

CURRICULUM VITAE
JACQUELYNN A. MALLOY,
PH.D.

Academic
Identification

Jacquelynn A. Malloy, Ph.D.
Associate Professor
Department of Teaching and Learning
Clemson University

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ACADEMIC BACKGROUND

Clemson University, Clemson, SC. Fall 2003 to Summer 2008. Doctor of Philosophy in Curriculum and Instruction, Eugene T. Moore School of Education.

Dissertation: *The effects of traditional and instructional of sustained silent reading on the reading achievement and motivation of third and fourth grade students*. Linda B. Gambrell, Chair; Deborah M. Switzer, Suzanne N. Rosenblith, and Michelle H. Martin, committee.

University of Pittsburgh, Pittsburgh PA. Fall 1987 to Spring 1989. Post-graduate study in the School of Education, 28 credits leading to Pennsylvania Teaching Certificate.

West Virginia University, Morgantown WV, August 1979 to December 1980. Master of Science in Speech/Language Pathology.

Duquesne University, Pittsburgh PA, August 1975 to May 1979. Bachelor of Arts with double major in Speech Pathology/Audiology and Psychology

PROFESSIONAL WORK EXPERIENCE

Clemson University, Clemson, SC. August 2018 – present. Associate Professor of Elementary Education, Department of Teaching and Learning; Faculty, Literacy Language and Culture PhD program.

Clemson University, Clemson, SC. August 2013 – August 2018. Assistant Professor of Elementary Education, Department of Teaching and Learning; Faculty, Literacy Language and Culture PhD program.

Anderson University, Anderson, SC. August 2011 – July, 2013. Assistant Professor of Education teaching undergraduate courses in education and literacy and graduate courses in the MAT and M.Ed. programs.

George Mason University, Fairfax, Virginia. August 2008 – July 2011. Assistant Professor of literacy in the Elementary Education MAT and Literacy MEd programs.

School District of Oconee County, SC. February 2002 to June, 2005. Speech/Language Pathologist providing literacy support services to elementary and middle schools.

DePaul Institute, Pittsburgh, PA, 1988-1990. Teacher (mixed age emergent literacy) and SLP with preschool and elementary children attending an oral school for the deaf in suburban Pittsburgh.

SCHOLARSHIP

(*doctoral advisee)

Refereed Articles

Malloy, J.A., Tracy, K.N., Scales, R., Menickelli, K., & Scales, W. (2020). It's not about being right: Developing argument through debate. *Journal of Literacy Research*, 52(1), 79-100.

Stegall, J.B., & **Malloy, J.A.** (2019). Addressing Misconceptions in Algebra I. *Mathematics Teacher*, 112(6), 450-454.

Cridland-Hughes, S.A., **Malloy, J.A.**, & Rogers, A.M. (2018). Fostering critical participatory literacy through policy debate. *English Teaching: Practice and Critique*.

Parsons, A.W., Parsons, S.A., **Malloy, J.A.**, Marinak, B.A., Reutzell, D. R., Applegate, M.D., Applegate, A.J., Fawson, P.C., & Gambrell, L.B. (2018). Upper elementary students' motivation to read fiction and nonfiction. *Elementary School Journal*, 118(3), 505-523.

Parsons, S.A., **Malloy, J.A.**, Parsons, A.W., Burton, E.P., & Burrowbridge, S.C. (2018). Sixth-grade students' engagement in academic tasks. *The Journal of Educational Research*, 111(2), 232-245.

Malloy, J.A., Parson, A.W., Marinak, B.A., Applegate, A.D., Applegate, M.D., Reutzell, D.R., Parsons, S.A., Fawson, P.C., *Roberts, L.D., & Gambrell, L.B. (2017). Assessing (and addressing!) motivation to read fiction and non-fiction. *The Reading Teacher*, 71(3), 310-325.

Parsons, S.A., Vaughn, M., **Malloy, J.A.**, Pierczynski, M. (2017). The development of teachers' visions from preservice into their first years teaching: A longitudinal study. *Teaching and Teacher Education*, 64(May), 12-25.

**Recipient of 2018 *Association of Teacher Educators Distinguished Research in Teacher Education Award* to be presented in February, 2018.

Deaton, C.M., & **Malloy, J.A.** (2017). Making a case for a blended approach: The need for the design-based case study. *International Journal of Adult Vocational Education and Technology*, 8(2), 72-81.

Malloy, J.A., Rogers, A. M., & Cridland-Hughes, S.A. (2015). Keeping the mic on: Emboldening voices through discussion-based inquiry. *The English Journal* 105(2), 64- 69.

Parsons, S.A., **Malloy, J.A.**, Parsons, A.W., & Burrowbridge, S.C. (2015). Students' engagement in literacy tasks. *The Reading Teacher*, 69(2), 223-23.

Marinak, B.A., **Malloy, J.A.**, Gambrell, L.B., & Mazzoni, S.A. (2015). Me and My Reading Profile: A tool for assessing early reading motivation. *The Reading Teacher*, 69(1), 51-62.

Hughes, E.M., Evering, L., **Malloy, J.A.**, Gambrell, L.B. (2015). "Do you have a brother? I have two!": The nature of question asked and answered in text-focused pen pal exchanges. *Reading Horizons*, 53(4), 1-33.

Parsons, S.A., **Malloy, J.A.**, Vaughn, M., & La Croix, L. (2014). A longitudinal study of literacy teacher visioning: Traditional program graduates and Teach for America corps members. *Literacy Research and Instruction*, 53(2), 134-161.

Malloy, J.A., Marinak, B.A., Gambrell, L.B., & Mazzoni, S.A. (2013). Assessing motivation to read: The Motivation to Read Profile – Revised. *The Reading Teacher*, 67(4), 273-282.

Malloy, J.A., Parsons, S. A., & Parsons, A.W. (2013). Methods for evaluating literacy engagement as a fluid construct, pp. 124-139. *The 62nd Yearbook of the Literacy Research Association*.

Parsons, S. A., **Malloy, J. A.**, Parsons, A.W., & Burrowbridge, S.C. (2012). Students' affective engagement in literacy tasks: Observations of and interviews with sixth-grade students, pp. 137-147. *The Thirty-Fourth Yearbook of the Association of Literacy Educators and Researchers*.

Parsons, S. A., Richey, L., **Malloy, J. A.**, & Miller, S. (2012). Are we giving students the high-level literacy skills they will need in the 21st century? *Reading in Virginia*.

Gambrell, L. B., Hughes, E., Calvert, W. L., **Malloy, J. A.**, and Igo, B. (2011). Authentic reading, writing, and discussion: An exploratory study of a pen pal project. *Elementary School Journal*, 112(2), 234-258.

Marinak, B. A., **Malloy, J. A.**, & Gambrell, L. B. (2010). Engaging readers: Research- based practices that nurture the motivation to read. *The International*

Journal of Learning, 17(5), 503 – 511.

Malloy, J. A., (2009). Democracy in Education: A Pragmatic View. *Reading Matters*, Winter, 2009.

Chaverra, D., Villa, N. & **Malloy, J. A.** (2007). *La motivación en la lectura y su relación con la didáctica*. En: Lenguaje y Escuela, No.5. Medellín, Escuela Normal Superior María Auxiliadora.

Malloy, J. A. & Gambrell, L. B. (2006). Approaching the unavoidable: Literacy instruction and the Internet. *Reading Teacher* 59(5), 482-484.

Malloy, J.A. (2005) A case for collaboration: Parents and speech-language pathologists in the kindergarten classroom. *Reading Matters*, 6(2), 9 – 14.

Invited Articles

Gambrell, L.B., Marinak, B.A., & **Malloy, J.A.** (2018). Yes, Virginia, Motivation Matters. *Making Literacy Connections*, 32, 32-38.

Edited Columns

Mallozzi, C.A., & **Malloy, J.A.** (2007). International reports on literacy research: Second language issues and multiculturalism, Part 2. *Reading Research Quarterly*, 42(4), 590- 597.

Mallozzi, C.A. & **Malloy, J.A.** (2007). International reports on literacy research: Second- language issues and multiculturalism. *Reading Research Quarterly*, 42(3), 430-436.

Malloy, J.A. & Mallozzi, C.A. (2007). International reports on literacy research: Argentina, Mexico, France. *Reading Research Quarterly*, 42(2), 298-302.

Mallozzi, C.A. & **Malloy, J.A.** (2007) International reports on literacy research: Reading and writing connections. *Reading Research Quarterly*, 42(1), 161-166.

Malloy, J.A. & Botzakis, S. (2006). International reports on literacy research: Canada, France, Argentina. *Reading Research Quarterly* 41(4), 540-543.

Botzakis, S. & **Malloy, J.A.** (2006). International reports on literacy research: Emergent literacy. *Reading Research Quarterly* 41(3), 394-403.

Malloy, J. A. & Botzakis, S. (2006). International reports on literacy research: Canada, France, Russia. *Reading Research Quarterly*, 41(2), 268-272.

Botzakis, S. & **Malloy, J.A.** (2006). International reports on literacy research:

Teacher preparation. *Reading Research Quarterly* 41(1), 132–139.

Malloy, J. A. & Botzakis, S. (2005). International reports on literacy research: France, United Kingdom, Brazil. *Reading Research Quarterly*, 40(4), 514–519.

Botzakis, S. & **Malloy, J.A.** (2005). International reports on literacy research: China, Japan, Iran, Estonia, Chile. *Reading Research Quarterly* 40(3), 382–387.

Malloy, J. A. & Botzakis, S. (2005). International reports on literacy research: Chile, Argentina, Brazil, Colombia. *Reading Research Quarterly* 40(2), 269-273.

Botzakis, S. & **Malloy, J.A.** (2005). International reports on literacy research: South America, Europe, South Africa, Pacific Asia, North America. *Reading Research Quarterly* 40 (1), 112–119.

Books

Malloy, J.A., Marinak, B.A., & Gambrell, L.B., (Editors, 2010). *Essential Readings in Motivation*. Newark, DE: IRA.

Book Chapters

Malloy, J.A. & Roberts, L.D. (2021). Using discussion to support literacy learning, (pp. 150-163). In S.A. Parsons and M. Vaughn (Eds.) *Principles of Effective Literacy Instruction Grades K-5*, NY: Guilford Press.

Stegall, J.B., Walworth, M., **Malloy, J.A.**, & Mosley, G. (2021). Elementary teacher-created mobile technology projects with a data-based research approach (pp. 129 – 144). In C.M. Deaton, S.M. Linder, J. Herron & R.D. Visser (Eds.) *Using Mobiles in Early Childhood and Elementary Settings*. Charlotte, NC: Information Age Press.

Malloy, J.A., Marinak, B.A., & Gambrell, L.B. (2019). Evidence-based best practices for developing literate communities. In Morrow, L.M. & Gambrell, L.B. (Eds.) *Best Practices in Literacy Instruction, 6th Ed.* NY: Guilford Press.

Malloy, J.A. (2015). New insights on motivation in the literacy classroom. In S. Parris & K. Headley (Eds.), *Comprehension instruction: Research-based best practices, 3rd Ed.*, NY: Guilford.

Parsons, S.A., **Malloy, J.A.**, Parsons, A.W., & Burrowbridge, S.C. (2016). High-level instruction for all students: Reimagining literacy instruction (pp. 245-263). In Richards, J.C., & Zenkov, K. (Eds.), *Social justice, the Common Core, and closing the instructional gap: Empowering diverse learners and their teachers*. Charlotte, NC: Information Age Publishers.

Gambrell, L.B., **Malloy, J.A.**, Marinak, B.A., & Mazzoni, S.A. (Feb. 2015). Evidence-based best practices for comprehensive literacy instruction in the age of

Common Core Standards. In L.B. Gambrell & Morrow, L.M. (Eds.). *Best Practices in Literacy Instruction, 5th Ed.*, (pp. 3-36). NY: Guilford Press.

Marinak, B.A., Gambrell, L. B., **Malloy, J. A.** (2013). I read only dog books! Engaged reading for students on the autistic spectrum. In Nilsson, N. & Gandy, D. (Eds.), *Struggling readers can succeed: Targeted solutions based on complex views of real kids in classrooms and communities*. Charlotte, NC: Information Age Publishing.

Malloy, J.A. & Gambrell, L. B. (2012). Reading literature: The Common Core State Standards. In L. M. Morrow, K. K. Wixon, and T. Shanahan (Eds.), *Teaching with the Common Core Standards for English Language Arts: What Educators Need to Know*. NY: Guilford Press.

Malloy, J. A. & Gambrell, L. B. (2011). The contribution of discussion to reading comprehension and critical thinking. In R. Allington & A. McGill-Franzen (Eds). *Handbook of Reading Disabilities Research*. Mahwah, NJ. Lawrence Erlbaum Associates.

Malloy, J.A., & Gambrell, L.B. (2011). What we know about motivation to read (Chapter 15). In: Flippo, R. F. *Reading Researchers in Search of Common Ground: The Expert Study Revisited (3rd Ed)*. New York: Routledge.

Gambrell, L.B., **Malloy, J.A.,** & Mazzoni, S.A. (2011). Evidence-based best practices in comprehensive literacy instruction. In L.M. Morrow and L.B. Gambrell (Eds.), *Best Practices in Literacy Instruction, 4th Edition*. NY: Guilford.

Malloy, J.A., Castek, J.M., & Leu, D.J. (2010). Silent reading and online reading comprehension. In E. H. Heibert & D. R. Reutzel, (Eds.) *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE: IRA.

Malloy, J. A., Marinak, B. A., & Gambrell, L. B. (2010). We hope you dance: creating a community of literate souls. *Essential readings on motivation: Newark, DE: International Reading Association*.

Marinak, B.A., **Malloy, J.A.,** & Gambrell, L.B. (2010). Engaging readers: Research-based practices that nurture the motivation to read. *International Journal of Learning, 17(5)*, 503-511.

Malloy, J.A. & Gambrell, L.B. (2008). New insights on motivation in the literacy classroom. In: C.C. Block & S.R. Parris, *Comprehension Instruction: 2nd ed*. New York: Guilford.

Malloy, J.A., Gambrell, L.B. & Williams, G.S. (2006). Supporting students' motivation to read. In C. Cummins (Ed.), *Understanding and implementing Reading First Initiatives: The changing role of administrators*. Newark, DE: International Reading Association.

Gambrell, L.B., **Malloy, J.A.** & Mazzone, S.A. (2007). Evidence-based best practices for comprehensive literacy instruction. In: L. B. Gambrell, L.M. Morrow, Pressley, M., & Guthrie, J.T., Eds. *Best Practices in Literacy Instruction* (3rd Ed.) New York: Guilford Press.

Gambrell, L. B., **Malloy, J. A.** & Morrow, L. M. (2006). Write from the start. In S. B. Wepner & L. B. Gambrell (Eds.) *Beating the Odds: Getting Published in the Field of Literacy*. Newark, DE: International Reading Association.

Invited Speaker

Malloy, J.A. (2020). Social justice and inequities in the classroom: Meeting the needs of diverse learners. Presented to participants of *Perfecting Your Roar* seminar, Clemson University, November 10th, 2020 and April 3, 2021.

Malloy, J.A. & Marinak, B.A. (2019). Teaching with motivation in mind. Invited keynote speakers, Research into Practice pre-conference institute, Maureen McLaughlin, Chair, annual conference of the *International Literacy Association*, New Orleans, LA, October, 2019.

Malloy, J.A. (2018). Critical and collaborative conversations. Invited keynote speaker for the first *Master Teacher Institute*, Teacher Residency program, College of Education, June 2018.

Malloy, J.A., Marinak, B.A., & Gambrell, L.B. (2017). Living the writerly life. Invited speaker at study group, 67th Annual conference of the *Literacy Research Association*, Tampa, FL, December, 2017.

Malloy, J.A. (2016). Like water to plants: Motivation matters. *Utah Chapter of the International Reading Association*, Salt Lake City, Utah, October 2016 (Keynote Speaker).

Malloy, J.A., with Gambrell, L.B., & Marinak, B.A. (2016). Motivation Matters! *Greater Washington Reading Council*, Fairfax Va., October 28, 2016 (Featured Speaker).

Malloy, J.A. (2016). Invited speaker at Critical Literacy and Social Justice study group, annual conference of the Literacy Research Association, December, 2016.

Refereed International and National Conference Presentations

Brown, T. (chair), Ives, S., Kerestes, **Malloy, J.A.**, Parsons, S., Parsons, A., Repko-Erwin, M., Sylvester, R., & Wang, J. (2019). Research in early and elementary literacies: Advancing literacy teaching for diverse learners. Roundtable presented at the annual conference of the *National Council of Teachers of English*, Baltimore, MD., November, 2019.

Malloy, J.A. (chair), Marinak, B.A., Applegate, M., Applegate, T., Roberts*, L.D., Parsons, S., Solar, E., Cook, C., Parsons, A., Brady, K., & Ives, S. (2019). Literacy motivation: Research to Practice. Symposium offered at the annual conference of the *Association of Literacy Educators and Researchers*, Corpus Christie, TX., 2019.

Malloy, J.A. & Tracy, K.N. (2019). Literacy as activism: One teacher's vision. Roundtable presented at the annual conference of the *Association of Literacy Educators and Researchers*, Corpus Christie, TX, November, 2019.

Malloy, J. A. (2019). Tales of inequity: Using case studies to develop pre-service teachers as agents of change. Paper presented at the annual conference of the Association of Teacher Educators, Atlanta, GA, February 2019.

Marinak, B.A., Gambrell, L., **Malloy, J.A.**, Parsons, S., Parsons, A.W., Applegate, M., Applegate, T., *Roberts, L.D., Cook, C., Qian, M., Solar, E., Fawson, P., & Ives, S. (2018). Literacy motivation: Perspectives from elementary to undergraduate. Symposium presented at the annual meeting of the *Association of Literacy Educators and Researchers*, Louisville, KY, November 2018.

Tracy, K., Malloy, J.A., Menickelli, K., & Scales, R. (2018). From debate to written arguments: Strengthening the model. Paper presented at the *Association of Literacy Educators and Researchers*, Louisville, KY, November 2018.

Malloy, J.A., *Roberts, L.D., & *Ross, R.L. (2017). Reading motivation across the years: An exploration of Kindergarten through sixth grade perceptions. Paper presented at the 67th Annual conference of the *Literacy Research Association*, Tampa, FL, December 2017.

Malloy, J.A., Tracy, K.N., Scales, R.Q., & Mackinelli, K. (2017). Dialogism and argumentative writing: Using debate in a fifth grade classroom. Paper presented at the Annual Conference of the *American Literacy Educators and Researchers*, St. Petersburg, FL, November, 2017.

Marinak, B., Gambrell, L., **Malloy, J.A.**, Applegate, M., Applegate, T., Fawson, P., Parsons, S., Parsons, A.W., Reutzel, D. R., & *Roberts, L.D. (2017). Intrinsic Motivation to Reading: Spotlight on Grades 3-6. Featured symposium presented at the Annual Conference of the *American Literacy Educators and Researchers*, St. Petersburg, FL, November, 2017.

Malloy, J.A., Marinak, B.A., & Gambrell, L.B. & *Roberts, L.D. (2017). The undermotivated: Who they are and what to do about it. Past President session presented at the Annual conference of the *International Literacy Association*, Orlando, FL, July 2017.

Deaton, C., **Malloy, J.A.**, & Odutola, A. (2016, March). Using digital literacies and place-based learning to engage students in inquiry-based science. CESI session

workshop at the *National Science Teachers Association National Conference on Science Education*, Nashville, TN.

Malloy, J.A., Stegall, J.B., & Jacques, L. (2015, December). Literacy and numeracy: Refining vocabulary instruction to support struggling high school algebra students. Paper presented at the 65th annual conference of the *Literacy Research Association*, Carlsbad, CA.

Malloy, J.A., Marinak, B.A., Gambrell, L.B., & *Huber, R. (2015, December). Motivation to read: Exploring developmental shifts in motivation across grades 3-5. Paper presented at the 65th annual conference of the *Literacy Research Association*, Carlsbad, CA.

Dunston, P.J., Fullerton, S.K., Cole, M.W., **Malloy, J.A.**, Butler, T. (2015, December). Does Paradigm Matter? An Analysis of Manuscript Submissions, Acceptances, and Paradigm Trends in the LRA Yearbook. Paper presented at the 65th annual conference of the *Literacy Research Association*, Carlsbad, CA.

Marinak, B.A., Gambrell, L.B., **Malloy, J.A.**, Applegate, M., Applegate, T., Fawson, P.C., Parsons, S.A., Parsons, A.W., & Reutzel, D.R. (2015, November). Exploring students' motivation to read fiction and non-fiction. Symposium presented at the 59th annual conference of the *Association of Literacy Educators and Researchers*, Costa Mesa, CA.

Malloy, J.A., Marinak, B.A., & Gambrell, L.B. (2015, July). Reasons for Reading (and Responding) in the K-12 classroom. Presented at the 60th annual conference of the *International Literacy Association*, St. Louis, MO.

Malloy, J.A. (2015, July). Using Children's Literature to Foster Literacy Development (invited by Scholastic Books). Presented at the 60th annual conference of the *International Literacy Association*, St. Louis, MO.

Cridland-Hughes, S.A., **Malloy, J.A.**, & Rogers, A.M., (2015, Feb). Debate as critical participatory literacy. Presented at the *Journal of Language and Literacy and Education Conference*, Atlanta, GA.

Cridland-Hughes, S.A., **Malloy, J.A.**, & Rogers, A.M. (2015, April). Speak out and listen up: Using Academic debate and dialogism to develop justice in classrooms. Roundtable presentation at the annual meeting of the *American Educational Researchers Association*, Chicago, Illinois.

Malloy, J.A., Marinak, B.A., Gambrell, L.B., & Mazzoni, S.A. (2014, Dec.) Development of valid and reliable affective instruments in literacy. Paper presented at the 64th annual meeting of the *Literacy Research Association*, Marco Island, FL.

Parsons, S.A., Parsons, A.W., & **Malloy, J.A.** (2014, October). Students'

cognitive engagement in literacy tasks. Paper presented at the 58th annual conference of the *Association of Literacy Educators and Researchers*, Delray Beach, FL.

Gambrell, L. B., **Malloy, J.A.**, & Marinak, B. M. (2014, May). Using the three R's of motivation to deliver effective CCSS literacy instruction. Presentation at the 59th annual meeting of the *International Reading Association*, New Orleans, Louisiana.

Vaughn, M., Parsons, S. A., & **Malloy, J. A.** (2014, April). Authoring visions: Visioning as a tool to support beginning teachers. Paper presented at the 63rd annual meeting of the *American Educational Research Association*, Philadelphia, PA.

Parsons, S. A., La Croix, L., Pierczynski, M., & **Malloy, J. A.** (2013, November). The development of teachers' visions over time. Paper presented at the 63rd annual meeting of the *Literacy Research Association*, Dallas, TX.

Parsons, S. A., Parsons, A. W., & **Malloy, J. A.** (2013, November). Sixth-grade students' engagement in literacy tasks. Paper presented at the 63rd annual meeting of the *Association of Literacy Educators and Researchers*, Dallas, TX.

Gambrell, L. B., **Malloy, J. A.**, & Marinak, B. A. (2013, April). Maximizing literacy motivation K-3. Paper presented at the 58th Annual Conference of the *International Reading Association*, San Antonio, Texas.

Malloy, J. A., Parsons, S. A., Parsons, A. W., & Burrowbridge, S. C. (2012, December). Methods for evaluating literacy engagement as a dynamic construct in and integrated Social Studies/English Language Arts (ELA) classroom. Paper presented at the 62nd Annual Conference of the *Literacy Research Association*, San Diego, California.

Gambrell, L. B., **Malloy, J. A.**, & Marinak, B. A. (2012, December). Literacy motivation and engagement: Instructional issues in the age of the Common Core State Standards. Paper presented at the 62nd Annual Conference of the *Literacy Research Association*, San Diego, California.

Gambrell, L. B., **Malloy, J. A.**, & Marinak, B. A. (2012, December). A new tool for assessing young children's motivation to read. Roundtable discussion presented at the 62nd Annual Conference of the *Literacy Research Association*, San Diego, California.

Marinak, B., Gambrell, L., Reutzel, R., Fawson, P., **Malloy, J.**, Parsons, S. A., & Parsons, A. W. (2012, November). Motivation transforms literacy beliefs and practices. Paper presented at the annual meeting of the *Association of Literacy Educators and Researchers*, Grand Rapids, MI.

Gambrell, L. B., Marinak, B. A., **Malloy, J. A.** & Mazzoni, S. A. (2012, May).

Maximizing reading motivation in the age of Common Core Standards. Paper presented at the 57th Annual Convention of the *International Reading Association*, Chicago, Ill.

Marinak, B., Gambrell, L., Reutzel, R., Fawson, P., **Malloy, J. A.**, Parsons, S. A., & Parsons, A. W. (2012, November). Motivation transforms literacy beliefs and practices. Paper presented at the annual meeting of the *Association of Literacy Educators and Researchers*, Grand Rapids, MI.

Malloy, J.A. & Suh, J. M. (2011, December). Expanding our knowledge of literacy to build bridges to mathematical learning. Paper presented at the 61st Annual Conference of the *Literacy Research Association*, Jacksonville, Florida.

Parsons, S. A., **Malloy, J. A.**, Ward-Parsons, A., & Burrowbridge, S. C. (2011, December). A formative study of student engagement in integrated literacy and social studies tasks. Paper presented at the 61st Annual Conference of the *Literacy Research Association*, Jacksonville, Florida.

Parsons, S. A., **Malloy, J. A.**, & LaCroix, L. (2011, December). Exploring teachers' visions and their adaptive teaching: A longitudinal study. Paper presented at the 61st annual meeting of the *Literacy Research Association*, Jacksonville, Florida.

Parsons, S. A., Ward, A. E., **Malloy, J. A.**, & Burrowbridge, S. C. (2011, November). Adaptive teaching in integrated literacy and social studies lessons. Paper presented in a symposium at the annual meeting of the *Association of Literacy Educators and Researchers*, Richmond, VA.

Parsons, S. A., La Croix, L., **Malloy, J. A.**, & Vaughn, M. (2011, November). The vision statements of teachers from two different preparation programs. Paper presented at the annual meeting of the *Association of Literacy Educators and Researchers*, Richmond, VA.

Marinak, B. A., Gambrell, L. B., Fawson, P. C., Reutzel, D. R., **Malloy, J. A.**, Parsons, S. A., Parsons, A. W., Burrowbridge, S. C., Applegate, M., & Applegate, T. (2011, November). Research on motivation to read: Classroom implications. Symposium presented at the annual meeting of the *Association of Literacy Educators and Researchers*, Richmond, VA.

Malloy, J. A., Parsons, S. A., Parsons, A. W. & Burrowbridge, S. C. (2011, May). *Methods for exploring the nature of student engagement in the classroom*. Poster presented at the 4th Annual Meeting of the Society for the Study of Motivation (SSM), held in affiliation with the 23rd annual meeting of the *Association for Psychological Science* (APS), Washington, DC.

Parsons, S. A., **Malloy, J. A.**, Scales, R. Q., Vaughn, M., & Faircloth, B. (2010, December). Resolve and resiliency: Visioning as a means of enhancing preservice teachers' adaptability. Paper presented the annual meeting of the *Literacy Research Association*, Fort Worth, TX.

Gambrell, L. B., **Malloy, J. A.** & Hughes, E. (2010, April). Elementary Students Pen Pal Letters: Quality Counts. Presented in a Research Institute titled “Using 21st-Century Tools to Support authentic, Challenging Literacy Learning in Grades 3-8, William Teale, Chair. *International Reading Association*, Chicago, Ill.

Marinak, B. A., Gambrell, L. B. & **Malloy, J. A.** Research-Based Practices that Nurture the Skill and Will to Read. (2010, April). Presented as part of a co-sponsored (ALER and IRA) session titled “Struggling and At-Risk Readers and Writers: Making Links from Research to Practice”. Nina Nilson, Chair. *International Reading Association*, Chicago, Ill.

Parsons, S. A., Massey, D., Atkinson, T., Griffith, R., Scales, R., Faircloth, B., **Malloy, J.A.**, Vaughn, M., Howerton S. (2010, April). Preparing Thoughtfully Adaptive Teachers of Reading. Research Poster presented at the 55th annual meeting of the *International Reading Association*, Chicago, Ill.

Calvert, W. L. & **Malloy, J. A.** (2009, December). Listening to Children’s Voices: Motivation and Authentic Literacy Tasks. Presented in the symposium titled “The Impact of Authentic Literacy Engagement on Elementary Students’ Reading Motivation”, William Teale, Chair and Discussant. *National Reading Conference*, Albuquerque, NM.

Malloy, J.A. (2009, November). Reasons for Reading: Portraits from the Elementary Classroom. Presented in the symposium titled “The Sixth Pillar of Effective Practice: Reading Motivation”, Barbara Walker, Chair and Discussant. *Association of Literacy Educators and Researchers*, Charlotte, NC.

Calvert, W. L., Gambrell, L. B., Hughes, E. M., **Malloy, J. A.**, & Igo, B. (2009, Nov). The Pen Pal Connection: Academic and Personal Exchanges as a Catalyst for Authentic Literacy Learning. Paper session presented at the 53rd annual meeting of the *Association of Literacy Educators and Researchers*, Charlotte, NC.

Malloy, J. A., Rogers, A. M., & Simms-Smith, A. O. (2009, April). What Seventh Graders Say about Reading Online: Informing Pedagogy. Paper presented at the April 2009 annual meeting of *the American Educational Research Association*, San Diego, California.

Robbins, K. A., Rogers, A. M., & **Malloy, J. A.** (2008, December). Year two work on the TICA Project: Findings of a formative investigation of Internet Reciprocal Teaching. Paper presented at the 58th annual meeting of the *National Reading Conference*, Orlando, Florida.

Malloy, J. A. (2008, May). *Monitored Self-Selected Reading: Teacher support for the practice of reading*. **Featured Speaker** presentation at the *International Reading Association’s* annual meeting, Atlanta, GA.

Malloy, J. A., Rogers, A. M. (2008, March). Synthesizing findings from a formative experiment Investigating Internet Reciprocal Teaching in three diverse seventh grade classrooms. Poster presented at the annual meeting of the *American Educational Research Association*, New York City, NY.

Reinking, D., **Malloy, J. A.,** Rogers, A. Robbins, K. (2007, November). What a formative experiment reveals about Internet Reciprocal Teaching. Paper presented at the *National Reading Conference*; Austin, TX.

Coiro, J. & **Malloy, J. A.** (2007, June). The new literacy of online reading comprehension: Teaching Internet comprehension to adolescents (TICA). Poster presentation at the *Institutes of Educational Services*, Washington, D.C.

Malloy, J.A. & Switzer, D. (2007, April). Restructuring reading motivation: A new application for an old theory. Presentation at the annual meeting of the *American Educational Research Association*, Chicago, Illinois.

Coiro, J., **Malloy, J. A.,** & Rogers, A. (2006, Nov). Patterns of effective strategy use among adolescent online readers. In “Studying the New Literacies of Online Reading Comprehension Among Adolescents At Risk to Become Dropouts”, a symposium presentation at the *National Reading Conference*, Los Angeles, CA.

Malloy, J. A., Mills, C., Carter, A. & Rogers, A. (2006, May). What do adolescent students say about their Internet reading? Symposium presented at the 51st annual meeting of the *International Reading Association*, Chicago, IL.

Malloy, J. A. & Rogers, A. (2006, April). How might the Internet mitigate factors associated with dropping out of school? In D. J. Leu, Jr. (Chair), “Developing Internet Reading Comprehension Strategies Among Adolescents At Risk to Become Dropouts”. Symposium presented at the annual meeting of the *American Education Research Association*, San Francisco, CA.

Refereed Regional and State Conferences

Hunt-Barron, S. & **Malloy, J.A.** (2017). Writing for Reading Matters: Tips for publication. Session presented at the annual meeting of the *South Carolina chapter of the International Reading Association*, Hilton Head Island, SC, February, 2017.

Malloy, J.A. (2017). Engaging classroom literacy instruction. Session presented at the annual meeting of the *South Carolina chapter of the International Reading Association*, Hilton Head Island, SC, February, 2017.

Hunt-Barron, S. & **Malloy, J.A.** (2016, Feb). Writing for Reading Matters: Tips for Publication. Session presented at the annual meeting of the South Carolina Chapter of the International Literacy Association, Hilton Head Island, SC.

Malloy, J.A. & Hunt-Barron, S. (2015, Feb). Writing for Reading Matters. Session presented at the annual meeting of the *South Carolina Chapter of the International Literacy Association*, Hilton Head Island, SC.

Malloy, J. A. (2004, October). A case for collaboration: Parents and SLP's in the kindergarten classroom. Presentation at the annual meeting of the *South Carolina Association for the Education of Young Children*, Charleston, SC.

Local Presentations

Malloy, J.A., Roberts, L.D., & Gambrell, L.B. (2017). Trends in motivation to read fiction and non-fiction. Poster presented at the inaugural *College of Education Research Forum*, April 12, 2017, Clemson University.

Malloy, J.A., Parsons, S.A. & LaCroix, L. (2014, April). Teacher visioning: Negotiating obstacles in the classroom context. Poster presented at the *HEHD Research Forum*, Clemson University.

Parsons, S.A. & **Malloy, J.A.** (2010, February). Developing thoughtfully adaptive teachers through teacher education focusing on visioning. Poster presented at the *College of Education and Human Development Faculty Research Symposium*, George Mason University, Fairfax, VA.

Malloy, J. A., Tracy, K. N., Headley, K. N & Ridgeway, V. G. (2005, April). The development of peer writing communities: A comparison of online and on-site classrooms. Poster presentation at the 7th *Faculty Research Forum*, Clemson University, Clemson SC, April, 2005.

Malloy, J. A. (2004, April). Parent attitudes and beliefs regarding early literacy development in preschoolers. Poster presentation at the Focus on Research; Graduate Student session and at the *Sixth Annual Faculty Research Forum*, Clemson University, Clemson, SC, April, 2004.

Grants Funded

A Place to Breathe: Professional Learning Networks that Promote Effectiveness and Retention for New South Carolina Teachers. Collaborator with PI Natalie Pough in exploring co-mentoring avenues for recent graduates of the elementary education program. College of Education ADR internal grant of \$12,033 awarded November, 2018.

Building a Bridge, Cultivating Agents of Change: A Partnership Between The Eugene T. Moore School of Education and Bamberg Schools. Co-investigator supported by Clemson University's Diversity and Inclusive Excellence Incentive Grants, 2016. Supported teacher educators in the Moore Scholars program in and immersive project with Bamberg High School English teachers and Richard C. Campbell Elementary school teachers wherein students wrote and presented spoken word poetry at a community- invited event. Angela M Rogers and J. Malloy, Co-PIs. \$3,000.

iScience: Inquiry Science with Mobile Learning. Co-investigator on an Improving Teacher Quality grant supported by the South Carolina Commission on Higher Education for the 2015-2016 award year, providing teacher development on science content and science literacy for teachers in Spartanburg School District 7. Cynthia Minchew-Deaton, PI, R. Harwick, and J. Malloy, co-investigators. \$123,000.

Project RES. Collaborator on Reform-based Environmental Science grant funded by South Carolina's Commission on Higher Education, Improving Teacher Quality Grant Program, 2014-2015. Cynthia M. Deaton, PI, R. Hardwick & R. Visser, co-Investigators. \$100,000.

MASON IMPACT (Mentoring Approach to Sustaining Outreach Network – Improving Mathematical Practices through Algebraic Connections and Technology for the Middle Grades). Consultant for the 2009-2010 and 2010-2011 academic years, providing teacher development regarding the use of discussion to promote learning and engagement. The grant was funded for \$150,000 through the State Council of Higher Education for Virginia, J.Suh, PI.

Grant Proposals (Pending or Unfunded)

GEAR UP (unfunded) Co- Investigator with Dr. Natalie Pough and the South Carolina Commission on Education to work with seventh to twelfth grade teachers in the low country on transforming their curriculum to focus on student academic growth and engagement, \$848,754.

CU-TLP (unfunded). Co-Investigator for Clemson University's STEM Teacher Learning Progression proposed to US Department of Education, \$2,286,332.

SC Center of Excellence for Integrated Instruction (iTeach: A Claflin/Clemson Partnership). Co-Investigator with faculty from Clemson SoE (Drs. Linder, Deaton, and Jamil) and Claflin University (Drs. McClary, Davis, and Ratliff). Submitted January 15, 2016. Requesting \$621,556 over five years.

CoderX: A Systematic Evaluation of Progressive Refinement in the Development of Cognitive Models of Computation. Co-Investigator on a three-year NSF IUSE proposal with B. Malloy and Y. Feaster of Clemson's Department of Computer Science and J. Halstrom of Florida Atlantic University. This grant would build and implement a program visualizer for teaching introductory undergraduate computer science courses through a series of design-based experiments, \$439,749.

Speak Out, Listen Up: Using Discussion-based Pedagogy to Bridge Academics and Advocacy. Co-Investigator on a two-year partnership proposal with Hampton School District 2 to develop discussion-based pedagogies in High School English and History classrooms. US Department of Education/Institute of Education Sciences, submitted Summer, 2014. S. Cridland-Hughes, Principal Investigator; J. A. Malloy,

A. M. Rogers, A. Lange & M. Wright, Co-Investigators, \$362,708.

Using Language to Transform Instruction in Elementary Classrooms to Support Mathematical Thinking. Co-Investigator on a three-year project to use formative experiments to develop math vocabulary and conceptual development in fourth and fifth grade classrooms, National Science Foundation/REAL, submitted January 2014. J. Dogbey Principal Investigator; B. Horton and L. B. Gambrell, Co-Investigators (Clemson University), \$499,897.

Teaching Dialogue, Bridging Difference: Using Academic Discussion to Develop a Democratic Voice (2013). Co-investigator on a project to develop academic discussion and debate skills with high school students from underserved districts in SC, University Research Grant Committee (URCG), \$6,000. Angela Rogers and Susan Cridland-Hughes, Co-PIs.(Clemson University).

CyberPro: Unveiling Programing (2014). Co-Investigator on a three-year project devoted to the design, development, and evaluation of a cyber centric approach to teaching introductory computer programming. National Science Foundation, B. Malloy, Principal Investigator; J. Hallstrom, and J. Malloy. Co-Investigators, \$584,739.

Level Up: Unveiling Programming (2012) Program evaluator on a project devoted to the design, development and evaluation of a new approach to the teaching of introductory computer programming, National Institute of Science (NIS). B. A. Malloy and D. House, Co-PIs (Clemson University).

Shared Workspaces: Developing Effective Peer-led Discussions in Elementary Classrooms to Support Reading Comprehension and Engagement (\$1.47 million). Reviewed by Institute of Education Sciences (IES) for the October, 2009 competition of the Goal 2/Reading and Writing request for applications (unfunded). **J.A. Malloy, PI**;L.B. Gambrell and S.A. Parsons, Co-PI's (George Mason and Clemson Universities).

TEACHING AND ADVISING

Teaching

Clemson University (Fall 2013 to present)

EDEL 4050	Social Justice and 21 st Century Learners
EDEL 4830	Directed Teaching in the Elementary School
EDEL 4880	Teaching the Language Arts in the Elementary Classroom
EDF 8020	Learning and Motivation in Context
EDF 9210	Mixed Methods Research
EDF 9810	Design Based Research

EDLT 9390	Theoretical Models and Processes of Reading and Writing
ED 8330	Primary Documents
ED 8380	Selected Topics: Reggio Emilia Study Abroad
ED 8540	International Perspectives on Poverty
ED 8650	Curriculum Theory
ED 9020	Independent Study: Case Study Research
ED 9020	Independent Study: Critical Multiculturalism
ED 9550	Theoretical Bases of Instruction
ED 9800	Internship in Curriculum and Instruction
ED 9940	Directed Research
ED 9910	Doctoral Dissertation

Undergraduate Advising (CU) 10-15 upperclassmen each semester

Courses Developed (through curriculum committee)

EDLT 9130 Critical Issues in Literacy Instruction, Core course for Literacy, Language and Culture PhD program, Spring, 2013.

EDF 9810 Design-based Research Methods, College of Educational doctoral level elective, Fall 2015.

ED 8540 International Perspectives on Poverty

Honor Students

Grace Farley, Analysis of Equity Pedagogies, Spring 2016. Resulted in an accepted publication in a state journal.

Julie Turowetz, The Motivation to Read Profile, Likert version, Spring 2014 – Spring 2015. Resulted in the development of an online version of the Motivation to Read Profile-Revised.

Doctoral Advising (Chair)

Rachael Ross, Clemson University - Major Advisor, Conferred Dec, 2017
Exploring teachers' read-aloud book selection: What drives the decision. Rachel is an Assistant Professor at the University of Memphis.

Leslie Roberts, Clemson University – Major Advisor, Conferred August, 2019.
Motivation to read in the middle grades. Leslie will be an Assistant Professor at Georgia Southern University beginning August 1, 2019.

Alicia Kelley, Clemson University - Co-chair with Dr. Emily Howell, Conferred August, 2021. *Power and agency in teachers' digital writing feedback: A virtual*

education environment. Clemson University, Literacy, Language and

Michelle E. Fowler, Clemson University – Major Advisor, Conferred August, 2021. *A qualitative study of connected middle and high school broadcast journalism programs and their relationship to career broadcast journalism.* Clemson University: Curriculum and Instruction.

Macy James, Clemson University – Major Advisor, expected graduation May 2022.

Hayley Hoover, Clemson University – Major Advisor – expected graduation May 2022.

Membership on Doctoral Advising Committees

Erin McClure (Summer 2017). *Exploring the nature of teacher-student reading conferences during independent reading time.* Clemson University: Literacy, Language and Culture.

Aamena Saleh (Summer 2018). *Who am I? Refugee adolescents' transformation and negotiation of identities at the cultural borders.* Clemson University: Literacy, Language and Culture.

Juan Li, (Spring, 2018). *The role of World of Warcraft (WoW) in facilitating vocabulary acquisition for English language learners (ELLs): A mixed methods study.* Clemson University: Learning Sciences.

Deanna Ramey, (Summer 2018). *Literacy and language development in Head Start preschool classrooms: Understanding practice to inform theory and improve outcomes.* Clemson University: Curriculum and Instruction.

Koti Hubbard, (Summer 2018). *Second graders' responses to and application of word-picture relationships in picturebooks: A case study.* Clemson University: Literacy Language and Culture.

Anna Brink, (Summer, 2019). *An examination of principal professional learning through transformative and sociocultural learning.* Clemson University: Educational Leadership.

Stephanie Schenk, (Spring, 2020). *The Trump effect and the damage done: A mixed methods study exploring sociopolitical hostility and teacher responses in language classrooms.* Clemson University, Literacy, Language and Culture.

Allyson Davis, (Spring, 2020). *"We've had enough": Youth activists' pathways to participation and social media practices following the Parkland shooting.* Clemson University, Learning Sciences.

Jason M. Bailey, (Summer, 2020), *“How do I shrink myself?” A veteran assistant principal’s micropolitical experiences in an unfamiliar rural school.* Clemson University: Educational Leadership.

Tina Kay Faulkner, (Spring, 2020). *Perceived preparation in prospective career ready students attending a rural high school in South Carolina.* Clemson University: Educational Leadership.

Joshua B. Barnes, (Spring 2021). *A qualitative exploration of how positional student leaders develop social capital through participation in college student organizations.* Clemson University: Educational Leadership.

Karen Bunch Franklin, (Spring 2021). *Comparing faculty perceptions of importance and perceived competencies of online best practices through the ENCORE components.* Clemson University: Learning Sciences.

Hilary Tanck, (Spring 2021). *Mapping middle school mathematics teachers’ curriculum assemblages: A post-qualitative inquiry.* Clemson University: Curriculum and Instruction.

Mary Schrueder, (Summer 2021). *We are girls. We are warriors. We are writers: Middle school girls and gender identity construction in an after-school writing workshop.* Clemson University: Literacy, Language and Culture.

Abigail H. Baker, (Summer 2021). *Exploring student perspectives on informal and formal learning in a university makerspace.* Clemson University: Learning Sciences.

Aubrey L. Moreland, (Summer 2021). *Ending exclusionary discipline practices with black girls: Using improvement science in school discipline reform.* Clemson University: EDIS.

Guoyong Wu, Clemson University, Literacy, Language and Culture.

Stephanie Davis, Clemson University, Educational Leadership

Abigail Stephens, Clemson University, Learning Sciences

Anne Grant, Clemson University, Learning Sciences

Eric Pernotto, Clemson University, Educational Leadership

Hazel Vega Quesada, Clemson University, Learning Sciences

Sunil Pokhrel, Clemson University, Curriculum and Instruction

Abby Baker, Clemson University, Learning Sciences

Cari Brooks, Clemson University, Learning Sciences

Diana Carver, Clemson University, Educational Leadership

Khushbu Bajrangi Singh, Clemson University, Curriculum and Instruction

Parker Morse Andreoli, Clemson University, Educational Leadership

Oluwaseun Aina, Clemson University, Literacy, Language and Culture

Valerie Rose, Clemson University, Educational Leadership

Gretchen E. Waugaman, Clemson University, Educational Leadership

Latresha Rene Drummond, Clemson University, Educational Leadership

Lori B Corley, Clemson University, Educational Leadership

Patricia M. Gosnell, Clemson University, Educational Leadership

Marquice Clark, Clemson University, Educational Leadership

Andrew S. Brandt, Clemson University, Educational Leadership

Daniel Stockton, Clemson University, Literacy, Language and Culture

Ricardo Richardson, Clemson University, Educational Leadership

Other Teaching and Professional Development

Senior Dixon Fellow, Calhoun Honors College, Dixon Fellows Program, 2015-2016. Met with 6-8 honor students every other week for a discussion of current social justice issues.

Houston Elementary School, Spartanburg 7, South Carolina. Faculty resource 2015–2017. Met with teachers as needed to provide support in using developmental word study (first grade classroom); writing workshop (whole faculty PD on November, 2016 and following up in a first grade classroom); and integrating English language arts in social studies (fifth grade classroom).

Clemson Elementary School, Clemson, South Carolina. Taught an inquiry soils lesson in a third-grade classroom at the request of a former student, Xavier Salley.

Service

Service to Field of Scholarship

Editorship

Co-editor of *Reading Matters*, a peer-reviewed state journal of the South Carolina Chapter of the International Reading Association, 2006 -2008 and 2013 to present.

Editor of the *Literacy Research Association Newsletter*, a publication of the Literacy Research Association, Fall 2011 to Spring 2016.

Co-editor of the 63rd Yearbook of the Literacy Research Association, 2014.

Editorial Review Board Member

Reading Research Quarterly, a journal of the International Reading Association, 2015 to present.

The Reading Teacher, a journal of the International Reading Association, 2013 to present.

Literacy Research and Instruction, a journal of the Association of Literacy Educators and Researchers, 2012 to present.

Making Literacy Connections, a journal of the Greater Washington Reading Council and local affiliate of the International Literacy Association, 2016 to present.

Guest Reviewer (Journals)

American Educational Research

Journal Educational Assessment

Educational Psychology

English Teaching: Practice and

Critique Journal of Educational

Research Journal of Research in

Reading Research in the Teaching of

English

Annual Yearbook of the Literacy Research Association

Reviewing Books/Grants

Invited Reviewer for Lyle Spencer Research Awards Program: Advancing Understanding of Education Practice and Its Improvement, March, 2017.

Invited reviewer, 2nd edition of Gorski (P.C.) and Porhini (S.G.) Case Studies on Diversity and Social Justice Education for *Routledge*, November 2015.

Service to Profession

Chair of Young Adult Book Category, International Literacy Association Children's and Young Adult's Book Awards, 2021 (appointed by awards chair).

Reviewer for Primary Book Category, International Literacy Association Children's and Young Adult's Book Awards, 2020 (appointed by president).

Area Chair (Area 5: Early and Elementary Literacy Processes) for Literacy Research Association Annual Conference, 2018 – 2020 (3 year term - appointed by President)

Member of Studies and Research/Grants Committee, International Reading Association, 2008 to 2013.

Session Chair, Literacy Research Association, 2013 – present.

Reviewed integrated units submitted to the International Research Association panel on Integrated Instruction, 2012 – 2014.

Member of Search Committee for the *Journal of Adolescent and Adult Literacy*, a journal of the International Reading Association, 2011.

Secretary of the Clinical Division, Association of Literacy Educators and Researchers, 2009 – 2011.

Board Member of the Greater Washington Reading Council, 2010 – 2011.

Area Chair (Area 13; Other Topics) for Literacy Research Association Annual Conference, 2009 – 2010.

Program Committee Member, International Reading Association, 2008 Annual Conference.

University Service

Program Coordinator, Elementary Education Program Area, Department of Teaching and Learning, College of Education, Clemson University, 2020 - 2022 (2- year term, rotating faculty position).

Member of Tenure, Promotion and Retention Committee, Department of Teaching and Learning, College of Education, Clemson University, 2020 – 2023 (three-year term, elected).

Member of General Education Committee, 2018 to 2021, Clemson University (three-year term, elected).

Member of College of Education Research Committee, 2018 to present, Clemson University, (three-year term, elected).

Member of Departmental Advisory Committee, Teaching and Learning, Clemson University, 2019-2021 (two-year term, elected)

Member of Curriculum Committee, Department of Teaching and Learning, 2016 to present, Clemson University (three-year term, elected).

Member of the Doctoral Advising Committee, Department of Teaching and Learning, 2015-2016 (one term - elected).

Search Committee Chair, Clemson University
Department Chair for Teaching and Learning (2019);
Elementary Education Lecturer (2020). Clemson University.

Search Committee Member, Clemson University –
Associate Professor of Science Education, Clemson University (2020);
Assistant Professor of Elementary and Early Childhood Education (2020);
Assistant Professor, Online M.Ed. Program, (2020);
Associate Dean of Academic Affairs, College of Education (2018);
Accreditation and assessment position, College of Education (2016);
Clinical Instructor, Elementary Education (2016).

Graduate Grievance Committee, Clemson University, 2016-2017 (elected, one term).

ENCORE online course reviewer, Clemson University, 2015-2016.

Clemson Thinks 2, faculty member 2013-2015; faculty mentor 2014-2015.

Member of the Advisory Board of the Moore Scholar Program, Clemson University, Spring 2014.

Member of the Ad hoc Research Support Committee, Clemson University, Spring 2014.

Member of the Elementary Education Advisory Board of Anderson University, 2011- 2013.

Faculty Secretary, College of Education and Human Development, George Mason University, 2009 – 2010.

Community Service

Board Chair, Clemson Child Development Center, January 2018 – present.

Board Member, Clemson Child Development Center, January 2016 – 2018.

Social Justice and Outreach Committee member, St. Andrews Catholic Church, Clemson, SC, December 2014 to present.

Honors and Awards

Professor of the Game, Clemson University, September 2019.

Co-authored article, *The development of teachers' visions from preservice into their first years teaching: A longitudinal study* (TATE, 2016) selected as the recipient of the 2018 Association of Teacher Educators **Distinguished Research in Teacher Education Award**.

Research highlighted at **Board of Trustees** meeting, Clemson University, April, 2016, 2019 and 2021.

Graduate Student Certificate of Excellence in Teacher Education, Clemson University, Clemson, SC. Spring, 2006.

