

Curriculum Vitae

Melanie Reaves

melanie.reaves@msubillings.edu

Assistant Professor of Education
Montana State University Billings

2600 Montana Ave. #102
Billings, MT 59101
(541) 980-9771

Montana State University Billings
1500 University Drive
Billings, MT 59101
(406) 657-2355

EDUCATION

Ph.D. in Curriculum and Instruction-Literacy Education

University of Wyoming, Laramie, WY, August 2014

Qualitative Research Methods Minor

Dissertation: *Exploring Affective Investments During Early Literacy Learning: Children's Multiple Becomings*

Advisor, George Kamberelis

Master of Teacher Education

Elementary Education/Teacher Certification, Early Childhood Endorsement, Eastern Oregon University, La Grand, OR, August 2005.

Bachelor of Science

Major: Liberal Studies with Two Minors: Interdisciplinary Writing and Rhetoric & History, Eastern Oregon University, La Grand, OR, June 2004.

PUBLICATIONS

Bohjanen, S., & Reaves, M., (2017) Social skills. In A. E. Wenzel (Ed.), *The SAGE encyclopedia of abnormal and clinical psychology*. New York, NY: SAGE Publications.

Reaves, M., Ford, J., & Des Armier Jr., D. (2014). Storied and informational digital texts as a learning tool in your classroom. *The Researcher*, 26(1), 48-55.

Reaves, M. (2014). *Exploring affective investments during early literacy: Children's multiple becomings* (Doctoral dissertation). ProQuest Publication #3636067.

Reaves, M. (under review). Exploring the role of affective investments in cultural artifacts within early literacy learning.

Reaves, M., & Kamberelis, G. (under review). Reading, writing, cheetahs, Oh My!: Literacy, collaborative learning, and making movies.

PRESENTATIONS

Reaves, M. (2018, October). Creative reflexivity: Discovering the “I”|“We” dialectic in arts-based research. Poster presentation at the Northern Rocky Mountain Educational Research Association Annual Conference, Salt Lake City, UT.

Reaves, M., & Kalen, K. V. (2018, October). From artifacts to stories: Art-based multimodal reflexive memoirs for teachers and researchers part 2. Paper/Workshop presented at the 201 conference of the Northern Rocky Mountain Educational Research Association, Salt Lake City, UT.

Reaves, M., Waller, R., & Bulatowicz, D. (accepted, 2018, December). What’s that we See? Three professors’ reflection through self-study and professional dialogue. Round Table presentation at the Literacy Research Association Annual Conference, Indian Wells, CA.

Reaves, M. (accepted, 2018, December). Early authoring as multimodal practice study group. Round Table presentation at the Literacy Research Association Annual Conference, Indian Wells, CA.

Reaves, M. (2018, May). Matter and mattering: A phenomenological investigation of young children’s affective investments in stories and domains of knowledge. Paper presentation at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Reaves, M., & Kamberelis, G. (2018, May). Mirroring effects of re-imagining tutoring encounters as microcultures of care. Paper presentation at the International Congress of Qualitative Inquiry, Champaign-Urbana, IL.

Reaves, M., Lysaker, J., & Kuby, C. (2017, December). *Early authoring as multimodal embodied practice: Opening a dialogue*. Formal study group (3 sessions) at the Literacy Research Association Annual Conference, Nashville, TN.

Dahl-Huff, D., & Reaves, M. (2017, October). Exploring the narrative: Storied approaches to qualitative inquiry. Paper/Workshop presented at the 2017 conference of the Northern Rocky Mountain Educational Research Association, Boulder, CO.

Reaves, M., & Kalen, K. V. (2017, October). From artifacts to stories: Art-based multimodal reflexive memoirs for teachers and researchers. Paper/Workshop presented at the 2017 conference of the Northern Rocky Mountain Educational Research Association, Boulder, CO.

- Reaves, M., Kamberelis, G., & Zyhowski, J.** (2017, May). Building microcultures of care: Humanizing literacy tutoring. Paper presentation at the International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Reaves, M., & Zyhowski, J.** (2017, March). Literacy intervention in a new age. Paper/workshop presentation at the Michigan Reading Association Annual Conference, Grand Rapids, MI.
- Reaves, M., & Zyhowski, J.** (2017, March). Knowing my ABCs: Discovering diversity in my alphabet book collection. Paper/workshop presentation at the Michigan Reading Association Annual Conference, Grand Rapids, MI.
- Reaves, M., Thiel, J. J., Kuby, C., & Kamberelis, G.** (2016, December). *Early authoring as multimodal embodied practice: Opening a dialogue*. Formal study group (3 sessions) at the Literacy Research Association Annual Conference, Nashville, TN.
- Reaves, M., & Billie, E.** (2016, December). In-service teachers' professional development as responsive tutors. Paper presentation at the Literacy Research Association Annual Conference, Nashville, TN.
- Reaves, M., Sanders, A., & Kamberelis, G.** (2016, December). Balancing/negotiating "best practice" and accountability. Paper presentation at the Literacy Research Association Annual Conference, Nashville, TN.
- Reaves, M.** (2016, July). Comprehension with emergent learners. Roundtable presentation at the Michigan Reading Association Summer Children's Literature Conference, Bellaire, MI.
- Reaves, M., Edge, C., Corcoran, K., Rayner, K., & Sippola, T.** (2016, March). Expanding definitions and applications of literacy. Paper/workshop presentation at the Michigan Reading Association Annual Conference, Detroit, MI.
- Reaves, M.** (2015, December). *Luca: A portrait of literate becomings through affective investments*. Paper presentation at the Literacy Research Association Annual Conference, Carlsbad, CA.
- Reaves, M., & Kamberelis, G.** (2015, December). *Reading, writing, cheetahs, oh my! Responsive teaching within interest-based learning*. Paper presentation at the Literacy Research Association Annual Conference, Carlsbad, CA.
- Meyer, K., & Reaves, M.,** (2015, December). *What is mode? Explorations of comics through interest-based, purpose-driven literacy*. Round table presentation at the Literacy Research Association Annual Conference, Carlsbad, CA.
- Reaves, M., Thiel, J. J., Wohlwend, K., & Kamberelis, G.** (2015, December). *Early authoring as multimodal embodied practice: Opening a dialogue*. Formal study group (3 sessions) at the Literacy Research Association Annual Conference, Carlsbad, CA.

- Reaves, M.** (2015, October). *Critical thinking strategies in your classroom*. Paper/Workshop presented at the 2015 conference of the Northern Rocky Mountain Educational Research Association, Boise, ID.
- Reaves, M.** (2015, April). *What matters most to children? The role of preschool children's affective investments in cultural artifacts within early literacy learning*. Paper presentation at the American Educational Research Association, Chicago, IL.
- Reaves, M.** Billie, E., Sippola, T., & Young, A. (2015, March). *Interest-based literacy learning through a responsive teaching approach*. Paper/workshop presentation at the Michigan Reading Association Annual Conference, Grand Rapids, MI.
- Reaves, M.** (2014, December). *Exploring the role of affective investments in cultural artifacts within early literacy learning*. Paper presentation at the Literacy Research Association Annual Conference, Marco Island, FL.
- Reaves, M.,** Burns, M.S., Kamberelis, G., & Kidd, J. (2014, December). *Early authoring as multimodal embodied practice: Opening a dialogue*. Formal study group (3 sessions) at the Literacy Research Association Annual Conference, Marco Island, FL.
- Ford-Connors, E., Robertson, D. A., **Reaves, M.,** Paratore, J. R., & Kamberelis, G., & (December 2014). A tale of five coaches: Investigating dialogic interactions between coaches and literacy teachers-in-training. Paper presentation at the Literacy research association annual conference, Marco Island, FL.
- Reaves, M.,** & Kamberelis, G. (2014, December). *Interest-based, purpose-driven learning dialogues: Collaboratively producing an e-cookbook*. Paper presentation at the American Reading Forum, Sundial Beach Resort, Sanibel, FL.
- Sanders, A., **Reaves, M.,** Kamberelis, G., & Frahm, T. (2014, October). *"Hail to the Queen": Reading development within an interest-based tutoring program*. Paper presentation at the Northern Rocky Mountain Educational Research Association, Rapid City, SD.
- Reaves, M.,** Ford, J., & Des Armier Jr., D. (2013, October). *Digital storytelling as a learning tool in your classroom*. Paper/Workshop presented at the 2013 conference of the Northern Rocky Mountain Educational Research Association, Jackson, WY.
- Kamberelis, G., & **Reaves, M.** (2012, December). *Cognitive reorganization during early writing development: a comparison of English-speaking and Spanish-speaking children*. Paper presented at the Annual Conference of the Literacy Research Association, San Diego, CA.
- Reaves, M.** (2012, October). *Exploring literacy through the lens of attachment theory: A review of connective literature*. Paper presented at the 2012 conference of the Northern Rocky Mountain Educational Research Association, Park City, UT.

Reaves, M., & Ford, J. (2012, October). *Effective strategies for actively engaging students in course readings*. Paper/Workshop presented at the 2012 conference of the Northern Rocky Mountain Educational Research Association, Park City, UT.

Reaves, M., & Eberhard, B. (2012, March). *Cultural historical activity theory: A quest for understanding*. Paper presented at the Annual Research Symposium, University of Wyoming, Laramie, WY.

Reaves, M. (2012, March). *Relations between parents' and teachers' beliefs on their roles in supporting children's literacy development*. Paper presented at the Annual Research Symposium, University of Wyoming, Laramie, WY.

Reaves, M., & Kamberelis, G. (2011, December). *Cognitive development during the transition to conventional literacy: A comparative multiple case study perspective*. Paper presented at the Annual Conference of the Literacy Research Association, Jacksonville, FL.

Kamberelis, G., & Reaves, M. (2011, December). *Cognitive development during the transition to conventional literacy: A dynamic systems perspective*. Paper presented at the Annual Conference of the Literacy Research Association, Jacksonville, FL.

Reaves, M. (2011, October). *Now I know my ABC's: A critical analysis of 19th century and contemporary alphabet books*. Paper presented at the 2011 conference of the Northern Rocky Mountain Educational Research Association, Jackson Hole, WY.

Kamberelis, G., Reaves, M., & Chan, H. Y. (2011, April). *Cognitive reorganization during early literacy development: A comparison of Spanish-speaking and English-speaking children*. Poster presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

GRANT ACTIVITY

Principal Investigator, *Exploring the Role of Educators' Culture in Social and Work Communities*, Montana State University Billings Creative and Research Endeavors (CARE) Grant, Billings, MT (\$2,707, funded).

Principal Investigator, *Art for Rural Communities: A Hands-On, Arts-Based Parent Education Program (ARC)*, Caplan Foundation for Early Childhood, Lancaster, PA (\$74,785, unfunded).

Co-investigator, *Digital HIPSTERS (Humanities Photovoice Stories Using Technology for Educator-Researchers)*, National Endowment for the Humanities, Washington, DC, (\$230,141, unfunded).

Co-investigator, *Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR): Program Revisions for Early Literacy and Multi-Tiered Systems of Support*

Grant, NMU's collaboration with Saginaw Valley State University, Western Michigan University, Sienna Heights University, and Grand Valley State University. Michigan Department of Education, Lansing, MI, 2015-present (\$60,000, funded).

Co-principal Investigator/Consultant, *Teton Literacy Center, Family Literacy Program*, Wyoming Community College Commission, Cheyenne, WY, 2012 (\$210,450, funded).

Co-principal Investigator/Consultant, *Ukuleles and Music for Family Literacy—Teton Literacy Center*, Wyoming Arts Council, Cheyenne, WY, 2013-2014 (\$2,000, funded).

TEACHING EXPERIENCE

Assistant Professor, EDCI 511: Instructional Strategies in Language Arts and Children's Literature. Fall, 2018 Montana State University Billings.

Guest Professor, ED 380: Infant and Toddler Development. Summer, 2018, Shanghai Normal University Tianhua College, Shanghai, China.

Assistant Professor, EDEC 430: Social and Emotional Development of Young Children. Spring, 2018 Montana State University Billings.

Assistant Professor, EDU 397A: Teaching Language Arts Methods. Spring, Summer, Fall, 2018 Montana State University Billings.

Assistant Professor, EDCI517: Integrating the Arts Across the K-8 Curriculum. Fall, 2017 Montana State University Billings.

Assistant Professor, EDU433: Reflective Practices in the Teaching of Reading. Fall, 2017 Montana State University Billings.

Assistant Professor, Early Childhood Minor, Endorsement, and Master's Degree Curriculum Development, Summer 2014-Summer 2016, Northern Michigan University

Assistant Professor, ED311: Language Arts Methods and Materials for Elementary Teachers. Fall 2014, Winter & Fall 2015, Winter 2016, Fall 2016, Winter 2017 Northern Michigan University.

Assistant Professor, ED316: Elementary Reading Instruction 1. Fall 2014, Winter & Fall 2015, Winter 2016, Fall 2016, Winter 2017 Northern Michigan University.

Assistant Professor, ED318: Elementary Reading Instruction 2. Fall 2014, Winter & Fall 2015, Winter 2016, Fall 2016, Winter 2017 Northern Michigan University.

Assistant Professor, ED306: Children's Literature. Fall 2016, Winter 2017 Northern Michigan University.

Assistant Professor, ED571: Diagnosis and Treatment of Reading Disabilities. Fall 2016, Winter 2017 Northern Michigan University.

Assistant Professor, ED573: Organization and Supervision of Reading Programs. Summer, 2016, Northern Michigan University

Assistant Professor, ED574: Seminar in Educational Research. Fall 2014, Northern Michigan University.

Assistant Professor, ED 595: Responsive Teaching within Child-Interest Learning, Summer 2014, 2015, Northern Michigan University.

Teaching Assistant, Advanced Qualitative Research: Data Analysis, Spring 2013, University of Wyoming.

Teaching Intern, EDRE 5530: Introduction to Research, Fall 2012, University of Wyoming.

Instructor/Supervisor, EDEL 4500: Residency in Teaching, Spring 2012, University of Wyoming.

Instructor, EDEL4309: Elementary Literacy Education (Methods). Fall 2011, University of Wyoming.

Elementary Classroom Teacher, North Wasco County School District (Colonel Wright Elementary School), The Dalles, OR (2005-2010).

Title One Reading Intervention Instructor (non-licensed instructional assistant) North Wasco County School District (Chenoweth Elementary School), The Dalles, OR (2002-2004)

AmeriCorps Volunteer, North Wasco County School District (Chenoweth Elementary School), The Dalles, OR (2001-2002)

Title One Instructional Assistant (non-licensed instructional paraprofessional), Red Bluff Union Elementary School District (Bidwell Elementary School), Red Bluff, CA (1998-1999).

Trainer and Workshop Facilitator, *Every Child Ready to Read @ Your Library* Program (Participants: community members, pre-school staff, parents), The Dalles, OR (2008-2013).

Workshop Facilitator, Kindergarten Readiness (Participants: community members, preschool staff, parents), The Dalles, OR, (2009-2010).

RESEARCH EXPERIENCE

Reflecting on Curricular Alignment Across Multiple Literacy Courses

Montana State University Billings (Melanie Reaves, Rachel Waller, & Donna Bulatowicz, Co-Investigators)

In this project, we centralize reflection as a critical component to the learning process, bringing a level of elevated consciousness and active learning. This enables us as the learners to experience a learning event *and* to process it. We embrace the idea that a scaffolded, social reflective experience can be a more powerful way to transform our practice across four courses that all students in our program take. With this in mind, we look to Boud, et al.'s model of reflection which includes three phases: returning to the experience, attending to feelings, and re-evaluating the experience. During these phases we meet monthly to engage in professional dialogue which includes reading/re-reading the students' work and discussing connections between them and our practices. These synchronous live discussions are audio recorded/transcribed. We also engage in individual/asynchronous methods, which include communication such as virtual chatting, messaging, and emails. Finally, we engage in individual reflection—written, dialogic, and art-based. In this way, we are collaborating as critical friends who offer critical analysis to each other on our teaching practice, creating an environment of trust, transparency, and professional discourse.

Exploring the Role of Educators' Culture in Social and Work Communities

Montana State University Billings (Melanie Reaves, Principal Investigator)

This is a post-qualitative descriptive study in which two participants document their experiences teaching and living in a community in which many of the values, beliefs, and social practices are different than their own. The participants are journaling their experiences through multiple modes of expressions, such as writing and art. We meet monthly to review their journaling and to make collective sense of their experiences. We are working to answer the following two research questions: 1) What role does an educator's culture play in their teaching? 2) How do educators whose cultures may differ on some level from their living/working community navigate the sociocultural aspects of their life and work? Findings from this study may illuminate strategies teachers can use to navigate such environments successfully as well as highlight aspects of this phenomenon they may not have thought of before so they are better prepared to enter into and live/work within such a context.

New Teacher Mentoring

Northern Michigan University (Melanie Reaves, Principal Investigator)

In this qualitative study, I bring the informal mentoring activities in which I regularly engage with previous students who are now classroom teachers into a formal study. I am exploring how this mentoring activity influences my own teaching/mentoring and the professional practices of five novice teachers. We continue the same interactions as we had been doing informally (e.g., email, video chat, social media exchanges), but we have also added a collective group support feature through a closed Facebook group, once a month video conference calls, and a face-to-face professional development symposium once a year. The findings from this study may have implications for future supports for novice teachers as they transition from their teacher education programs into their roles

as professional educators and for universities in designing ongoing support for their teacher candidates once they are in their first placements as professional educators.

Now I Know My ABC's: A Critical Analysis of the Alphabet Books Used in One School District

Northern Michigan University (Melanie Reaves, Principal Investigator)

In this mixed methods study, I led a research team of 15 undergraduate students and one graduate student in the critical analysis of 130 alphabet books being used in a community school district. We used critical literacy theories to reveal stereotypes of race, gender, and class represented in the text and illustrations of this collection. We took a two-fold approach by first plotting each book on a continuum from “greatly perpetuates stereotypes” to “greatly challenges stereotypes” in each domain of race, gender, and class.

Meaningful and Purposeful Curriculum Creation and Implementation—A School-Wide Approach

Northern Michigan University (Melanie Reaves, Principal Investigator)

In this multi-year design-based study within a pre-K-12th grade charter school, my colleagues and I are exploring the social, affective, and pedagogical processes that take place as university professors, administrators, teachers, and students navigate the creation and implementation of meaning-based and purposeful curriculum. University professors and graduate assistants are facilitating ongoing professional development that centralizes and affirms the role of the teacher and students as decision-makers and co-collaborators. Using a Cultural Historical Activity Theoretical (CHAT) approach, we are exploring the contextual forces at work as participants work toward collective and independent goals.

Critical Thinking for Pre-Service Teachers and their Students

Northern Michigan University (Melanie Reaves, Principal Investigator)

In this collaborative study with professors teaching methods courses in multiple disciplines (math, science, social studies, language arts) we aim to answer the question, how might pre-service teachers use visual-based critical thinking strategies as an effective learning tool for their own professional development and to foster critical thinking in the students they teach in multiple content areas?

Designing and Implementing Effective Literacy Tutoring for Children in Grades K-5

Northern Michigan University (Melanie Reaves, Principal Investigator)

In this project I am exploring the effectiveness of tutoring for children in grades (K-5) with a focus on supporting their literacy knowledge/skills (reading, writing, speaking, listening, and viewing). Two levels of evaluation are being conducted. First, I am exploring the role of self-reflection by the tutor (graduate student) and the coaching I provide. Second, I am exploring the effectiveness of the tutors' instruction over the course of the study.

Interest-Based Responsive Teaching in Literacy Instruction

Northern Michigan University (Melanie Reaves, Principal Investigator)

The purpose of the study is to explore graduate students' experiences enrolled in a graduate course focused on responsive teaching within child-interest learning. The students enrolled in this course read/respond to scholarly literature focused on motivation/engagement and effective literacy instruction. They also design and engage in instruction by tutoring a student twice a week, one hour per session, to apply what they learn. I am focusing on the graduate students' experiences as learners and teachers to get a better understanding of the multifaceted art of effective teaching. Most students enrolled in this class are practicing teachers wanting to hone their teaching skills. This study is a way to understand that process better so we may be able to help other teachers who have similar professional goals.

Exploring Affective Investments During Early Literacy: Children's Multiple Becomings,
University of Wyoming (Melanie Reaves, Principal Investigator)

As sole researcher, I designed and conducted a year-long single case study embedded within a contextualized, multi-site multiple case study (5 children) using ethnographic data collection strategies. The purpose of the study was to explore and understand the role of preschool children's affective investments in their early literacy learning. I analyzed the data using three theoretical frameworks—*affect as intensity*, Cultural Historical Activity Theory, and concepts within Object Relations Theory (specifically, Winnicott's concepts of transitional phenomena, play, and the true and false self). Working from these perspectives I analyzed the data using three analytic strategies—narrative analysis, phenomenological analysis, and grounded theory analysis. I published my findings in the form of a dissertation, which can be found through ProQuest.

Exploring Effective Literacy Tutoring within an Interest-based Approach
University of Wyoming (George Kamberelis, Principal Investigator)

In this project I served as a participant/researcher. As a participant, I tutored elementary age students who had been identified as “struggling” with reading or writing by designing weekly sessions focused on supporting their literacy learning through student-identified interests. I also coached other tutors by observing their teaching and meeting weekly to provide feedback for their teaching. As a researcher I helped collect data through writing extensive fieldnotes and analytic memos, collecting photographic and video data, and analyzing data using qualitative data analysis strategies.

Cognitive Change During Early Writing Development
University of Wyoming (George Kamberelis, Principal Investigator)

In this project I have conducted qualitative analyses of transcripts, field notes, analytic memos of video-taped data collection activities, and child-generated artifacts to construct summaries of children's developmental trajectories in three literacy domains (orthographic knowledge, concept of word, and metalinguistic awareness). I have also constructed comparative accounts of several children's development trajectories based on an integration of *dynamic systems* and *different paths to common outcomes* theoretical frameworks. Finally, I have contributed to writing research reports based on findings from our analyses.

Under the Influence of Mentor Texts: Young Children’s Developing Understanding of Authorial Style and Voice

University of Wyoming (George Kamberelis, Principal Investigator)

This study focuses on the extent to which kindergarten, first-, and second-grade children understand and can model the styles and voices of different authors (Dr. Seuss and Kevin Henkes) after engaging in studies of these authors in their classrooms. As part of my work on this study, I conducted a literature review of author studies and mentor text studies. I am coding and analyzing children’s texts. I am currently contributing to writing up findings.

Focused Reflective Practice: Using Video and Talk Analysis with Literacy Teachers-in-Training, University of Wyoming (Dana Robertson, Principal Investigator)

The purpose of the research is to examine the influences of engaging in collaborative coaching while reflecting on video-recorded tutorial instruction with a struggling reader/writer. Participants are students in a literacy specialist endorsement program who are tutoring struggling readers and writers in a clinical setting and engaging in individual reflection and collaborative talk with coaches about the nature and effectiveness of their ongoing responsive tutoring activities. My role in the study has involved coaching, transcription data coding, data analysis, and report writing.

HONORS AND AWARDS

Dissertation of the Year Award (Nomination)

International Literacy Association, December 2015

Qualitative Dissertation Award (Nomination)

International Congress of Qualitative Inquiry, December 2015

American Educational Research Association Language and Social Processes Emerging Scholar Award (Nomination)

American Educational Research Association Languages and Social Processes Special Interest Group, December 2015

Graduate Research/Teaching Assistantship

University of Wyoming, College of Education Department of Literacy,
June 2010 – 2014

Douglas B. Reeves Literacy Education Fellowship

University of Wyoming, College of Education Department of Literacy, June 2013 – June 2014

Student International Travel Scholarship

University of Wyoming, 2012

Academic Scholarship for Further Education

Wyoming State Reading Council, 2011

Master of Teacher Education Outstanding Student of the Year

Eastern Oregon University, 2005

International Reading Association's "Celebrate Literacy" Award
Mid-Columbia Reading Council, 2005

Distance Education Outstanding Student of the Year
Eastern Oregon University, 2004

SERVICE

Advisory Board, *Montana State University Billings Phoenix Center*

Committee Member, *Montana State University Committees: Educational Theory and Practice Elementary/Secondary Programs, CAEP Standard 2; University Undergraduate Curriculum Committee; University E-Learning Committee*

Committee Member, *Michigan Department of Education Standards Revision Committee for Elementary Education Teacher Preparation-Literacy*, October, 2016-June, 2017.

Reviewer, *Pearson Higher Education, Invited Book Review: Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers* by Gail Tompkins, 4th Edition, 2017.

Reviewer, *Journal Scientific Study of Literature*, 2015 to present.

Reviewer, *Literacy Research: Theory, Method, and Practice*, 2015 to present.

Reviewer, *Linguistics in Education: An International Research Journal*, 2011 to present.

Reviewer, *Action in Teacher Education: The Journal of the Association of Teacher Educators*, 2013-present.

Reviewer, *Journal of Early Childhood Literacy*, 2014-present.

Reviewer, *Michigan Reading Journal*, 2014-present.

President, *Marquette-Alger Reading Council*, 2016-2017.

Publicity Director, *Upper Michigan Reading Association*, 2014-2017.

Faculty Advisor, *Student Chapter Marquette-Alger Reading Council*, 2015-2017.

Leadership Council Member, *Wyoming State Reading Council*, 2010-2014.

Consultant, *North Star Academy*, Facilitating professional development for administrators and teachers focused on project-based learning, 2015-present.

Consultant, *Delta Schoolcraft ISD*, Action in Education Summer Institute, Creating/facilitating content-area writing professional development workshop, 2015.

Consultant, *AMCAB Head Start*: created/facilitated early/family literacy professional development for preschool teachers and home visitors, 2015.

Student Liaison, *Wyoming State Reading Council*, 2010-2014.

Director of Membership, *Wyoming State Reading Council*, 2012-2014.

Newsletter Co-editor, *Literacy Research Association Doctoral Student Innovative Community Group*, 2011-2013.

Consultant, *Teton Literacy Center*: assisted in designing an early/family literacy program, aligning curriculum and assessment, writing a successful family literacy grant, and providing ongoing mentoring and professional development for the organization's staff (preschool teachers and program supervisors for K-12 tutoring services), 2012-2014.

Consultant, *Wyoming Kids First*: created/facilitated early/family literacy professional development for daycare providers and preschool teachers, 2013.

Consultant, *Wyoming Department of Family Services*: created an early/family literacy professional development workshop for DFS staff, 2012.

Consultant, Casper Child Development Center: assisted in creating a parent survey with a focus on links between print-based and new literacies, created an early/family literacy professional development workshop for CDC staff, 2012.

Consultant, Eastern Oregon Haiti Project: collaborated with education team members to provide culturally relevant professional development for Haitian teachers at a school with over 1000 students, which involved off-site collaborative meetings and two, two-week on-site collaborations and facilitation, 2011, 2012.

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

International Congress of Qualitative Inquiry (ICQI)

International Literacy Association (ILA)

Literacy Research Association (LRA)

Midland Empire Reading Council (MERC)

Montana Reading Council (MRC)

National Association for Education of Young Children (NAEYC)

Northern Rocky Mountain Educational Research Association (NRMERA)

Upper Peninsula Reading Association (UPRA)

Womens Caucus for Art (WCA)