

VITA

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Associate Professor, Education & Human Development, Literacy

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Academic Identification

Academic Background & Degrees

- 1991 University of Maryland, College Park
Ph.D. Curriculum and Instruction, Reading.
Maryland Fellowship (1987-1991, university fellowship for doctoral study).
- 1984 University of North Carolina, Greensboro
M.Ed. Education of the Deaf.
- 1978 University of North Carolina, Greensboro
B.S. Education of the Deaf.
Majors in Education of the Deaf; English; minor in Linguistics.
Magna Cum Laude.
Student of the Year, Education of the Deaf, 1976.

Current Academic Appointment

- 2003-present Associate Professor, Literacy, Education and Human Development,
Eugene T. Moore College of Education, Clemson University (Reading Recovery
Director & Trainer, 2003-2007; Reading Recovery Trainer Emerita, 2007-present).

Previous Academic Appointments and Professional Employment

- 2000-2003 Assistant Professor and Co-Director of Reading Recovery, Language, Literacy, &
Culture, School of Teaching and Learning, The Ohio State University, Columbus.
- 1999-2000 Visiting Assistant Professor, Reading Recovery and Language, Literacy, &
Culture, School of Teaching and Learning, The Ohio State University
- 1998-1999 Post-doctoral Study, Reading Recovery Trainer of Teacher Leaders, The Ohio
State University, Columbus, Ohio (funding support provided by Reading

- Recovery-Early Literacy at The Ohio State University).
- 1996-1998 Literacy Coach & Staff Developer, Classroom and Title I coach, staff developer, and coordinator for Early Literacy Training and Program Development; Reading Specialist, Fairfax County Schools, Virginia.
- 1994-1996 Adjunct Instructor, George Mason University/Fairfax Academy, Annandale, Virginia.
- 1993-1998 Reading Recovery Teacher & Title I Reading Specialist, Fairfax County Schools, Virginia.
- 1991-1993 Title I Reading Specialist, Fairfax County Schools, Virginia.
- 1990-1991 Adjunct Instructor, Reading, University of Maryland, College Park, Maryland.
- 1998-1990 Research Consultant, Stanford Research Institute International, Menlo Park, California. Federally funded project, often referred to as the Children of Poverty research, see Knapp, M. S. (Ed.) (1995). *Teaching for Meaning in High-Poverty Classrooms*.
- 1989-1990 Assistant Clinic Director, University of Maryland Summer Reading Clinic, College Park, Maryland.
- 1987-1988 Master Teacher/Instructional Supervision, 1988; Teacher, 1987, University of Maryland Summer Reading Clinic, College Park, Maryland.
- 1987-1990 Adjunct Associate Professor; Adjunct Assistant Professor, Gallaudet University, Washington, D.C.
- 1987-1989 Teaching Assistant; Supervisor of Student Teachers, University of Maryland, College Park, Maryland.
- 1984-1986 Lecturer; Coordinator and Supervisor of Student Teaching in Education of the Deaf, University of North Carolina at Greensboro.
- 1978-1984 Teacher of the Hearing Impaired, K-6, Rankin School, Guilford County Schools, Greensboro, North Carolina.
- 1978 Teacher of the Hearing Impaired, Multi-disability, Central NC School for the Deaf, Greensboro, North Carolina, February – September 1978.

Research

Publications

- **denotes co-authored with doctoral student
- *denotes co-authored with M.Ed. student
- # denotes co-authored with classroom teacher
- + denotes co-authored with undergraduate student

Publications

Peer-Reviewed Articles

Fullerton, S. K. (2016). The role of reflection in developing expertise: Fusing skill and will in scaffolded instruction. *Journal of Reading Recovery*, 15(2), 49-66.

Fullerton, S. K. & ⁺Turowetz, J. (2016). Groovin' to the sounds of music: Songs as literacy instruments. *Reading Matters: The Journal of the South Carolina State Council of the International Reading Association*, 16, 39-43.

<http://user-23310503727.cld.bz/RM-Winter-2016-FLIP1#40>

Fullerton, S. K. & ****McCrea-Andrews, H.**, & **#*Robson, K.** (2015). Using a scaffolded multi-component intervention to support the reading and writing development of English learners. *i.e.: inquiry in education*, 7(1), 1-20.

<http://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1104&context=ie>

****Schafer, G. J.**, Green, K. E., Walker, I. D., **Fullerton, S. K.**, and Lewis, E. (2014). An interactive, cyber-physical read-aloud environment: Results and lessons from an evaluation activity with children and their teachers. In *Proceedings of DIS 2014: the ACM conference on Designing Interactive Systems*, ACM Digital Library, 865-874.

Fullerton, S. K. & Forbes, S. (2014). Motivational changes in Reading Recovery children: A pre- and post- analysis. *Journal of Reading Recovery*, 13(2), 43-54.

****Schafer, G. J.**, Green, K. E., Walker, I. D., Lewis, E., **Fullerton, S. K.** (2013). The LIT ROOM: Advancing literacy in children through a networked suite of architectural robotic artifacts. In *IDC '13: Proceedings of the 12th International Conference on Interaction Design and Children*, New York, USA, ACM Digital Library, 643-646.

****Schafer, G. J.**, Green, K. E., Walker, I. D., Lewis, E., **Fullerton, S. K.**, ****Soleimani, A.**, . . . ***Padmakumar, A.** (2013). Designing the LIT KIT: An interactive, environmental Cyber-physical artifact enhancing children's picturebook reading. In *IDC '13: Proceedings of the 12th International Conference on Interaction Design and Children*, New York, New York, USA, 281-284.

- Bates, C. C. & **Fullerton, S. K.** (2011). The flat world and education: “How America's commitment will determine our future” by Linda Darling Hammond - Its importance to Reading Recovery professionals. *Journal of Reading Recovery*, 11(1), 52-55.
- Fullerton, S. K.** & Colwell, J. (2010). Research on small-group discussions of literature—Past, present, and future: An analysis of three decades. *59th Yearbook of the Literacy Research Association*. Oak Creek, WI: Literacy Research Association.
- Fullerton, S. K.** (2008). The development of Literacy Lessons with children who are deaf. *Journal of Reading Recovery*, 8(1), 34-42.
- Fullerton, S. K.** (2006). Relating the known to the new: Exploring personal perspectives on *Literacy Lessons Designed for Individuals*. *Journal of Reading Recovery*, 6, 5-14.
- Fullerton, S. K.** (2006). Change over time in Reading Recovery: Literacy lessons designed for individuals. *Reading Matters: The Journal of the South Carolina State Council of the International Reading Association*. 7, 24-31.
- Fullerton, S. K.** & Nemeth, G. (2005). Reading Recovery matters in South Carolina. *Reading Matters: The Journal of the South Carolina State Council of the International Reading Association*, 6, 15-19.
- Fullerton, S. K.** (2001). Achieving motivation: Guiding Edward’s journey to literacy. *Literacy, Teaching and Learning: An International Journal of Early Reading and Writing*, 6, 43-71.
- Fullerton, S. K.** and DeFord, D. E. (2001). Conversations before writing during Reading Recovery lessons: Negotiation or tug of war? In J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy, and B. Maloch (Eds.), *Fiftieth Yearbook of the National Reading Conference* (pp. 213-227). Chicago: National Reading Conference.
- Rodgers, E., **Fullerton, S. K.**, & DeFord, D. (2001). What does it take to reform instructional practices? In J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy, and B. Maloch (Eds.), *Fiftieth Yearbook of the National Reading Conference* (pp. 519-531). Chicago: National Reading Conference.
- Fullerton, S. K.** & Quinn, M. P. (1996-1997). Establishing the learning context: Connecting learning through grouping and structure. *Greater Washington Reading Council Journal*, 21, 27-31.
- Davey, B., & **King, S.** (1990). Acquisition of word meanings from context by deaf readers. *American Annals of the Deaf*, 135(3), 227-234.

Davey, B., & **King, S.** (1989). Acquisition of word meanings from context by deaf readers. 2nd *International Symposium on Cognition, Education, and Deafness: Working Papers*. Gallaudet University, Washington, D. C.

King, S. (1988). Combining a story structure strategy with the vocabulary language prediction strategy. *Reading: Issues and Practices: The Journal of the State of Maryland International Reading Association Council*, 5, 22-24.

Invited Articles and Interviews (written interviews)

Fullerton, S. K. (2016). Online Feature Interview: Animals in children's literature. *Teaching Young Children*, 10(1). <http://www.naeyc.org/tyc/interview-susan-fullerton>

Fullerton, S. K. (2010). Prior knowledge challenges for young deaf readers: Considerations for the new book orientation. *Journal of Reading Recovery*, 25th Anniversary Issue, 9(2), 41-52. [One of ten authors invited to write an article for the anniversary issue]

Fullerton, S. K. (2008). The significance of early literacy efforts in preventing later failure. *National Dropout Prevention Center/Network Newsletter*.

Fullerton, S. K., Gambrell, L. B., & Headley, K. (2007). In celebration of the life and legacy of Marie M. Clay. *Literacy Teaching & Learning: An International Journal of Early Reading and Writing*, 11, i-ii.

Fullerton, S. K., #Brill, N., & #Carter, C. (2003). Reading Recovery with deaf children. *Odyssey*, 5, 76-79.

Fullerton, S. K. & DeFord, D. (2000). Teaching for reciprocity: Developing a self-extending system through reading and writing. *The Running Record: A Review of Theory and Practice for Reading Recovery Teachers*, 12, 1-9.

Books and Book Chapters

Almasi, J. F. & **Fullerton, S. K.** (2012). *Teaching strategic processes in reading* (2nd edition). New York: Guilford Press.

Fullerton, S. K. (2003). Achieving motivation: Guiding Edward's journey to literacy. In S. Forbes & C. Briggs (Eds.), *Research in Reading Recovery, Vol. II*, 6, 43-67. (reprint of Fullerton 2001).

Edited Book Chapters

Fullerton, S. K. and [#]Quinn, M. P. (2002). Teacher research as professional development: A study of teaching and learning. In E. Rodgers & G. S. Pinnell (Eds.) *Learning from teaching in literacy education*. Portsmouth, NH: Heinemann.

Rodgers, E., **Fullerton, S. K.**, and DeFord, D. (2002). Making a difference with professional development. In E. Rodgers & G. S. Pinnell (Eds.) *Learning from teaching in literacy education*. Portsmouth, NH: Heinemann.

Davey, B. and **King, S.** (1990). Deaf readers' acquisition of word meanings from context. In D. Martin (Ed.), *Advances in Cognition, Education, and Deafness*. Washington, D.C.: Gallaudet Press.

Books (as editor)

Dunston, P. J., **Fullerton, S. K.**, Cole, M. W., Malloy, J., Wilder, P. M., & Headley, K. N. (Eds.), (2014). *63rd Yearbook of the Literacy Research Association*. Oak Creek, WI: Albuquerque Literacy Research Association.

Dunston, P. J., **Fullerton, S. K.**, Bates, C. C., Stecker, P. M., Cole, M. W., Hall, A. H., Herro, D., & Headley, K. N. (Eds.). (2013). *62nd Yearbook of the Literacy Research Association*. Oak Creek, WI: Literacy Research Association.

Dunston, P. J., **Fullerton, S. K.**, Bates, C. C., Headley, K., & Stecker, P. M. (Eds.), (2012). *61st Yearbook of the Literacy Research Association*. Oak Creek, WI: Literacy Research Association.

Dunston, P. J., Gambrell, L. B., Headley, K., **Fullerton, S. K.**, Stecker, P. M., Gillis, V. R., & Bates, C. C. (Eds.), (2011). *60th Yearbook of the Literacy Research Association*. Oak Creek, WI: Literacy Research Association.

Other Publications

Fullerton, S. K. and Teale, W. (2013). Oscar S. Causey award. In Dunston, P. J., Fullerton, S. K., Bates, C. C. Stecker, P. M., Cole, M. W., Hall, A. H., Herro, D., & Headley, K. N. (Eds.). *62nd Yearbook of the Literacy Research Association* (pp. 12-13). Oak Creek, WI: Literacy Research Association.

Other Publications: Technical Reports

Fullerton, S. K. (2007). *Reading Recovery in South Carolina: 2005-06 State Report*. Clemson, SC: Clemson University.

Fullerton, S. K. (2007). *Executive Summary: Reading Recovery in South Carolina, 2005-06*

State Report. Clemson, SC: Clemson University.

Fullerton, S. K. (2006). *Executive Summary: Reading Recovery in South Carolina, 2004-05 State Report*. Clemson, SC: Clemson University.

Fullerton, S. K., Nemeth, G. & McBride, M. (2006). *Reading Recovery in South Carolina: 2004-05 State Report*. Clemson, SC: Clemson University.

Fullerton, S. K. & Nemeth, G. (2005). *Reading Recovery in South Carolina: 2003-04 State Report*. Clemson, SC: Clemson University.

Fullerton, S. K. (2005). *Reading Recovery in South Carolina: Report to the South Carolina Department of Education 2003-2004*. Clemson, SC: Clemson University.

Fullerton, S. K. (2004). *2002-03 Reading Recovery Report to the South Carolina Department of Education*. Clemson, SC: Clemson University.

Gomez-Bellenge, F. X., Rodgers, E., & **Fullerton, S. K.** (2003). *Reading Recovery and Descubriendo la Lectura National Report 2001-2002*. Columbus, OH: The Ohio State University.

Gomez-Bellenge, F. X., Rodgers, E., & **Fullerton, S. K.** (2003). *Reading Recovery in Ohio: 2001-2002 State Report*. Columbus, OH: The Ohio State University.

Other Publications: Submitted to Peer-Reviewed Journals

Fullerton, S. K., Schafer, G. J., **McClure, E. L., **Hubbard, K., **Salley, L., & **Huber, R.. (2016, submitted). Considering quality and diversity: An analysis of read-aloud recommendations and rationales from children's literature experts.

McClure, E. L. & **Fullerton, S. K. (2016, submitted). Supporting literacy and building community with interactive read alouds.

Unpublished Works

Fullerton, S. K. (1991). *Acquisition of word meanings from context: The influence of personal associations on the definitional accuracy and processing strategies of proficient and less proficient learners*. University of Maryland, College Park. Dissertation.

Presentations

**denotes collaboration with doctoral student

*denotes collaboration with M.Ed. student

++denotes collaboration with classroom teacher

+denotes collaboration with undergraduate student

Refereed International and National Conference Papers and Presentations

- Fullerton, S. K., **Hubbard, K., and **McClure, E. L.** (2016, December, accepted). First-graders' re-descriptions of Ezra Jack Keats' narratives: Transforming story worlds into social worlds through oral and written responses within read-aloud discussions and pen pal letters. Paper to be presented at the Literacy Research Association Conference, Nashville, Tennessee.
- Fullerton, S. K., Schafer, G. J., **Hubbard, K., **McClure, E. L., **Salley, L., **Huber, R., . . . & Walker, I.** (2016, December, accepted). Second graders' responses during interactive read-alouds within the multi-sensory robotic LIT Room and traditional story room: Social and technological transformations in talk and literature. Paper to be presented at the Literacy Research Association Conference, Nashville, Tennessee.
- Fullerton, S. K., **Hubbard, K., **McClure, E. L., & ⁺⁺⁺Jordan, K.** (2016, November, accepted). *Interactive read-alouds and pen pals: Their use in a classroom and university collaboration to advocate for reading-writing connection.* Session to be presented at the NCTE Annual Convention, Atlanta, GA.
- Fullerton, S. K., **Hubbard, K., **McClure, E. L., & ⁺⁺⁺Jordan, K.** (2016, July). *Story as "lived through" experience: First graders respond to Ezra Jack Keats' Peter narratives.* Research poster session presented at the International Literacy Association Conference, Boston, MA.
- Dunston, P., **Fullerton, S. K.,** Cole, M., & Malloy, J., (2015, December). *Does paradigm matter? An analysis of manuscript submissions, acceptances, and paradigm trends in the LRA Yearbook.* Paper presented at the Literacy Research Association Conference, Carlsbad, CA.
- Fullerton, S. K., **Schafer, G. J., **McClure, E. L., **Hubbard, K., **Huber, R., & **Salley, L.** (2015, December). *Do experts' book selections reflect literacy, equity, and imagination?: An analysis of read-aloud recommendations and rationales from children's librarians and children's literature professors.* Paper presented at the Literacy Research Association Conference, Carlsbad, CA.
- **Schafer, G. J., Fullerton, S. K., **McClure, E. L., **Hubbard, K., **Huber, R., & **Salley, L.** (2015, December). *Initial findings from the design, implementation, and evaluation of the LIT Room: A mixed-technology architectural-robotic embedded environment for augmenting interactive picturebook read-alouds.* Paper presented at the Literacy Research Association Conference, Carlsbad, CA.
- Fullerton, S. K. & **Schafer, G. J.** (2015, July). *Interactive read-alouds of picturebooks within multi-modal environments: Implications for interdisciplinary design and research.* Paper presented at the European Conference on Literacy, Klagenfurt, Austria.

- Fullerton, S. K., **Schafer, G. J., & **McClure, E. L.** (2014, December). *The LIT KIT: How interactive read-alouds within a cyber-physical, multisensory environment impact children's responses to picturebooks*. Research presentation at the American Reading Forum, Sanibel, Florida.
- Fullerton, S. K., & **Schafer, G. J.** (2014, December). *A review of research in the design of technology-enhanced literacy tools and texts: Implications for the dialogic construction of literacy*. Paper presented at the Literacy Research Association Conference, Marco Island, Florida.
- **Schafer, G. J., Green, K. E., Walker, I. D., **Fullerton, S. K.**, & Lewis, E. (2014, July). *An interactive, cyber-physical read-aloud environment: Results and lessons from an evaluation activity with children and their teachers*. Paper presented at DIS 2014 (Designing Interactive Systems), Vancouver, BC, Canada.
- Fullerton, S. K. & **Schafer, G. J.** (2013, December). *Looking back to envision what lies ahead: A comparative review of research in interactive read-alouds and technology-enhanced literacy texts and tools*. Research presentation at the American Reading Forum, Sanibel, Florida.
- Gambrell, L. B., **Fullerton, S. K.**, & Malloy, J. (2013, December). *Teachers' perspectives on the role of discussion in English Language Arts and relevance to the Common Core State Standards*. Research presentation at the American Reading Forum, Sanibel, Florida.
- Fullerton, S. K., **Durham, S., & Fleming, D.** (2013, December). *Responses of English Learners during small-group interactive read-alouds and guided writing: The role of oral, written, and non-verbal response*. Paper presented at the Literacy Research Association, Dallas, Texas.
- **Schafer, G. J., Green, K. E., Walker, I. D., **Fullerton, S. K.**, Lewis, E., *Soleimani, A., . . . *Padmakumar, A. (2013, June). *The LIT ROOM: Advancing literacy in children through a networked suite of architectural robotic artifacts*. Paper presented at the International Conference on Interaction Design and Children, New York.
- **Schafer, G. J., Green, K. E., Walker, I. D., Lewis, E., **Fullerton, S. K.**, *Soleimani, A., . . . *Padmakumar, A. (2013, June). *Designing the LIT KIT: An interactive, environmental mixed-technology robotic system for enhancing children's picturebook reading*. Paper presented at the International Conference on Interaction Design and Children, New York.
- Fullerton, S. K. & **Durham, S.** (2012, December). *The nature of English language learners' responses and language during small-group interactive read-alouds and discussions in an after-school program*. Research presentation at the American

Reading Forum Conference, Sanibel, FL.

Fullerton, S. K., **Durham, S., & **Andrews, H. M. (2012, December). *Let's write about the book!": Changes in English language learners' writing through an interactive read-aloud and interactive writing intervention.* Paper presented at the Literacy Research Association Conference, San Diego, CA.

Fullerton, S. K., **Andrews, H. M., **Durham, S., & Fleming, D. (2012, October). *Interactive writing intervention for skill acquisition with ELL students in an after school program.* Research poster session at the National Youth at Risk Conference, Savannah, Georgia.

****McCrea-Andrews, H., Fullerton, S. K., & *#Robson, K.** (2011, December). *Supporting the literacy development of English Language Learners through scaffolded writing.* Paper presented at the Literacy Research Association Conference, Jacksonville, FL.

Fullerton, S. K., *#Grey, P., & **Colwell, J. (2011, May). *The literary understandings of preschoolers and third graders: What we've learned through collaborative inquiry & teacher research partnerships.* Research session presented at the International Reading Association, Orlando, FL.

Fullerton, S. K. & Dunston, P. J. (2010, December). *Teacher decision-making and reflection: The intersection of assessments, texts, tasks, & talk.* Paper presented at the Literacy Research Association Conference, Fort Worth, TX.

****Colwell, J. & Fullerton, S. K.** (2010, December). *Pre-service teachers' interactions with culturally and racially diverse elementary students in peer-led literature discussions.* Paper presented at the Literacy Research Association Conference, Fort Worth, TX.

Fullerton, S. K. & Forbes, R. (2010, July). *Change over time in motivation: What Reading Recovery offers.* Paper presented at the International Reading Recovery Institute, London, England.

Forbes, R. & Fullerton, S. K. (2010, February). *Reading Recovery students' motivation to read.* Presentation at the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, Ohio.

Fullerton, S. K. & **Colwell, J. (2009, December). *Literature response & discussion across the last four decades: Looking back, looking forward.* Paper presented at the National Reading Conference, Albuquerque, NM.

Fullerton, S. K., **Colwell, J., & Warner, M. (2009, December). *Developing motivation through cross-age book clubs.* Paper presented at the National Reading Conference, Albuquerque, NM.

- Dunston, P. & **Fullerton, S.K.** (2009, December). *Evolving models of reading clinics: Clemson University's reading clinic*. Paper presented at the National Reading Conference, Albuquerque, NM.
- Fullerton, S. K.** & Forbes, S. (2008, December). *Motivational changes in Reading Recovery children: A pre and post analysis*. Paper presented at the National Reading Conference, Orlando, FL.
- Fullerton, S. K.** (2008, May). *Self-correction and early literacy processes: A comparison of deaf and hearing readers*. Paper presented at the International Reading Association, Education of the Deaf SIG, Atlanta, GA.
- Fullerton, S. K.** (2008, March). *Self-correction and strategic activity in beginning readers who are deaf*. Paper presented at the American Educational Research Association, Education of the Deaf, SIG, New York, NY.
- Fullerton, S. K.** (2007, July). *Literacy lessons with children who are deaf*. Presentation at the International Reading Recovery Institute, Baltimore, MD.
- Fullerton, S. K.** (2007, June). *Teaching deaf children*. Presentation at the Reading Recovery Teacher Leader Institute & Leadership Academy, Tysons Corner, Virginia.
- Fullerton, S. K.** (2007, April). *Literacy processing in young deaf readers: Learning from a one-to-one interventions*. Paper presented at the American Educational Research Association, Chicago, IL.
- Fullerton, S. K.** (2006, December). *Self-correction in beginning reading: A comparison of deaf and hearing readers*. Paper presented at the National Reading Conference, Los Angeles, CA.
- Nemeth, G. & **Fullerton, S. K.** (2005, December). *Self-correction in beginning reading*. Paper presented at the National Reading Conference, Miami, FL.
- Fullerton, S. K.** (2005, February). *By different paths to writing*. Presentation at the National Reading Recovery Conference, Columbus, OH.
- Fullerton, S. K.** (2004, December). *Pre-service teachers' perspectives and responses in a children's literature course: Moving beyond "I loved this book/"* Paper presented at the National Reading Conference, San Antonio, TX.
- Fullerton, S. K.** (2003, December). *Exploring one-to-one tutoring with readers who are Deaf: A review and analysis of the related literature*. Paper presented at the National Reading Conference, Scottsdale, AZ.

- Fullerton, S. K.** & **Bandre, P. (2003, December) *Prospective teachers' response to adolescent literature: Implications for teacher preparation*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Fullerton, S. K.** (2003, February). *Considerations for the new book orientation: Developing engagement and comprehension*. Presentation at the National Reading Recovery Conference, Columbus, OH.
- Fullerton, S. K.** (2002, December). *Reflections of the past and present: The influence on skill and will in scaffolded instruction*. Paper presented at the National Reading Conference, Miami, FL.
- Fullerton, S. K.** (2001, December). *Supporting at-risk learners in writing: Teacher decision-making in scaffolded instruction*. Paper presented at the National Reading Conference, San Antonio, TX.
- Rodgers, E., **Fullerton, S. K.**, & DeFord, D. E. (2001, April). *A case for a multi-dimensional model of professional development*. Paper presented at the American Educational Research Association, Seattle, WA..
- Fullerton, S. K.** (2001, February). *Conversations around writing: Implications for improving scaffolding*. Presentation at the National Reading Recovery Conference, Columbus, OH.
- Fullerton, S. K.** (2000, December). *The nature of teacher-student interactions in Reading Recovery lessons: Conversations before writing*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Rodgers, E., **Fullerton, S. K.**, & DeFord, D. E. (2000, December). *What does it take to reform instructional practices?* Paper presented at the National Reading Conference, Scottsdale, AZ.
- Fullerton, S. K.**, *Pempek, M. & *Litzenberger, P. (2000, February). *Too much talk and not enough action: Teaching for phrasing in fluent reading*. Presentation at the National Reading Recovery Conference, Columbus, OH.
- Boley, A., **Fullerton, S. K.**, & #Naylor, N. (1999, February). *Supporting children through collaborative relationships in Reading Recovery and classrooms*. Presentation at the National Reading Recovery Conference, Columbus, OH.
- Fullerton, S. K.** & Quinn, M. P. (1998, May). *Assessment is the key!/: Improving student responses during small-group literature discussions*. Session presented at the International Reading Association Annual Convention, Orlando, FL.

Fullerton, S. K. & Perinis, M. (1997, May). *Linking the classroom and Title I through teaming: A collaborative partnership*. Session presented at the International Reading Association Annual Convention, Atlanta, GA.

Fullerton, S. K. (1992, April). *The strategic behaviors of fourth and fifth grade learners when acquiring word meanings from context*. American Educational Research Association Annual Meeting, San Francisco, CA.

Fullerton, S. K. (1991, December). *The strategic behaviors of fourth and fifth grade learners when acquiring word meanings*. National Reading Conference, Palm Springs, CA.

Davey, B. & **King, S. D.** (1989). *Strategies used by hearing-impaired readers to acquire word meanings from context*. Paper presented at the International Symposium on Cognition and Deafness, Washington, D.C.

Gambrell, L. B., Miller, D., **King, S. D.**, & Thompson, J. (1987, December). *The effects of free and cued recall upon the reading comprehension of fifth-grade students*. Paper presented at the National Reading Conference, St. Petersburg, FL.

King, C. M., **King, S. D.**, & Earle, F. (1987, June). *Teacher trainers and teacher training programs in education of the hearing impaired*. Paper presented at the Convention of American Instructors of the Deaf, Santa Fe, NM.

King, C. M. & **King, S. D.** (1985, June). *Writing and rewriting reading materials for deaf children*. Paper presented at the Convention of American Instructors of the Deaf, St. Augustine, FL.

Refereed Regional and State Conference Papers and Presentations

Fullerton, S. K. & **Durham, S. (2015). *Paired texts and paired approaches are powerful partners: How read-alouds and scaffolded writing can support English learners and other at-risk students*. Presentation at the South Carolina International Reading Association, Myrtle Beach, SC.

Fullerton, S. K. & +Parton, R. (2015). *Figuring out what's getting in the way for struggling readers: Analysis of errors in running records and during guided reading*. Presentation at the South Carolina International Reading Association, Myrtle Beach, SC.

Fullerton, S. K. (1998, April). *Providing small group instruction for at-risk kindergartners*. Presentation at the Virginia State Reading Association Annual Convention, Virginia Beach, VA.

Fullerton, S. K. (1997, March). *Establishing effective early literacy groups*. Presentation at the Pre-Conference Institute: Virginia State Reading Association Annual Conference, Arlington, VA.

Fullerton, S. K. & Perinis, M. (1997, March). *How do we know if we should celebrate?: Assessing student responses during literature group discussions*. Presentation at the Virginia State Reading Association Annual Conference, Arlington, VA.

Fullerton, S. K. & Perinis, M. (1996, March). *Teaming in language arts: A classroom and Title I teacher partnership*. Presentation at the Virginia State Reading Association Annual Conference, Norfolk, VA.

Fullerton, S. K. & Perinis, M. (1996, May). *The nature of student discourse during literature discussions*. Research presentation at the Teacher Research Conference, Fairfax, VA.

Fullerton, S. K. & Perinis, M. (1995, May). *Guiding students' understanding of literature: A partnership of classroom and Chapter I teachers*. Research presentation at the Teacher Research Conference, Annandale, VA.

Invited National Conference Papers and Presentations

Fullerton, S. K. Almasi, J. F., & (invited, 2013, February). *A book study of Teaching Strategic Processes in Reading*. Pre-Conference Institute, National Reading Recovery and K-6 Classroom Literacy Conference. Columbus, OH.

Fullerton, S. K. (invited, 2014, December). Literacy education with students who are deaf. Discussant at the annual meeting of the 64th Literacy Research Association Conference, Marco Island, FL.

Dunston, P. J., **Fullerton, S. K.**, Baker, B., Clifton, J., Kingsley, L., Kuby, C. Lannin, A., Sanchez, L. & VanHorn, S., Anders, P. L., & Yaden, D. B. (2014). *Opportunities for publishing your research*. Invited presentation to Newcomer's and Graduate Students at the 64th Annual Conference of the Literacy Research Association, Marco Island, FL.

Dunston, P. J., Fullerton, S. K., Anders, P. L., & Yaden, D. B. (2013). *Opportunities for publishing your research*. Invited presentation to Newcomer's and Graduate Students at the annual meeting of the 63rd Annual Conference of the Literacy Research Association, Dallas, TX.

Dunston, P. D., Gambrell, L. B., Gillis, V., Headley, K., Stecker, P., **Fullerton, S. K.** & Bates, C. C. (2011, December). *LRA yearbook: Opportunity to serve on the doctoral student editorial review board*. Invited presentation at the Literacy Research Association Conference, Jacksonville, FL.

Almasi, J. F. & **Fullerton, S. K.** (invited, 2011, February). *Teaching strategic processes in reading*. Invited presentation at the Pre-Conference Institute, National Reading Recovery and K-6 Classroom Literacy Conference. Columbus, OH.

Fullerton, S. K. & McBride, M. (invited, 2007, February). *Teaching children who are hard to accelerate: Fostering motivation and strategic responses*. Invited day-long session at the Pre-Conference Institute of the National Reading Recovery & Literacy Conference 2007, Columbus, OH.

Forbes, R. & **Fullerton, S. K.** (invited, February 2006). *Fostering comprehension in Reading Recovery*. Day-long session at the Pre-conference Institute of the National Reading Recovery & Literacy Conference, Columbus, OH.

Fullerton, S. K. (invited, 2004, February). *Scaffolding the development of engaged readers*. Presentation at the National Reading Recovery Conference, Columbus, OH.

Fullerton, S. K. (invited, 2004, February). *Ensuring comprehension: Scaffolding with expertly chosen books*. Presentation at the National Reading Recovery Conference, Columbus, OH.

Fullerton, S. K. (invited, 2003, February) *Considerations for the new book orientation: Developing engagement and comprehension*. Presentation at the National Reading Recovery Conference, Columbus, OH.

Fullerton, S. K., #Brill, N., & #Carter, C. (invited, 2003, February). *Reading Recovery with the Deaf: What is possible? Part I*. Presentation at the National Reading Recovery Conference, Columbus, OH.

Fullerton, S. K., #Brill, N., & #Carter, C. (invited, 2003, February). *Reading Recovery with the Deaf: What is possible? Part II*. Presentation at the National Reading Recovery Conference, Columbus, OH.

Fullerton, S. K. & #Larrabee, E. (invited, 2002, February). *Building reciprocity within and across Reading Recovery lessons*. Day-long session at the Preconference Institute, National Reading Recovery Conference, Columbus, OH.

Fried, M., **Fullerton, S. K.**, & #Connor, P. (invited, 2000, February). *An in-depth study of teaching for strategies during writing*. Day-long session at the Preconference Institute, National Reading Recovery Conference, Columbus, OH.

Invited Regional and State Conference Papers and Presentations

Fullerton, S. K. (invited, 2008, January). *The development of meaning: Choosing and introducing the new book*. Presentation at the Southeastern Reading Recovery & Early Literacy Conference, Virginia Beach, VA.

Fullerton, S. K. (invited, 2007, October). *Teaching for comprehension: Choosing and introducing the new book*. Presentation at the Pre-Conference Institute, Northeastern

Reading Recovery Conference, Providence, RI.

Fullerton, S. K. (invited, 2007, October). *Teaching for strategic activity*. Presentation at the Northeastern Reading Recovery Conference, Providence, RI.

Fullerton, S. K. (invited, 2007, October). *Teaching for strategic activity and self-regulation*. Presentation at the Billie J. Askew Texas Woman's University Reading Recovery Institute, Dallas, TX.

Fullerton, S. K. (invited, 2007, October). *Choosing and introducing the new book*. Presentation at the Billie J. Askew Texas Woman's University Reading Recovery Institute, Dallas, TX.

Fullerton, S. K. (invited, 2007, February). *Teacher-child interactions that promote strategic activity and self-regulation*. Paper presented at the Iowa Reading Recovery Conference, Des Moines, IA.

Fullerton, S. K. (invited, 2007, February). *Exploring the visual side of literacy*. Presentation at the Iowa Reading Recovery Conference, Des Moines, IA.

Fullerton, S. K. (invited, 2007, January). *Teaching for strategic activity*. Presentation at the Southeastern Reading Recovery & Early Literacy Conference, Savannah, GA.

Fullerton, S.K., & McBride, M. (invited, 2006, December). *Word work in "Literacy Lessons Designed for Individuals."* Presentation at the South Carolina Literacy Conference, Charleston, SC.

Fullerton, S. K. (invited, 2006, November). *Fostering strategic activity and self-regulation*. Presentation at the Billie J. Askew Texas Woman's University Reading Recovery Institute, Dallas, TX.

Fullerton, S. K. (invited, 2006, November). *Exploring the visual side of literacy*. Presentation at the Billie J. Askew Texas Woman's University Reading Recovery Institute, Dallas, TX.

Fullerton, S. K. (invited, 2006, January). *Engaging the reader: Choosing and introducing the new book*. Presentation at the Southeastern Reading Recovery & Early Literacy Conference, Greensboro, NC.

Fullerton, S. K., Nemeth, G. & McBride, M. (invited, 2005, December). *Survivor: A teacher's guide to the hardest to teach*. Presentation at the South Carolina Literacy Conference, Charleston, SC.

Nemeth, G., **Fullerton, S. K.** & McBride, M. (invited, 2005, December). *Reading Recovery: Sifting and sorting*. Presentation at the South Carolina Literacy Conference 2005, Charleston, SC.

- Fullerton, S. K.**, Nemeth, G., & McBride, M. (invited, 2005, December). *Reading Recovery matters in South Carolina*. Presentation at the South Carolina Literacy Conference 2005, Charleston, SC.
- Fullerton, S.K.**, Nemeth, G., & McBride, M. (invited, 2005, April). *Reading Recovery matters in South Carolina*. Presentation at the South Carolina International Reading Association 2006, Myrtle Beach, SC. (invitation to represent the SC Department of Education and Reading Recovery, invited by SC DOE).
- Fullerton, S. K.** (invited, 2005, January). *By different paths to writing*. Presentation at the Southeastern Reading Recovery & Early Literacy Conference, Savannah, GA.
- Fullerton, S. K.** (invited, 2004, December). *By different paths to writing*. Presentation at the South Carolina Literacy Conference, Charleston, SC.
- Fullerton, S. K.** (invited, 2004, November). *By different paths to writing*. Presentation at the Billie J. Askew Texas Woman's University Reading Recovery Institute, Dallas, TX.
- Fullerton, S. K.** (invited, October, 2004). *Choosing and introducing the new book*. Presentation at the Michigan Reading Recovery Conference 2005, Dearborn, MI.
- Fullerton, S. K.** (invited, December, 2003). *Ensuring comprehension: Scaffolding with expertly chosen books*. Presentation at the South Carolina Literacy Conference, Charleston, SC.
- Fullerton, S. K.** (invited, November, 2003). *Teaching for comprehension: Scaffolding the development of engaged readers*. Presentation at the Texas Woman's University Reading Recovery Institute, Dallas, TX.
- Fullerton, S. K.** (invited, 2003, January). *Considerations for the new book orientation: Developing engagement & comprehension*. Presentation at the Southeastern Reading Recovery & Early Literacy Conference, Greensboro, NC.
- Fullerton, S. K.** (invited, 2003, January). *Teacher child interactions during writing*. Presentation at the Southeastern Reading Recovery & Early Literacy Conference, Greensboro, NC.
- Fullerton, S. K.** (invited, 2003, January). *Considerations for the new book orientation: Developing engagement & comprehension*. Presentation at the Iowa Reading Recovery Conference, Des Moines, IA.
- Fullerton, S. K.** (invited, 2003, January). *Teacher child interactions during writing*. Presentation at the Iowa Reading Recovery Conference, Des Moines, IA.
- Fullerton, S. K.** (invited, 2002, November). *Considerations for the new book orientation: Developing engagement and comprehension*. Presentation at the Northeastern Reading

Recovery Conference, Providence, RI.

Fullerton, S. K. (invited, 2002, November). *Teacher-child interactions during writing: Scaffolding for reciprocal gains*. Presentation at the Northeastern Reading Recovery Conference, Providence, RI.

Fullerton, S. K. (invited, 2002, January). *Conversational exchanges during the new book orientation*. Presentation at the Illinois Reading Recovery Institute, Chicago.

Fullerton, S. K. (invited, 2002, January). *Teacher-child interactions during writing: Scaffolding for reciprocal gains*. Presentation at the Illinois Reading Recovery Institute, Chicago, IL.

Fullerton, S. K. (invited, 2001, November). *Teacher-child interactions during writing: Scaffolding for reciprocal gains*. Presentation at the Texas Woman's University Reading Recovery Conference, Dallas, TX.

Fullerton, S. K. (invited, 2001, November). *Conversational exchanges during the new book orientation*. Presentation at the Texas Woman's University Reading Recovery Conference, Dallas, TX.

Fullerton, S. K. (invited, 2001, January). *Teacher-child interactions during writing: Scaffolding for reciprocal gains*. Presentation at the Illinois Reading Recovery Institute, Chicago, IL.

Fullerton, S. K. (invited, 1997, March). *What's in a name?: Teaching print conventions using children's names*. Presentation as Teacher of the Year: Virginia State Reading Association Annual Conference, Arlington, VA.

National Professional Development Sessions

Fullerton, S. K., Larrabee, E., and McBride, M. (2003, June). *Teaching for comprehension: The development of meaning makers*. Presentation at the National Reading Recovery Teacher Leader Institute, San Antonio, TX.

Fullerton, S. K. & Lose, M. (2002, June). *Reading-writing reciprocity*. Presentation at the National Reading Recovery Teacher Leader Institute, Boston, MA.

DeFord, D. E., **Fullerton, S. K.,** & McBride, M. (2001, June). *Building reciprocity within and across Reading Recovery lessons*. Presentation at the National Reading Recovery Teacher Leader Institute, San Diego, CA.

Estice, R. M., **Fullerton, S. K.,** & Younts, T. (2000, June). *Teaching for strategies while the child is learning to look at print*. Presentation at the National Reading Recovery Teacher Leader Institute, Minneapolis, MN.

State Professional Development Sessions and Workshops (required as RR Trainer).

- Fullerton, S. K.** (2005, September). *Investing in Reading Recovery: Benefits for school districts*. South Carolina Site Coordinator's Meeting, Columbia, SC.
- Fullerton, S. K.** (2005, May). *Supporting children through collaboration: The power of one*. Presentation to Charleston County Reading Recovery teachers, teacher leaders, principals, and administrators, Charleston, SC.
- Fullerton, S. K. & Nemeth, G.** (2005, April). *Reading Recovery yearly results*. Reading Recovery Advisory Council Meeting, Columbia, SC.
- Fullerton, S. K.** (2005, February). *By different paths to writing*. Presentation to Horry County Reading Recovery teachers, Myrtle Beach, SC.
- Fullerton, S. K. & Nemeth, G.** (2005, February). *Implementation: Working with teachers, administrators, and school personnel*. Reading Recovery Teacher Leader Professional Development, Clemson, SC. (three day workshop for all SC teacher leaders).
- Fullerton, S. K.** (2005, February). *Training teachers: Shaping an inservice session*. Reading Recovery Teacher Leader Professional Development, Clemson, SC. (three day workshop for SC teacher leaders).
- Fullerton, S. K. & Nemeth, G.** (2005, April). *Reading Recovery results*. SC Department of Education Reading Recovery Business Meeting, Columbia, SC.
- Fullerton, S. K.** (2005, April). *Reading Recovery implementation: Level of coverage*. SC Department of Education Reading Recovery Business Meeting, Columbia, SC.
- Fullerton, S. K.** (2005, January). *Reading Recovery TL training*. Reading Recovery Advisory Council Meeting, Clemson, SC.
- Fullerton, S. K.** (2004, October). *Teacher leader responsibilities and Reading Recovery implementation*. Reading Recovery Advisory Council Meeting, Columbia, SC.
- Nemeth, G. & **Fullerton, S. K.** (2004, September). *The who, what, when, why, and how of student selection in Reading Recovery*. South Carolina Site Coordinator's Meeting, Columbia, SC.
- Nemeth, G. & **Fullerton, S. K.** (2004, September). *Reading Recovery results in SC: 2002-03*. South Carolina Site Coordinator's Meeting, Columbia, SC.
- Fullerton, S. K.** (2004, August). *Putting it together: Teaching, learning, and the brain*. South Carolina Upstate Regional Reading Recovery Conference, Seneca, SC.

Fullerton, S. K. (2004, April). *Reading Recovery results*. SC Department of Education Reading Recovery Business Meeting, Columbia, South Carolina.

Fullerton, S. K. (2004, April). *Reading Recovery selection procedures*. SC Department of Education Reading Recovery Business Meeting, Columbia, South Carolina.

Fullerton, S. K. (2003, October). *Comprehension and the new book orientation*. Reading Recovery Teacher Leader Professional Development, Clemson, SC. (two day workshop for all SC teacher leaders)

Fullerton, S. K. (2003, October). *Providing school visits to teachers: Promoting the teaching of comprehension*. Reading Recovery Teacher Leader Professional Development, Clemson, SC. (two day workshop for all SC teacher leaders)

Fullerton, S. K. (2003, September). *The role of the teacher leader in training*. South Carolina Site Coordinator's Meeting, Columbia, South Carolina.

Fullerton, S. K. (2003, November). *Strengths and challenges: Reading Recovery implementation in South Carolina*. Reading Recovery Advisory Council Meeting, Columbia, South Carolina.

Fullerton, S. K. (2002). *Reading and writing reciprocity*. South Carolina Teacher Leader Professional Development, Columbia, SC.

Funded Grants and Contracts

External

2013-2015 \$199,885. NSF – EAGER: The LIT ROOM –A Networked Suite of Architectural-Robotic Artifacts Embedded in the Library for Advancing Literacy in Children/CFDA 47.070. Principal Investigator: Keith Green, Co-PIs: **Susan King Fullerton** and Ian Walker. Funded.
http://workgroups.clemson.edu/AAH0503_ANIMATED_ARCH/research-LITKIT.html

2006-07 \$320,000. Reading Recovery Research and Training Grant. South Carolina Department of Education, funded by South Carolina General Assembly, Principal Investigator: **Susan King Fullerton**, funded.

2006-07 \$105,000. South Carolina Department of Education. Reading Recovery Districts Teacher Training Grant (to cover costs of tuition and travel for training within districts). Principal Investigator: **Susan King Fullerton**. Funded.

2006-07 \$25,000. South Carolina Department of Education Reading Recovery Teacher Leader Grant, Principal Investigator: **Susan King Fullerton**. Funded.

- 2005-06 \$320,000. Reading Recovery Research and Training Grant. South Carolina Department of Education, funded by South Carolina General Assembly, Principal investigator: **Susan King Fullerton**, Co-investigator: Kathy Headley. Funded.
- 2005-06 \$20,000. South Carolina Department of Education. Reading Recovery Teacher Leader Grant. Principal Investigator: **Susan King Fullerton**. Funded.
- 2005-06 \$108,020. South Carolina Department of Education/Reading Recovery school districts. Teacher Training Grant (to cover costs of tuition and travel for training within districts), Principal investigator: **Susan King Fullerton**. Funded.
- 2005 \$4,998. Reading Recovery Council of North America. An Early Literacy Intervention for Learners Who are Deaf. Principal Investigator: **Susan King Fullerton**. Funded.
- 2004-05 \$330,000. South Carolina Department of Education. Reading Recovery Research and Training Grant. Kathy Headley & **Susan King Fullerton** (co-PI). Funded.
- 2003-05 \$40,000. Reading Recovery Council of North America. Grant for Training of New Trainer at Clemson University. Co-Principal Investigator: **Susan King Fullerton** and Kathy Headley. Funded.
- 2002-03 \$165,000. Ohio State Department of Education. Reading Recovery Grant. Emily Rodgers and **Susan King Fullerton**, Co-Principal Investigator. Funded.
- 2002-03 \$90,000. Verizon Grant: Center for Early Literacy Information, awarded to Reading Recovery Council of North America. Jean Bussell, Kathy Donnelly, and **Susan King Fullerton** (Co-investigator). Funded.
- 2001-02 \$165,000. Ohio State Department of Education. Reading Recovery Grant. Gay Su Pinnell, Emily Rodgers, and **Susan King Fullerton** (Co- Principal Investigator). Funded.
- 2000-01 \$165,000. Ohio State Department of Education. Reading Recovery Grant. G. S. Pinnell, E. Rodgers, and **S. Fullerton** (Co-Investigator). Funded.
- 1998 \$4,476. National Council of Teachers of English Teacher Research Grant. Promoting Language and Literacy Growth in Kindergarten Through Repeated Storybook Readings and Literature Discussions. Principal Investigator: **Susan King Fullerton**. Funded.

- 1997 \$2,086. International Reading Association Teachers as Researchers Grant. Using Read-Alouds and Literature Discussions to Promote Language and Literacy Growth in Kindergarten. Principal Investigator: **Susan King Fullerton**. Funded.
- 1997 \$500. Virginia State Reading Association Teacher Research Grant. Providing Instructional Interventions for At-Risk Kindergartners. Principal Investigator: **Susan King Fullerton**. Funded.
- 1996 \$600. Greater Washington Reading Council Action Research Grant. Starting with Success: A Kindergarten Early Literacy Initiative. Principal Investigator: **Susan King Fullerton**. Funded.

Internal Grants

- 2015-16 \$4,000. Clemson University Creative Inquiry Grant. The Jolly Postman Delivers: Dialoguing about Books With Children Through Letters, Blogs, & Vlogs
Principal Investigator: **Susan King Fullerton**. Funded.
- 2014-15 \$8,500. Clemson University Creative Inquiry Grant. The Jolly Postman Delivers: Dialoguing about Books With Children Through Letters, Blogs, & Vlogs
Principal Investigator: **Susan King Fullerton**. Funded.
- 2013-14 \$12,000. Clemson University Creative Inquiry Grant. The Jolly Postman Delivers: Dialoguing about Books With Children Through Writing Pen Pal Letters. Principal Investigator: **Susan King Fullerton**. Funded.
- 2012-13 \$8,000. Clemson University Creative Inquiry Grant. The Jolly Postman Delivers: Dialoguing about Books With Children Through Letter-Writing. Principal Investigator: **Susan King Fullerton**. Funded.
- 2009-10 \$5100. Clemson University Creative Inquiry Grant. Cross-Age Book Clubs: What a Difference a Mentor Makes! Principal Investigator: **Susan King Fullerton**. Funded.
- 2004 \$3,488. Clemson University Research Grant. An Early Literacy Intervention for Learners Who are Deaf. Principal investigator: **Susan King Fullerton**. Funded.
- 2001-02 \$9,000. Ohio State University Seed Grant. The Nature of Teacher-Child Interactions in Writing. Principal Investigator: **Susan King Fullerton**. Funded.
- 2000 \$2,000. Ohio State University Summer Research Grant. Principal Investigator: **Susan King Fullerton**. Funded.
- 1996-1997 \$750. Fairfax County Impact II. Start With Success in Kindergarten. Principal Investigator: **Susan King Fullerton**. Funded.

Grants Submitted (Not funded)

- 2013 \$492, 471 (three years. National Science Foundation (Information and Intelligent Systems: Core Programs). The LIT ROOM – A Networked Suite of Architectural Robotic Artifacts Embedded in the Library for Advancing Literacy in Children. (HCC-Small). Principal Investigator: Keith Green, Co-Investigators: Ian Walker and **Susan King Fullerton**. Not funded.
- 2011 \$3,000. Clemson URGC Project Completion Grant for *Teaching Strategic Processes in Reading: A Scholarly Book*. Principal investigator: **Susan King Fullerton** Not funded.
- 2009; 2010 \$1.9 million per year for 5 years. Institute of Educational Sciences: Center on Reading Instruction for Students Who Are Deaf or Hard of Hearing/Special Education Research & Development Center on Reading Instruction for Deaf/HH CFDA:84.324C. Principal investigator/Project Director: Peter Paul, Ohio State University, Beverly Trezek, DePaul University, Co-PI/Co-Project Director; Connie Mayer, York University, Co-PI/Co-Project Director; Gregory Hancock, University of Maryland, Co-PI/Research Evaluator; Cheri Williams, University of Cincinnati, Co-PI; Ye Wang, Missouri State, Co-PI; John Luckner, University of Northern Colorado, Co-PI; Robert Kretschmer, Columbia University, Teachers College, Co-PI; Lea McGee, Ohio State University, Co-Investigator; Carol LaSasso, Gallaudet University, Consultant; **Susan King Fullerton**, Clemson University, Assessment, Intervention, and Analysis Consultant; Kelly Crain, Gallaudet University, Gallaudet University, consultant. Worked on this project in 2008-2009, submitted. Resubmitted in 2010. Not funded.
- 2008 \$5,000. Reading Recovery Council of North America Research Grant. Motivation and Self-Efficacy of Reading Recovery students. Co-PI: **Susan King Fullerton** and Salli Forbes. Unfunded.
- 2001 \$1.2 million. Evaluation of OhioReads and Reading Excellence Act, Ohio Department of Education. Ohio State University Research Foundation: Center on Education and Training for Employment. J. Austin, R. Mahlman, J. Altschuld, T. Rasinski, M. Loyd, K. Carr, E. Rodgers, **S. Fullerton**, C. Snyder). Not funded.
- 2001 \$12, 498. National Council of Teachers of English Research Grant. The Nature of Conversations with At-Risk Students during Writing: Teacher Decision Making in Scaffolded Instruction. PI: **Susan King Fullerton**. Not funded.

Teaching and Advising**Teaching: Clemson University (2003-present)
Undergraduate Courses**

ED 397	Creative Inquiry. Topics have included book talks, children's literature, interactive read-alouds, literature discussion groups, pen pals, and writing; 1-3 sections per semester starting in 2009 and continuing to the current semester.
ED 400 H	Undergraduate Honors on Picturebooks and Letter Writing
ED 499 H	Honors Capstone – Rosaruth Parton: 9 hours, 3 consecutive semesters of field and research experiences resulting in the capstone paper, <i>Learning to Teach Reading: An Undergraduate Student's Journey to Better Understand the Struggling Reader</i> .
ED EC 484	Directed Teaching Early Childhood (student teaching supervision)
ED EL 481	Directed Teaching Elementary (student teaching supervision)
EDLT 459	Teaching Reading in the Early Grades, K-3.
EDLT 460/4600	Teaching Reading Grades 2-6/Foundations of Reading: Assessment & Instruction (initial elementary reading methods course)
EDLT 460/4600 H	Honors section, 1-2 honors sections each fall: Teaching Reading Grades 2-6/Foundations of Reading: Assessment & Instruction
EDLT 4620	Reading and Responding to Children's Literature in the Elementary Classroom (Course includes field experience and supervision).
ENG 385	Children's Literature
Graduate Courses	
ED 739/838	Independent Study (M.Ed.)
ED 901	Selected Topics: Picturebooks in Children's Literature - new course, designed and taught online (3 hrs)
ED 901	Doctoral seminars – provided to Literacy Ph.D. students (1 hr)
ED 902	Independent Doctoral Study/seminar: What is Literacy? Theoretical Foundations (provided for incoming doctoral students with secondary English, Education of the Deaf, and TESOL backgrounds)
ED 9940/8940	Directed Research: (1-3 credit hrs) Topics/Titles: Data Analysis and Writing;

Book Selections Project and Analysis;
 LIT KIT Literature Discussion;
 First Graders' Literature Discussion of Ezra Jack Keats' Author Study;
 Development of Retelling Assessments, LIT Room Data Collection,
 Retelling Coding and Analysis;
 Analysis of Small-Group Read-Aloud Discussion in LIT Room/Traditional
 Setting;
 Read-Aloud Responses Literature Review;
 Writing Interventions in an Afterschool Program for English Learners;
 Literature Discussions in an Afterschool Program for English Learners;
 Preschoolers' Responses During Interactive Read-alouds;
 Review of Research in Literature Discussion Groups;
 Collecting and Analyzing Data: Third Grade Boys' Literary Responses in
 an Afterschool Book Club;
 Preservice Teachers and Third Graders' Interactions During an
 Afterschool Book Club.

EDLT 8100	Foundations of Reading and Writing (designed new online course and taught)
EDLT 8130	Instructional Strategies (new course; designed and taught online)
EDLT 8160	Literacy Practicum (revised course; designed and taught online, fall 2016)
EDLT 8150/872	Guided Reading and Guided Writing (new course, taught twice; most recently re-designed and taught as blended—combination of face to face and online)
EDLT/ READ 861	Fundamentals of Basic Reading Instruction
EDLT/READ 862	Clinical Research in Reading
EDLT/READ 863	Organization & Supervision of Reading Programs
EDLT/READ 865	Evaluation and Remediation of Reading Problems
EDLT/READ 866	Practicum in Reading
EDLT 8680	Using Literature and Technology for Reading Instruction
EDLT/READ 870	Early Literacy: Strategic Reading and Writing Instruction
EDLT 8680/9420	Teaching Reading Through a Literature Emphasis/Advanced Children's Literature

EDLT/READ 9410	Advanced Practicum in Reading (Clinic-doctoral)
EDLT/READ 9440	Reading Research: Review & Critique of the Literature
EDLT 9430	Reading Writing Connections
EDLT 9800/ED 9800	Internship in Curriculum & Instruction/Literacy Instruction (doctoral student mentoring to teach undergraduate methods course)
READ 884	Reading Recovery Clinical I
READ 885	Reading Recovery Clinical II
READ 886	Reading Recovery Teacher Leader Practicum I/Reading Recovery Supervision and Fieldwork
READ 887	Reading Recovery Teacher Leader Practicum II/Reading Recovery Supervision and Fieldwork
READ 937	Reading Recovery Theory I
READ 938	Reading Recovery Theory II

Note: Initially I taught three Reading Recovery courses per semester, excluding field supervision of training class and all teachers leaders throughout the state. I have not taught Reading Recovery courses since 2007. For a few semesters, I had a 2-2 load as I transitioned into the Literacy program. I then had a 3-2 load until I was assigned a 2-2 load fall 2015.

Teaching
The Ohio State University, Columbus, OH (1999-2003)

Undergraduate

467 Introduction to Children's Literature

Graduate

739/925 Evaluation and Instructional Decision-Making in Literacy (Implementation in Reading Recovery; 700/800 level for teacher leaders; 900 level for trainers or doctoral students)

806 fall; spring Practicum in Leadership (RR)

827 Developmental Reading (MA)

- 860 Language Arts in the Early Childhood Program (MA)
- 853 Independent Study in Language, Literacy, and Culture
854 Critical Reading in the Content Areas (Literacy in the Intermediate
Grades: Columbus Schools, Literacy Collaborative)
- 884 fall;winter;spring Clinical Practicum in Reading—Reading Recovery
- 925 fall Foundations Seminar—The Reading-Writing Process
- 925 winter Foundations Seminar—Struggling Readers

George Mason University/Fairfax Academy, Annandale, VA (1994-1996)

Graduate

Supporting Young Readers

Beginning Reading Strategies

University of Maryland, College Park, MD (1987-1991)

Undergraduate

Reading Methods in the Elementary School, 1987-1991.

The Teaching of Reading in Secondary Schools, 1989.

Supervision Assistant Director of Reading Clinic, 1989-1990.

Supervisor of Student Teaching - Elementary, 1987.

Gallaudet University, Washington, DC (1987-1990).

Graduate

Methods of Teaching Reading (in early childhood, elementary, and secondary programs), graduate course, 1990.

Diagnosis and Remediation of Reading Difficulties for Hearing Impaired Students, graduate course, 1990.

Reading Methods in Elementary and Secondary Schools, graduate course, 1988.

Undergraduate

Introduction to Education, undergraduate course, 1989; 1987.

University of North Carolina, Greensboro, NC (1984-1986).

Undergraduate

Sign Language for the Deaf I, 1984-86.

Sign Language for the Deaf II, 1985.

Teaching Academic Subjects to the Deaf, Pre-School and Elementary, 1984-1986.

Teaching Academic Subjects to the Deaf, Secondary, 1985-1986.

History and Psychology of the Deaf, 1985.

Internship in Teaching the Deaf, 1984-86.

Supervision

Coordinator of Student Teaching and Practicum Experiences, Education of the Deaf, 1984-86.

Supervisor of Student Teaching in Education of the Deaf, University of North Carolina at Greensboro, 1984-86.

Supervisor of Reading Clinic for Hearing Impaired Students, University of North Carolina at Greensboro, 1985-86.

Teaching and Advising Honors and Awards

2015 Eugene T. Moore School of Education Award of Excellence in Teaching.

1997 Virginia State Reading Association, Teacher of the Year.

1997 Greater Washington Reading Council, Teacher of the Year.

1986 University of North Carolina at Greensboro, Nominee for Faculty Teaching Excellence Award (campus-wide).

Graduate Advising Clemson University

Chair, Dissertation Committee

2015-present Doctoral Committee Chair/Major Advisor, Koti Hubbard, in process

2016-present Erin L. McClure, committee member

2012-2015 George Schafer (Architecture, Robotics), completed

2012-2015 Lana McCall (Literacy), completed

2011-2014 Heather McCrea-Andrews (Literacy), completed

- 2002 Anne Charlesworth, External Reviewer, University of Melbourne, Australia (topic: Reading Recovery for Deaf and Hard of Hearing Children)
- 2010-present Advisor/Mentor to Literacy doctoral students prior to chair and committee selection. Recent: Koti Hubbard, Erin McClure, Anastasia Homer, Tracy Butler, Sheliah Durham, Stephen Fitzmaurice.

M.Ed. Advising and Program Coordination

- 2011-present Literacy Master's Program Portfolio Coordination (Responsible for conducting portfolio orientations and seminars each semester for all Master's program students, organizing and collecting portfolio evaluations by committee members, collating and summarizing portfolio data, entering data in LiveText).
- 2008-present Master's Committees (Served on the committees of more than 60 students, Chaired or co-chaired 12)

Undergraduate Advising

- 2010-2015 Undergraduate advising in Elementary Education (approximately 15-18 Students per semester).

Service

Service to Field of Scholarship and Profession

Editorship

- 2014 Co-Lead Editor: *63rd Yearbook of the Literacy Research Association*.
- 2013 Co-Lead Editor: *62nd Yearbook of the Literacy Research Association*.
- 2012 Co-Lead Editor: *61st Yearbook of the Literacy Research Association*.
- 2010-11 Co-Editor: *60th Yearbook of the Literacy Research Association*.
- 2004-2007 Lead Editor, *Literacy, Teaching, & Learning: An International Journal of Early Reading and Writing* (elected by RRCNA committee representatives)

Editorial Boards (Journals) and Reviews (Conferences and Grants)

- 2016 Editorial Review Board, *Reading Research Quarterly*

2015	Editorial Review Board, <i>Literacy Research: Theory, Method, Practice</i>
2015-present	Editorial Review Board, <i>Reading Matters</i>
2012-present	Editorial Review Board, <i>American Annals of the Deaf</i>
2012-2015	Guest reviewer, <i>Reading Research Quarterly</i>
2012	Reading Recovery Council of North America, Research Grant Proposals
2011-2012	Guest reviewer, <i>American Annals of the Deaf</i>
2010-present	Editorial Review Board, <i>Networks: An Online Journal for Teacher Research</i>
2010-present	Editorial Review Board, <i>The Journal of Reading Recovery</i>
2005; 2008-2010	Editorial Review Board <i>Yearbooks of the National Reading Conference</i>
2007-2010	Editorial Review Board <i>Literacy Teaching and Learning: An International Journal of Early Reading and Writing.</i>
2007-2009	Conference proposal reviewer, American Educational Research Association
2003	Guest reviewer, <i>Reading Research Quarterly</i>
2002	Guest reviewer, <i>Journal of Educational Psychology</i>
2000-2010	Conference proposal reviewer, NRC/LRA
1999-2003	Conference proposal reviewer, National Reading Recovery Conference
1995-2007	Conference proposal reviewer, International Reading Association

**Service to Profession
International and National**

2014-2016	Early Literacy Committee, International Literacy Association (appointed to two terms).
2006-2007	Trainer Representative, North American Trainers Group, Executive Committee (elected).

- 2004-2005 Nomination and election process for a 4-year term of service for the Presidency of the Reading Recovery Council of North America (vice-president, president elect, president, past president) (not elected).
- 2002-present Research Committee, Reading Recovery Trainers Organization.
- 2002-2007 International Reading Recovery Trainers Organization (appointed).
- 2002-2005 Reading Recovery Trainer Representative, Board of Directors, Reading Recovery Council of North America (elected).
- 2002-2005 Trainer representative, North American Trainers Group Executive Committee (elected).
- 2002-2005 Member, Reading Recovery National Conference Committee (appointed).
- 2002-2005 Chair, Center for Early Literacy Information Advisory Board. Supported website development and collaborative efforts between Verizon Reads and the Reading Recovery Council of North America (appointed).
- 2002-2003 International Reading Association Research Committee: Two subcommittees: Teachers as Researchers subcommittee (grant review); Elva Knight subcommittee (appointed).
- 2001-2003 Chair, Research Strand, National Leadership Academy in 2001, 2003. Washington, DC. (appointed).
- 2000-2007 Communications Committee, Reading Recovery Council of North America. (appointed).
- 2000-2002 Research Committee, North American Trainers Group. (appointed).

State and Regional Service to Profession

- 2013-present SC IRA Clemson Representative – Foothills Regional SC IRA.
- 2003-2008 Board of Directors, Southeastern Reading Recovery Association (appointed).
- 2003-2007 South Carolina Reading Recovery Advisory Council. (appointed).
- 1999-2003 Ohio Reading Recovery Governing Board. (appointed).

University Service Clemson

- 2016-present Search committee for Deputy Director of Curriculum and Instruction, Clemson Online
- 2015- present Summer Reading Advisory Committee (University) – Read, summarize, analyze, and select book from a selection of approximately 15-20 books for Freshman Summer Reading, attend month meetings
- 2009-present Facilitator, Clemson University Freshman Summer Reading. Read text, attend planning/training meeting, attend author presentation, plan and discuss designated text with a large group of incoming freshman.
- 2010-2012 Graduate Council
- 2010-2012 Graduate Academic Integrity Committee
- 2003-2007 Director, Reading Recovery Center for South Carolina, Clemson University.
- 2000-2003 Co-Director; member of Board of Directors, Reading Recovery-Early Literacy, Inc., The Ohio State University. (Responsible for national Reading Recovery and Literacy Collaborative trademark and programs).

College/School Service

- 2010-2014 Chair, Book Club Committee
- 2012-2013 Search Committee Member, Elementary English Language Arts
- 2007 Search Committee Member, Reading Recovery Director & Trainer

Departmental and Literacy Area/Program Service

- 2015-present Coordinator of Literacy: planning and facilitation of literacy area faculty meetings, recruitment and initial application review of M.Ed. students; serve as liaison with other programs relating to course needs including T & L elementary and early childhood, secondary, middle school, and ESOL; scheduling of fall, spring, summer courses for all undergraduate and graduate (M.Ed., Ph.D.) Literacy courses; support course development including online; serve as liaison with districts interested in cohort courses and create course contracts for all distance education courses; point person for program documents and forms; handle monetary resources and accounts (e.g., summer reading funds).
- 2013-present CAEP lead: Attend CAEP/ILA workshop; facilitate course and assessment revision work.

- 2011-2013 NCATE/IRA assessment development, data entry, and report writing.
- 2013-2015 Curriculum Committee (department)
- 2011-2014 Provide training, evaluate, and coordinate E-Portfolios for all Literacy Master's students. Organize and coordinate evaluation process for faculty and portfolio input into LiveText.
- 2010-2013 Doctoral Advisory Committee, reviewed all C & I doctoral applicants; developed and revised doctoral program policies.
- 2008-present Literacy Area Advisory Board

Additional Service

Other Service: External Reviewer for Promotion & Tenure

- 2014 External Reviewer for Promotion and Tenure, Associate Professor, Literacy
- 2011 External Reviewer for Promotion and Tenure, Associate Professor, Education of the Deaf
- 2011 External Reviewer for Tenure, Full Professor, Literacy

Professional Affiliations

American Educational Research Association
 American Reading Forum
 Children's Literature Association
 International Literacy Association
 Literacy Research Association
 National Council of Teachers of English
 North American Trainers Group
 Reading Recovery Council of North America
 SC International Reading Association
 Foothills Reading Council (of SC state IRA)