become acquainted with classic and current literature for elementary through high school students. An emphasis is placed on integrating culturally diverse literature into all areas of the curricula.	Spring 2016 (as graduate teaching assistant)

*\*Semesters in dark gray font color occurred before entering a tenure-track position.*

### **Selected Secondary Courses**

- 9th, 10th, 11th, and 12th Grade Literature and Composition (honors, advanced, college-preparatory, technical-preparatory, and EL-sheltered; Heritage High School, Tift County High School)
- 6<sup>th</sup> Grade Language Arts and Reading Support (Memorial Middle School)
- ESOL Academic Language for English Language Arts, Science, Social Studies, and Math (blended online/face-to-face instruction; Heritage High School, Tift County High School)
- ESOL Communication Skills (blended online/face-to-face instruction; Heritage High School, Tift County High School)

### ***Doctoral Dissertation Committees***

- Committee Member and Content Expert for Tamar Housen, *The Association between ESOL Teacher Preparation Programs and English Learner Achievement.*, College of Education, University of West Georgia (Summer 2022–present)
- Committee Chair and Content Expert for Marta Anderton, *Teachers as Role Models: The Relationship Between Teachers' Literacy Habits and Student Achievement*, College of Education, University of West Georgia (Fall 2021–present)
- Committee Chair and Content Expert for Shannon Morrison, *A Case Study of How Specific Instructional Practices Best Support Literacy for Language-Minority Students*, College of Education, University of West Georgia (Spring 2021–present)
- Committee Member and Content Expert for Dr. Suzanne Nemeth, *Education as the Practice of Freedom: Critical Literacy Praxis with Adolescent Multilingual Learners*, College of Education, University of West Georgia (Spring 2021–Summer 2021)
  - Successfully defended dissertation on June 7, 2021
  - Successfully defended proposal on December 9, 2019
- Committee Member and Content Expert for Dr. Cheri Poole, *The ACCESS Test as a Predictive Measure of English Learner Success on the Georgia Milestones Assessment*, College of Education, University of West Georgia (Fall 2018–Spring 2020)
  - Successfully defended dissertation on April 23, 2020
  - Successfully defended proposal on July 10, 2019
- Committee Member and Content Expert for Dr. Megan DeVoss, *Student Achievement and ESOL Co-Teacher Content Certification in the Secondary Core Content Classrooms*, College of Education, University of West Georgia (Fall 2018–Fall 2019)
  - Successfully defended dissertation on August 29, 2019
  - Successfully defended proposal on February 19, 2019

### **SERVICE TO DISCIPLINE, INSTITUTIONS, AND COMMUNITY**

#### ***Consultation or Technical Service to Discipline/Field***

- Editorships
  - Senior Co-Editor, *GATESOL Journal*, the peer-reviewed journal of Georgia Teachers of English to Speakers of Other Languages (GATESOL; Summer 2020–present)
    - Total Issues Published: 2 ([Summer 2021](#); [Fall 2020](#))
  - Editorial Assistant, *GATESOL in Action Journal*, the peer-reviewed journal of GATESOL (Spring 2020)
    - Total Issues Published: 1 ([Spring 2020](#))



- Editor, *GALA Focus*, the quarterly newsletter of the Georgia Association of Literacy Advocates (GALA; Summer 2019–Fall 2020)
  - Total Issues Published: 3 ([Spring 2020](#); [Winter 2020](#); [Fall 2019](#))
- Reviewer for Academic Journals, Newsletters, and Conferences
  - Reviewer, Association of Literacy Educators and Researchers (ALER) 2022 Conference Proposals – *Elevating the Role of Creativity, Identity, and Voice in Literacy* (Spring 2022)
    - Total Reviews: 6
  - Reviewer, *Social Psychology of Education* (Spring 2022)
    - Total Reviews: 1
  - Editorial Review Team, *GALA Focus* E-Newsletter (Summer 2021–present)
    - Total Reviews: 1
  - Reviewer, *Teaching/Writing: The Journal of Writing Teacher Education* (Summer 2020)
    - Total Reviews: 1
  - Reviewer, *Reading Psychology* (Spring 2020–present)
    - Total Reviews: 4
  - Editorial Review Board, *GATESOL Journal Literacy* [formerly *GATESOL in Action Journal*] (Fall 2019–present)
    - Total Reviews: 14
  - Reviewer, *Journal of Latinos and Education (HJLE)*; Spring 2019)
    - Total Reviews: 1
  - Reviewer, *Journal of Teacher Education (JTE)*; Spring 2019)
    - Total Reviews: 1
  - Editorial Review Board, *Texas Journal of Literacy Education (TJLE)*; Fall 2018–present)
    - Total Reviews: 4
  - Editorial Review Board, *Georgia Journal of Literacy* (Fall 2018–present)
    - Total Reviews: 5
  - Editorial Review Board, *Journal of Teacher Action Research (JTAR)*; Fall 2018–present)
    - Total Reviews: 5

- Editorial Review Board, *Studies in the Social Sciences* (Fall 2018–Spring 2019)
  - Total Reviews: 1
- Reviewer, Association of Literacy Educators and Researchers (ALER) *Ten-Year History Retrospect* Project (Fall 2018)
  - Total Reviews: 2
- Other Service
  - Facilitator and Moderator, GATESOL Research Showcase Presentation with Dr. Jennifer Allen, *Reimagining Multilingual Learners: Using Photo Stories to Honor Students' Strengths, Interests and Experiences* (March 23, 2022)
  - Facilitator and Moderator, GATESOL Research Showcase Presentation with UGA Doctoral Student Shuang Fu, *Breaking the Silence: Policy and Planning for Long-Term English Learners* (October 28, 2021)
  - Virtual Swag Bag Contributor, 39th Annual GATESOL Virtual Conference (October 29–30, 2020)
    - Presented fall 2020 issue of *GATESOL Journal*
    - Presented writing strategies for ESOL classrooms with Dr. Gertrude Tinker Sachs, Georgia State University
    - Presented strategies for enhancing reading motivation of Latinx ELs
  - Co-Chair, GALA Publications Committee (Summer 2020)
  - Georgia Professional Standards Commission (GaPSC) ESOL P–12 Teacher Preparation Program Standards and ESOL Endorsement Standards Task Force Member (Invited to participate; October 29, 2019)

## ***Institutions***

### **University of West Georgia**

- University
  - UWG Regents' Online Teaching Award Nominee Selection Committee (September 2021)
  - Irvine Sullivan Ingram Library Pack Picks Presenter (February 2021)
  - Strategic Planning Discovery Focus Group Participant (September 2020)
  - Institutional Planning Committee COE Representative (Fall 2018–present)
    - Minutes Taker (Fall 2019, Spring 2020)

- Interfaith Council Member (Fall 2019)
- ESOL Consultant for the English Department and the Richards College of Business (Fall 2019)
- Interfaith Cooperation Planning Committee Member (Fall 2018–Spring 2019)
- *LEAP West!* Representative for the Department of Literacy and Special Education (Fall 2018)
- Jewish Student Organization Exploratory/Planning Committee Faculty Advisor (Fall 2018–Spring 2019)
- College of Education
  - Reviewer, UWG School Improvement Program Dissertation of the Year Award Review Committee (Spring 2022)
  - Course Evaluator/Peer Reviewer:
    - Dr. Duke Biber’s Mental and Emotional Wellness (CMWL 3101; Summer 2021)
    - Dr. Diana Mindrila’s Quantitative Research Methods (EDSI 9961; Fall 2020)
  - Member of COE Faculty and Staff Awards Committee (Spring 2021)
  - Presenter at EDSI Dissertation Topic and Research Faculty Panel (April 22, 2021)
  - Presenter at FDMR Faculty Productivity Mentoring Session (January 15, 2021)
  - Committee Member for COE Online Teaching Best Practices White Paper Development (Fall 2020)
  - Faculty Governance Committee Member for the Department of Literacy and Special Education (Fall 2020–present)
    - Member of Subcommittee for COE Tenure-Track Promotion and Tenure Guidelines Revisions (Fall 2021–Spring 2022)
    - Faculty Governance Vice Chair (Fall 2021–Spring 2022)
    - Faculty Governance Committee Coordinator (Fall 2020–Spring 2021)
    - Member of Subcommittee for COE Strategic Planning (Fall 2020)
  - COE Scholarship Committee
    - Dean’s Office Representative (Spring 2022)
    - LSE Representative (Spring 2020, Spring 2019)
  - *Jolabokafloð* Holiday Book Exchange Co-Organizer (Fall 2019)

- Personnel Committee Member for the Department of Literacy and Special Education (Fall 2019–present)
- Diversity Advisory Committee (COEDAC) Member (Fall 2018–present)
  - Member of Subcommittee for Charter Revisions (Spring 2020–present)
  - Book Club Facilitator for Dag Folger speaker Eboo Patel’s *Out of Many Faiths* (Fall 2019)
- Business Partnership Liaison between UWGLive Simulation Lab and Rockdale County Public Schools (August 2018)
- GaPSC AFI Report Respondent to Revive Dormant ESOL Endorsement Program (Fall 2018)
- Department of Literacy and Special Education
  - ESOL Endorsement Program Coordinator (Spring 2019–present)
  - READ Programs Curriculum-Instruction-and-Assessment (CIA) Coordinator (Spring 2019–present)
    - READ Programs Advertising (Flyer Creation and Distribution; Spring 2022)
    - GaPSC-SACS 2019 Review Respondent for Reading Endorsement and ESOL Endorsement Programs (Spring 2019)
  - Examiner for M.Ed. in Reading Instruction Comprehensive Exams (Summer 2018–Fall 2018)
  - M.Ed. in Reading Instruction, Reading Endorsement, and ESOL Endorsement Graduate Student Advisor (Fall 2018–present)

### **Rockdale County Public Schools**

- Coordinator, ESOL After-School Tutorial Program, Heritage High School (2009–2018)
- Teacher Intern Mentor, Alma Campos, Rockdale Career Academy (Fall 2016)
- Student Assistant Mentor, Wenfang Ouyang, Heritage High School (Spring 2016)
- Member, Positive Behavior Support Initiative (PBSI) Planning Committee, Heritage High School (2014–2015)
- Mentor Teacher for ESOL Endorsement Candidates, Metropolitan RESA and Rockdale County Public Schools Department of Professional Learning (2011–2014)
- Student Teacher Mentor, Lance Foskey, Georgia State University (Spring 2014)

- Teacher Intern Mentor, Maria Sandoval, Rockdale Career Academy (2012–2013)

### **Tift County Public Schools**

- ESOL Program Coordinator, Tift County High School (2005–2008)
- School Improvement Committee Member, Tift County High School (2005–2006)

### **Community**

- Facilitator, Community Summer Virtual Book Club for Lynda Mullaly Hunt's *A Fish in a Tree* (May–July 2020)
- President, Reading SOS Global, Inc. Board of Directors (December 2019–present)
- Writing Center Collaborator, ESOL Literacy Carnival, Carroll County Schools, Carroll County Performing Arts Center, Carrollton, GA (November 12, 2018)
- Planning Committee Member, Reading SOS Global, Inc. Literacy Advocacy Association (November 2018–November 2019)
- Guest Lecturer, Jewish-Christian Interfaith Dialogue and Learning, United Methodist Church of Carrollton (August–September 2018)
- Consulting Work:
  - Uncompensated:
    - Consultant and Editor for Children's Book Author Monica Seeley, *Camp M.O.M. (Making the Outdoors Magnificent)*, Conyers, GA (December 2019)
    - Consultant for Graduation Coach Certification Program Candidate Monica Seeley, Conyers, GA (August 2017–December 2018)
  - Compensated:
    - Consultant for RTI Specialist Cecily Chambers, Improving the RTI Program Project, Conyers, GA (June–December 2017)
    - Tutor, Temima High School for Girls, Atlanta, GA (2008–2010)

**PROFESSIONAL GROWTH AND DEVELOPMENT****Publications** (ORCID #: 0000-0002-3128-7687)**Peer-Reviewed Publications (Articles and Book Chapters)**

- <sup>25</sup>Allen, J. K., **Griffin, R. A.**, & Mindrila, D. (in press). Discerning (dis)information: Teacher perceptions of critical media literacy. *Journal of Media Literacy Education*. <https://digitalcommons.uri.edu/jmle-preprints/38>
- <sup>24</sup>**Griffin, R. A.**, Mindrila, D., & Farran, L. K. (2022). Latent profiles of reading motivation in adolescent native-Spanish-speaker multilingual learners. *Reading Psychology*, 43(2), 151–178. <https://doi.org/10.1080/02702711.2021.2008073> (Acceptance rate: 20%)
- <sup>23</sup>Farran, L. K., & **Griffin, R. A.** (2022). The love and science of reading: A promising instructional approach for adolescent multilingual learners. *Perspectives of the ASHA Special Interest Groups Journal*, 7(1), 197–208. [https://doi.org/10.1044/2021\\_PERSP-21-00192](https://doi.org/10.1044/2021_PERSP-21-00192)
- <sup>22</sup>**Griffin, R. A.**, Green, K. B., Ogletree, T. W., & Robbins, S. H. (2021). Supporting dual language learners through culturally responsive early childhood family education programs / *Apoyando a los niños que aprenden dos idiomas a través de programas culturalmente receptivos de educación temprana para la familia*. *Dimensions of Early Childhood*, 49(3), 11–24. <https://bit.ly/3skm90L> (Acceptance rate: 35%)
- <sup>21</sup>Green, K. B., **Griffin, R. A.**, Morris, C. T., & Varga, M. A. (2021). Early childhood family education: Language and pre-academic skills for Latinx dual language learners. *Journal of English Learner Education*, 13(1), Article 3. <https://stars.library.ucf.edu/jele/vol13/iss1/3>
- <sup>20</sup>Bart-Addison, S., & **Griffin, R. A.** (2021). A structured literacy approach to support striving readers in secondary grades: Meaningful transactions through morphological awareness and fluency building. *Georgia Journal of Literacy*, 44(1), Article 3. <https://digitalcommons.kennesaw.edu/gjl/vol44/iss1/3> (Acceptance rate: 20%)
- <sup>19</sup>**Griffin, R. A.** (2021). Reading autobiography: Reflective writing as a tool for online engagement. *Engaged Student Learning: Essays on Best Practices in the University System of Georgia*, 3, 26–28. <https://bit.ly/2X1zpdC>
- <sup>18</sup>**Griffin, R. A.**, & Farran, L. K. (2021). Reconsidering the reading motivation of Latinx multilingual adolescents. *The Reading Professor*, 44(1), Article 5. <https://scholar.stjohns.edu/thereadingprofessor/vol44/iss1/5/>

- <sup>17</sup>Ogletree, T. W., **Griffin, R. A.**, Allen, J. K., & Scullin, B. L. (2021). Writing marathon: An authentic writing experience for building writerly identities. *Literacy Matters*, 21, 65–70. <https://bit.ly/3tCl7Li>
- <sup>16</sup>Ogletree, T. W., & **Griffin, R. A.** (2020). Discourses surrounding Latinx students and families among literacy educators. *Journal of Latinos and Education*. <https://doi.org/10.1080/15348431.2020.1776125> (Acceptance rate: 11%)
- <sup>15</sup>**Griffin, R. A.**, Council III, M. R., Ogletree, T. W., Allen, J. K., & Scullin, B. L. (2020). Building writing identities: Integrating explicit strategies with authentic writing experiences to engage at-promise writers. *Teaching/Writing: The Journal of Writing Teacher Education*, 9(2), Article 7. <https://scholarworks.wmich.edu/wte/vol9/iss2/7>
- <sup>14</sup>**Griffin, R. A.**, Farran, L. K., & Mindrila, D. (2020). Reading motivation in bi/multilingual Latinx adolescents: An exploratory structural equation model. *Reading Psychology*, 41(8), 856–892. <https://doi.org/10.1080/02702711.2020.1801540> (Acceptance rate: 20%)
- <sup>13</sup>Dutcher, H. M., & **Griffin, R. A.** (2020). Investigating instructional strategies for multilingual learners: Implications for ESOL support in high schools. *SSTESOL Journal*, 13(1), 24–32. <https://bit.ly/3fLAXfH> (Acceptance rate: 40%)
- <sup>12</sup>**Griffin, R. A.** (2020). Socially distant but digitally connected: How one online literacy teacher educator responded to the COVID-19 pandemic. *Teaching/Writing: The Journal of Writing Teacher Education*, 9(1), Article 13. <https://scholarworks.wmich.edu/wte/vol9/iss1/13>
- <sup>11</sup>Ogletree, T. W., Allen, J. K., **Griffin, R. A.**, & Scullin, B. L. (2020). Teachers as writers: Engaging in a writing marathon to reclaim the neglected R. *American Reading Forum Online Yearbook*, 39, 127–141. <https://bit.ly/32KR20b>
- <sup>10</sup>McCullough, M. K., & **Griffin, R. A.** (2020). Supporting the literacy development of striving readers through two competing theoretical perspectives. *The Reading Professor*, 43(1), Article 7. <https://scholar.stjohns.edu/thereadingprofessor/vol43/iss1/7/>
- <sup>9</sup>Mondesir, B., & **Griffin, R. A.** (2020). A balanced approach to literacy instruction and support for diverse learners. *Georgia Journal of Literacy*, 43(1), Article 4. <https://digitalcommons.kennesaw.edu/gjl/vol43/iss1/4/> (Acceptance rate: 20%)
- <sup>8</sup>**Griffin, R. A.** (2020). Effective co-teaching and collaboration for linguistically diverse learners. In N. D. Young, A. C. Fain, & T. A. Citro (Eds.), *Mastering the art of co-teaching: Building more collaborative classrooms* (pp. 111–120). Vernon Press. <https://vernonpress.com/book/980>

- <sup>7</sup>Allen, J. K., Scullin, B. L., **Griffin, R. A.**, Ogletree, T. W., Calas, M., Pearce, D., . . . & Carden, K. (2019). WIN writing time: Perspectives on worthwhile, interest-based, no-stress writing partnerships. *PDS Partners: Bridging Research and Practice*, 14(2), 27–30. <https://bit.ly/3aAkV6k>
- <sup>6</sup>DeVoss, M. A., & **Griffin, R. A.** (2019). Surveying the linguistic needs of team members traveling to Puerto Rico for a short-term service-learning trip. *Journal of Teacher Action Research*, 5(3), 61–84. <https://bit.ly/38xq7Gk>
- <sup>5</sup>**Griffin, R. A.** (2019). Exploring the reading motivation of less-motivated adolescent Latinx English learners. *Georgia Journal of Reading*, 42(1), 18–30. <https://bit.ly/2GiNiry> (Acceptance rate: 20%)
- <sup>4</sup>Gonzales, M., & **Griffin, R. A.** (2018). Building comprehension through explicit and organic vocabulary instruction for English learners. *Georgia Journal of Reading*, 41(1), 13–20. <https://bit.ly/2TNm1FP> (Acceptance rate: 20%)
- <sup>3</sup>Woodruff, A. H., & **Griffin, R. A.** (2017). Reader response in secondary settings: Increasing comprehension through meaningful interactions with literary texts. *Texas Journal of Literacy Education*, 5(2), 108–116. <https://bit.ly/36kRX6Y> (Acceptance rate: 35%)
- <sup>2</sup>Hendrix, R. A., & **Griffin, R. A.** (2017). Developing enhanced morphological awareness in adolescent learners. *Journal of Adolescent & Adult Literacy*, 61(1), 55–63. <https://doi.org/10.1002/jaal.642> (Acceptance rate: 25%)
- <sup>1</sup>**Griffin, R. A.**, Martinez, J., & Martin, E. P. (2014). Rosetta Stone and language proficiency of international secondary school English language learners. *Engaging Cultures & Voices*, 6(2), 36–73. <https://bit.ly/30Vn5ct>

#### ***Other Publications (Not Peer Reviewed)***

- <sup>6</sup>Chiesa, D. L., & **Griffin, R. A.** (2022). Building inclusive environments that support access and success for emergent multilingual learners [Editorial]. *GATESOL Journal*, 32(1), 1–3. <https://doi.org/10.52242/gatesol.170>
- <sup>5</sup>**Griffin, R. A.**, & Chiesa, D. L. (2021). Rethinking policies and practices surrounding language learning and learners [Editorial]. *GATESOL Journal*, 31(1), 1–2. <https://doi.org/10.52242/gatesol.126>
- <sup>4</sup>Bart-Addison, S., & **Griffin, R. A.** (2021, February). Choral reading for prosody in the secondary classroom. *Timothy Rasinski Literacy Blog*. <http://timrasinski.com/blog.html> (Invited publication)



- <sup>3</sup>Chiesa, D. L., & **Griffin, R. A.** (2020). Supporting multilingual learners in the era of COVID-19 [Editorial]. *GATESOL in Action Journal*, 30(1), 1–2. <https://doi.org/10.52242/giaj.v30i1.110>
- <sup>2</sup>Hendrix, R. A., & **Griffin, R. A.** (2017). “Rooting on” adolescents: Improving morphological knowledge. *Literacy Today*, 35(3), 36–37. <https://bit.ly/3aCqgKc> (Invited publication)
- <sup>1</sup>Dutcher, H. M., & **Griffin, R. A.** (2006). *Examining the implementation of English Language Learner (ELL) instructional strategies at Tift County High School*. Unpublished evaluative report submitted to the administration of Tift County Public Schools, Tifton, GA, United States. <https://doi.org/10.13140/RG.2.2.31888.61443>

## Presentations

### International and National Presentations

- <sup>7</sup>Ogletree, T. W., Allen, J. K., **Griffin, R. A.**, Scullin, B. L., & Wadlington, C. (2021, November 4–7). *Liberating your voice: Using a writing marathon for reflection and empowerment* [Conference session]. Association of Literacy Educators and Researchers (ALER) Conference, Hilton Head Island, SC, United States.
- <sup>6</sup>**Griffin, R. A.**, Green, K. B., & Morris, C. T. (2021, April 10). *Early childhood family education: Building parent capacity and promoting pre-academic skills of culturally and linguistically diverse families* [Conference session]. American Educational Research Association (AERA) Annual Meeting. <https://bit.ly/3wHOn5z>
- <sup>5</sup>Farran, L. K., **Griffin, R. A.**, & Mindrila, D. (2020, November 19–21). *Applying the Exploratory Structural Equation Modeling framework to reading motivation in adolescent English learners* [Conference session]. American Speech-Language-Hearing Association (ASHA) Annual Convention, San Diego, CA, United States. (Conference canceled)
- <sup>4</sup>Ogletree, T. W., & **Griffin, R. A.** (2020, April 17–21). Exploring deficit discourse among pre-service and in-service literacy educators to promote culturally responsive pedagogy [Structured poster session]. American Educational Research Association (AERA) Annual Meeting, San Francisco, CA, United States. <http://tinyurl.com/yyp4pawk> (Conference cancelled)
- <sup>3</sup>Ogletree, T. W., Allen, J. K., **Griffin, R. A.**, & Scullin, B. L. (2019, December 12). *Teachers as writers: Engaging in a writing marathon to reclaim the neglected R.* [Conference session]. American Reading Forum (ARF) Annual Conference, Sanibel, FL, United States. <https://bit.ly/2ZiZUIG>

<sup>2</sup>Allen, J. K., Scullin, B. L., Ogletree, T. W., & **Griffin, R. A.** (2019, February 15). *WIN writing time: What we learned about writing instruction through our worthwhile, interest-based, no-stress writing partnerships* [Conference session]. National Association for Professional Development Schools (NAPDS) Conference, Atlanta, GA, United States. <https://bit.ly/3az0mHp>

<sup>1</sup>**Griffin, R. A.** (2015, November 11). *Rosetta Stone: An answer to one high school ESOL teacher's dilemma* [Virtual research presentation]. Board of Researchers and Software Engineers at Rosetta Stone, Inc. <https://bit.ly/2Gnyxa>

### **Regional, State, and Local Presentations**

<sup>23</sup>**Griffin, R. A.**, & Mindrila, D. (2022, February 4). Reading motivation factors and latent profiles among teachers [Conference session]. 45th Annual Eastern Educational Research Association (EERA) Conference, Clearwater, FL, United States. <https://bit.ly/3gyG4Sw>

<sup>22</sup>**Griffin, R. A.**, & Chiesa, D. L. (2021, October 14). *GATESOL Journal: Supporting practitioner-oriented research for inclusivity* [Featured conference session]. Southeast Teachers to Speakers of Other Languages (SETESOL) Conference, Virtual. <https://bit.ly/3IIXeAu>

<sup>21</sup>**Griffin, R. A.**, & Mindrila, D. (2021, October 8). *Factors and latent profiles of teacher reading motivation in U.S. schools* [Conference session]. 2021 Georgia Educational Research Association (GERA) Conference, Virtual. <https://bit.ly/3FpQnUk>

<sup>20</sup>**Griffin, R. A.**, & Farran, L. K. (2021, May 19). *Inviting guest lecturers: Interdisciplinary collaboration for effective online instruction* [TenTalk conference session]. 8th Annual Innovations in Pedagogy (IiP) Conference, University of West Georgia, Virtual. <https://bit.ly/2SHvDDC>

<sup>19</sup>**Griffin, R. A.**, Mindrila, D., & Farran, L. K. (2021, February 19). *Latent profiles of reading motivation in high school Latinx multilingual learners* [Conference session]. 44th Annual Eastern Educational Research Association (EERA) Conference. <https://bit.ly/3blBhRw>

<sup>18</sup>**Griffin, R. A.**, & Chiesa, D. L. (2020, October 29). *Reconceptualizing GATESOL in Action: Enhancing language learner success* [Conference session]. 39th Annual GATESOL Conference. <https://bit.ly/38RuI7w>

<sup>17</sup>**Griffin, R. A.**, Farran, L. K., & Mindrila, D. (2020, October 3). *Gender and length of time in U.S. as motivational factors for high school English learners* [Poster presentation]. 3rd Annual Georgia Association for Instructional Technology (GAIT) Forum, Carrollton, GA, United States. <https://bit.ly/2TooS6h>

- <sup>16</sup>**Griffin, R. A.** (2020, September 19). *A four-pillared approach for supporting culturally and linguistically diverse students through online learning* [Conference session]. 3rd Annual Creating Welcoming Schools for Immigrant Families Conference, Athens Immigrant Rights Coalition (AIRC; GATESOL Regions 1–12). <https://bit.ly/32weG1w>
- <sup>15</sup>**Griffin, R. A.**, Council, M., Ogletree, T. W., Allen, J. K., Scullin, B. L., & Schwab, J. R. (2020, April). *Strategies and authentic experiences to build writing identities in P–16 settings* [Poster presentation]. University System of Georgia (USG) Teaching and Learning Conference, University of Georgia, Athens, GA. (Conference canceled)
- <sup>14</sup>**Griffin, R. A.**, Schwab, J. R., Green, K. B., & Morris, C. T. (2020, April). *Family education program for linguistically diverse families: Implications for teacher education* [Poster presentation]. University System of Georgia (USG) Teaching and Learning Conference, University of Georgia, Athens, GA, United States. (Conference canceled)
- <sup>13</sup>**Griffin, R. A.**, Farran, L. K., & Mindrila, D. (2020, February 19–22). *Reading motivation in bi/multilingual Latinx adolescents: An exploratory structural equation model* [Poster presentation]. 43rd Annual Eastern Educational Research Association (EERA) Conference, Orlando, FL, United States. <https://bit.ly/3bY1ncH>
- <sup>12</sup>**Griffin, R. A.**, Farran, L. K., & Mindrila, D. (2019, October 15). *Reading motivation in bi/multilingual Latinx adolescents: An exploratory structural equation model* [Poster presentation]. College of Education Research, Diversity, and Study Abroad Showcase Symposium, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/2NRbSEc>
- <sup>11</sup>Ogletree, T. W., & **Griffin, R. A.** (2019, October 15). *Deficit discourse and cultural responsiveness among pre-service and in-service literacy professionals* [Poster presentation]. College of Education Research, Diversity, and Study Abroad Showcase Symposium, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/2Gflogs>
- <sup>10</sup>DeVoss, M. A., Mindrila, D., & **Griffin, R. A.** (2019, October 15). *Student achievement and ESOL co-teacher content certification in the secondary core content classrooms* [Poster presentation]. COE Research, Diversity, and Study Abroad Showcase Symposium, University of West Georgia, Carrollton, GA. <https://bit.ly/2Gh5yla>
- <sup>9</sup>**Griffin, R. A.**, & Ogletree, T. W. (2019, May 14). *Implications of deficit thinking for the preparation of culturally responsive literacy educators* [Conference session]. Innovations in Pedagogy (IiP) Conference, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/3azHqIB>

- <sup>8</sup>**Griffin, R. A.**, & Ogletree, T. W. (2019, April 11). *Implications of deficit thinking for the preparation of culturally responsive educators* [Conference session]. University System of Georgia (USG) Teaching and Learning Conference, University of Georgia, Athens, GA, United States. <https://bit.ly/30KXnHd>
- <sup>7</sup>DeVoss, M. A., & **Griffin, R. A.** (2019, February 7). *Helping ESOL teachers become equipped to effectively co-teach core content classes* [Conference session]. 18th Annual ESOL Conference, Kennesaw State University, Kennesaw, GA, United States. <https://bit.ly/2RTOeIH>
- <sup>6</sup>**Griffin, R. A.** (2019, February 2). *Effect of computer-assisted language learning on English proficiency scores of secondary English learners* [Poster presentation]. 2nd Annual Georgia Association for Instructional Technology (GAIT) Forum, Carrollton, GA, United States. <https://bit.ly/2Rgv13s>
- <sup>5</sup>**Griffin, R. A.** (2018, October 2). *Effect of computer-assisted language learning on English proficiency scores of secondary English learners* [Poster presentation]. College of Education Research, Diversity, and Study Abroad Showcase Symposium, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/36dHwSM>
- <sup>4</sup>DeVoss, M. A., & **Griffin, R. A.** (2018, October 2). *Surveying the linguistic needs of team members traveling to Puerto Rico for a short-term service-learning trip* [Poster presentation]. College of Education Research, Diversity, and Study Abroad Showcase Symposium, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/2vhd0Lb>
- <sup>3</sup>**Griffin, R. A.** (2017, March 14). *Bridging achievement gaps for English learners and other at-promise student groups* [Research presentation]. College of Education, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/36icBV1>
- <sup>2</sup>**Griffin, R. A.** (2017, January 30). *Bridging achievement gaps for English learners and other at-promise student groups* [Research presentation]. Tift College of Education, Mercer University, Atlanta, GA, United States. <https://bit.ly/30Ppqpg>
- <sup>1</sup>**Griffin, R. A.** (2013, April 5). *Effect of Rosetta Stone on English language proficiency scores of secondary school English learners* [Poster presentation]. Graduate School Research Symposium, Valdosta State University, Valdosta, GA, United States. <https://bit.ly/30QTikX>

### Guest Lectures

- <sup>5</sup>**Griffin, R. A.** (2018, October 25). *Teaching writing to English learners: Some things to consider*. Guest lecture for Integrated Literacy Education/Writing (READ 3263), College of Education, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/2RKaYuv>

- <sup>4</sup>**Griffin, R. A.** (2018, March 12). *Modifying learning tasks to meet the literacy needs of English learners*. Guest lecture for Teaching Content and Process in Reading Education (READ 3262) course, College of Education, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/2NScucV>
- <sup>3</sup>**Griffin, R. A.** (2017, March 14). *Writing for social justice: An authentic model for teaching writing*. Guest lecture to Integrated Literacy Education/Writing (READ 3263) course, College of Education, University of West Georgia, Carrollton, GA, United States. <https://bit.ly/2NQr3gR>
- <sup>2</sup>**Griffin, R. A.** (2017, January 30). *Student-centered literacy instruction: Inspiring life-long learning*. Guest lecture to Language & Literacy II (EMAT 635) course, Tift College of Education, Mercer University, Atlanta, GA, United States. <https://bit.ly/2NSPV7P>
- <sup>1</sup>**Griffin, R. A.** (2015, November 5). *Perceptions concerning the afterlife in diverse American immigrant cultures*. Presentation and discussion via Skype to students at Kirchdorf Business Academy, Kirchdorf an der Krems, Austria.

### **Selected P–12 Professional Development Presentations**

- <sup>5</sup>**Griffin, R. A.** (2018, March 26). *Best practices when working with multilingual learners*. Professional learning session presented at Heritage High School, Conyers, GA. <https://bit.ly/2TOEKRY>
- <sup>4</sup>**Griffin, R. A.** (2017, December 7). *Reading and English learners (ELs): Vocabulary development for multilingual English learners*. Professional learning session and electronic newsletter presented at Heritage High School, Conyers, GA. <https://bit.ly/2O6i23J>
- <sup>3</sup>**Griffin, R. A.** (2017, October 18). *Overview of the ESOL program*. Professional learning session presented at Heritage High School, Conyers, GA. <https://bit.ly/2NQ7p4Y>
- <sup>2</sup>**Griffin, R. A.** (2016, October 13). *Overview of the ESOL program*. Professional learning session presented at Heritage High School, Conyers, GA. <https://bit.ly/2sOljwV>
- <sup>1</sup>**Griffin, R. A.** (2015, October 14). *Overview of the ESOL program*. Professional learning session presented at Heritage High School, Conyers, GA. <https://bit.ly/30JEpRq>

### **Grants**

- <sup>5</sup>Mindrila, D., & **Griffin, R. A.** (2021, September 24). *An examination of the graduation rate of English learners in the State of Georgia: A Bayesian approach*. 2021–2022 University of West Georgia College of Education Seed Grant [Internal]. \$4,895. Not funded. <https://bit.ly/39CGofM>

- <sup>4</sup>**Griffin, R. A., & Seeley, M.** (2020, February 20). *Stay “lit” for literacy: Building reading motivation for striving readers*. Dollar General Literacy Foundation [External]. \$3,000. Not funded. <https://bit.ly/37L53eo>
- <sup>3</sup>Allen, J. K., Scullin, B. L., Ogletree, T. W., & **Griffin, R. A.** (2019, July 31). *Read West: A community approach for building literacy motivation*. Community Foundation of West Georgia for Community Impact Grant FY 2020 [External]. \$7,000. Not funded. <https://bit.ly/2ushoGp>
- <sup>2</sup>**Griffin, R. A., & Ogletree, T. W.** (2019, January 30). *Exploring home literacy practices among local Latinx families*. University of West Georgia Faculty Research Grant FY 2020 [Internal]. \$4,280. Not funded. <https://bit.ly/2Ri9oAP>
- <sup>1</sup>**Griffin, R. A., & Ogletree, T. W.** (2018, September 24). *Family literacy fiesta: A social network approach to literacy advocacy among Latino families*. 2018–2019 University of West Georgia College of Education Seed Grant [Internal]. \$3,000. Not funded. <https://bit.ly/36okjgZ>

#### ***Manuscripts and Conference Proposals Under Review***

- Griffin, R. A., & Mindrila, D.** (2022, November 3–6). *Analysis of the reading motivation levels of teachers in U.S. schools: Underlying factors and latent profile groupings* [Conference session]. Association of Literacy Educators and Researchers (ALER) Conference, Denver, CO, United States.
- Griffin, R. A., & Mindrila, D.** (2022). Factors and latent profiles of teacher reading motivation: Implications for teacher education and school improvement [Manuscript submitted for publication, currently at revise and resubmit stage]. *Literacy Research & Instruction*. (Acceptance rate: 20%)

#### ***Manuscripts and Conference Proposals in Preparation***

- Griffin, R. A., & Mindrila, D.** (2022). An examination of the graduation rate of English learners in the state of Georgia: A Bayesian approach [Manuscript in preparation].
- Farran, L. K., **Griffin, R. A., & Mindrila, D.** (2022). A componential model of reading and its implications for ESOL teachers [Manuscript in preparation].
- Griffin, R. A., & Ogletree, T. W.** (2022). Using Valencia’s six characteristics of deficit thinking to explore the perceptions of teachers concerning Latinx and multilingual students [Manuscript in preparation].
- Allen, J. K., Scullin, B. L., Ogletree, T. W., & **Griffin, R. A.** (2022). Reimagining book clubs in the era of COVID-19: Student and parent reflections on a summer virtual book club [Manuscript in preparation].

Ogletree, T. W., Allen, J. K., Council, M., Scullin, B. L., & **Griffin, R. A.** (2022).  
Examining the effect of augmented reality on the emergent literacy skills of pre-kindergarten students [Manuscript in preparation].

### ***Academic and Professional Awards, Recognitions, and Achievements***

- |         |  |
|---------|--|
| 2020    | University of West Georgia Nominee for the Regents' Teaching Excellence Awards for Online Teaching                                   |
| 2020    | College of Education Outstanding Online Teaching Award   |
| 2020    | 44 <sup>th</sup> Annual UWG Alumni Award Nominee ( <i>not awarded</i> )  |
| 2019    | GaPSC ESOL Task Force Contribution Recognition   |
| 2019    | Notable Alumni Recognition, College of Education and Human Services (COEHS), Valdosta State University                               |
| 2018    | Georgia Association of Teacher Educators (GATE) Distinguished Dissertation in Teacher Education Award                                |
| 2015–18 | Rated <i>Exemplary</i> (Level IV) on TKES Annual Evaluation, Heritage High School  |
| 2015    | Teacher of the Year Finalist, Heritage High School   |
| 2013    | Most Outstanding Ed.S. Student Award for the Department of Middle, Secondary, Reading, and Deaf Education, Valdosta State University |
| 2006    | Rated <i>Distinguished</i> on GTOI Annual Evaluation, Tift County High School  |
| 2005    | Georgia Power New Teacher Award Grant  |
| 2005    | Annie Powe Hopper Award, Valdosta State University's Most Prestigious Academic Award   |
| 2005    | Highest Academic Achievement Award for Valdosta State University's College of Education  |
| 2005    | Most Outstanding Student Teacher Award for Middle Grades and Secondary Education, Valdosta State University                          |
| 2005    | Most Outstanding Secondary Education Electronic Portfolio Award, Valdosta State University   |

### ***Membership in Professional Associations/Societies***

- American Educational Research Association (AERA)
- Association of Literacy Educators and Researchers (ALER)
- American Reading Forum (ARF)
- International Literacy Association (ILA)
- Georgia Association of Literacy Advocates (GALA)
- Georgia Teachers of English to Speakers of Other Languages (GATESOL)
- Georgia Council of Teachers of English (GCTE)
- Georgia Association of Teacher Educators (GATE)
- TESOL International Association (TESOL)

### ***Selected Professional Conferences, Seminars, and Workshops Attended***

March 2022	<i>Effective Support for English Learners: The Promise of the New WIDA Standards</i> , GATESOL Professional Learning Workshop, Virtual
December 2021	Dyslexia Professional Development Workshop for Educator Preparation Programs, CEEDAR Center at the University of Florida, Virtual
October 2021	Southeast Teachers to Speakers of Other Languages (SETESOL) Conference, Virtual
October 2021	Georgia Educational Research Association (GERA) Annual Conference, Virtual
July 2021	Office of Research and Sponsored Projects (ORSP) Grant Writing Workshop, University of West Georgia
May 2021	Innovations in Pedagogy (IiP) Virtual Conference, University of West Georgia
April 2021	American Educational Research Association (AERA) Annual Meeting, Virtual
February 2021	44th Annual Eastern Educational Research Association (EERA) Conference, Virtual



- January 2021 College of Education FDMR Committee Virtual Workshop: Strategies for Boosting Faculty Productivity
- October 2020 39th Annual GATESOL Conference, Virtual
- September 2020 International Literacy Association (ILA) Virtual Intensive Workshop: Making Sense of the Science of Reading
- May 2020 Innovations in Pedagogy (IiP) Virtual Conference, University of West Georgia
- April 2020 American Educational Research Association (AERA) Virtual Conference
- December 2019 American Reading Forum (ARF) Annual Conference, Sanibel Island, FL
- August 2019 Darkness to Light's Stewards of Children, Sexual Abuse Prevention Training, Carroll County Child Advocacy Center (Presented by Jennifer Heidorn), Carrollton, GA
- July 2019 Georgia Association of Literacy Advocates (GALA) Annual Leadership Summit, Augusta University, Augusta, GA
- May 2019 Innovations in Pedagogy (IiP) Conference, University of West Georgia, Carrollton, GA
- April 2019 University System of Georgia (USG) Teaching and Learning Conference, University of Georgia, Athens, GA
- March 2019 University of Georgia (UGA) 2019 Annual Conference on Children's Literature, Athens, GA
- March 2019 *Analyzing Qualitative Data*, UWG College of Social Science Research Workshop (Presented by Dr. Emily McKendry-Smith), Carrollton, GA
- February 2019 National Association for Professional Development Schools (NAPDS) Conference, Atlanta, GA
- February 2019 *Using ICPSR Data for Research: Resources, Search, Download, and Analysis*, UWG College of Social Science Research Workshop (Presented by Dr. ShooHo Lee), Carrollton, GA
- October 2018 Understanding Interfaith Cooperation Seminar, Center for Diversity and Inclusion, University of West Georgia, Carrollton, GA

- August 2018            New Faculty Seminar, Center for Teaching and Learning, University of West Georgia, Carrollton, GA
- September 2017        Center for Applied Linguistics (CAL) English Learner Literacy Workshop, Conyers, GA
- December 2016        Grand Canyon University Best Practices in Online Teaching Course
- February 2010–2019    Kennesaw State University (KSU) 9<sup>th</sup>–18<sup>th</sup> Annual ESOL Conference, Kennesaw, GA

### ***Related Professional Skills***

- Learning Management Systems:
  - CourseDen, LoudCloud, Desire2Learn, Brightspace, Blackboard, Edmodo, My Big Campus, itsLearning
- Technology Applications:
  - SPSS, Nvivo, Microsoft Office, Google Drive, Office365, SMART Board, iPads and other tablets, website creation and editing, wiki creation, GoToMeeting, and numerous other Web 2.0 tools