

Kristin M. Gehsmann, Ed.D.
Curriculum Vitae

LEADERSHIP PROFILE

Experienced, innovative, and ethical educational leader. Deeply committed to principles of servant leadership and shared governance. Extensive experience with strategic planning, fiscal and operations management, expanding extramural funding, regional and national accreditation, curricular development, fundraising, and government relations. Strong interpersonal and communication skills. Leadership experience across a range of PreK-20+ public and private institutions. Named “100 People to Meet in 2021” by Virginia Business Magazine.

SELECT LEADERSHIP ACCOMPLISHMENTS

Director, Virginia Tech School of Education

The Director of the VT School of Education is the chief academic, financial, communications, HR, research, and operations officer, overseeing the teaching, research, service, and outreach activities of approximately 50 full-time faculty, 30 grant-funded research faculty and staff, 25 contingent faculty, 20 permanent staff, and 60 graduate assistants. The VT School of Education has more than 20 degree and certificate programs across 18 program areas and is home to five centers: the Center for Instructional Technology Solutions in Industry and Education (CITSIE), Virginia Career View, the Center for Research and Development in International Education (CRaDIE), the Training and Technical Assistance (T/TAC) Center, and the Center for Rural Education.

Key Accomplishments:

Community Building & Strategic Planning

- Provided stability after a decade of leadership turnover; built culture of trust, respect, and collaboration
- Articulated a vision, mission, and core values for the School of Education
- Identified strategic priorities and developed multi-year action plan
- Established School of Education awards committee resulting in significant increase in faculty, staff, student, and alumni awards, including prestigious university and national awards

Fiscal Management

- Managed complex annual budget of \$20M+/- annually
- Provided oversight of research portfolio of \$20M+/- in externally funded research and \$500K in internal grant awards; annual research expenditures \$3.1M+/-
- Led and managed multimillion-dollar renovations of offices, conference rooms, classrooms, and lab spaces
- Provided strategic, fiscal, and academic oversight of enterprise fund and continuing education programming in the School (annual revenue \$500K+); launched two new distance learning programs to address the teacher shortage in VA
- Served on VT’s Opportunity, Accessibility, and Affordability Steering Committee (appointed)

Funded Research & Outreach

- Provided School leadership in the area of funded research and outreach
- Proposed and launched a funded university-level Center for Rural Education (with A. Azano); held inaugural Rural Education Summit, attracting preeminent scholars from across the US

- Stimulated grant activity resulting in 81% of faculty being grant active in 2022
- Increased number of funded research proposals and more than doubled proposed funding amounts
- Funded summer research stipends and seed grants to stimulate research activity
- Initiated and supported successful series of funded K-12 continuing education webinars on the Science of Reading; additional webinars on trauma-informed practice, teaching with technology, and culturally relevant pedagogy are forthcoming
- Re-negotiated contracts with VT Offices and Centers to increase the School's share of overhead
- Established School of Education advisory board and student association
- Served as interim head of the Office of Educational Research and Outreach (2020; 2022-present)

Curriculum

- Led curricular revision resulting in new core curriculum in Curriculum and Instruction (C&I) graduate degree programs; initiated the sunsetting of 2 graduate degrees and 4 graduate programs; led the development of 3 new master's degrees: Learning Sciences and Technologies, Reading/Literacy Specialist, and Math Specialist, and one new doctoral major in Socio-Cultural Studies of Education
- Launched 4 new undergraduate degrees (Secondary Education, Elementary Education, Career and Technical Education – Agricultural Education, Career and Technical Education – Technology Education) with 8 new undergraduate majors and 2 minors; developed and implemented new 4+1 music education master's degree program; managed a significant increase in practicum and student teaching internships
- Shepherded undergraduate teacher licensure programs and add-on special education licensure through the state department of education's approval process
- Developed entrepreneurial online graduate certificate in Elementary Education for provisionally licensed teachers to earn their teaching credentials using innovative 7-week course model – the first of its kind at Virginia Tech; piloted new Reading Specialist program using the same model
- Supported faculty development of online courses and degrees using *Quality Matters Standards*
- Proposed and received approval for undergraduate living-learning center (LLC) for education and human development majors (2024 launch)

Communications, Marketing, Fundraising, & Enrollment Management

- Created and implemented communications and outreach strategic plan including significant website redesign and updates to more than 1,000 webpages (see soe.vt.edu)
- Initiated and led social media campaign (@VaTechSOE); social media grew by ~2,000 followers in one year
- Established alumni and stakeholder e-newsletters (7/year) with a total distribution of 14,000 recipients
- Automated graduate inquiry and admissions processes using Slate enrollment management system; prospective students now receive up to seven email touchpoints per inquiry
- Initiated donor and alumni relations activities, tripling previous fundraising and participation records for VT Giving Day
- Secured a sizeable, unrestricted gift from Amazon
- Utilized digital marketing (Google and Facebook ads) for select degree programs

Government Relations

- Met regularly with University Government Relations and College and University Communications staff regarding K-12 public education initiatives and outreach

- Wrote white papers regarding current events and legislation including the teacher shortage and Virginia Literacy Act
- Served on Virginia Department of Education Lab School Task Force; continue to serve on the advisory board of a university lab school in NC

Inclusive Excellence

- Created procedures to balance faculty teaching and advising loads
- Examined graduate student application process and addressed barriers to accessing higher education
- Collaborated with the University's Office of College Access and Opportunity to establish intentional recruiting plans to attract students from underrepresented and underserved populations to the teaching force, including students from rural communities in Virginia
- Contributed to Virginia Tech's efforts to partner with HBCUs

Assessment, Accreditation, & Licensure

- Provided oversight for assessment, accreditation, and licensure activities, including 3 CAEP advanced program reviews, as well as CACREP and SACSCOC reaccreditation visits
- Established new position: assistant director for assessment and accreditation
- Vetted and purchased data management/student portfolio software (Watermark)

Space Management

- Led and managed 20,000+ sq ft design and renovation of new School of Education space; led the design and renovation of a new science education lab; participated in the design of a \$45M renovation project with ~ 24,000 sq ft of space assigned to the School of Education in VT's historic War Memorial Hall (occupancy planned for summer 2025)
- Championed the application of national accessibility standards in all space designs and renovations, going beyond building code requirements
- Developed a proposal for a new 53,000 sq ft School of Education building
- Coordinated the moves of nearly 100 faculty and staff from three different locations

Operations/IT

- Managed all operations, including emergency, remote instruction, tele-working, and other complex faculty, staff, and student affairs during the global COVID pandemic
- Streamlined SOE staffing and operations, moving to a paperless office and centralized printing; digitized student record archive; moved to paperless admissions process
- Hired, onboarded, and mentored two associate directors and one assistant director; developed multi-year staffing plan
- Managed significant software transition from Qualtrics to Question Pro and Google Forms
- Upgraded all dedicated School of Ed teaching spaces, meeting rooms, labs, and counseling sites with state-of-the-art technology for face-to-face, hybrid, and online instruction; pivoted to emergency tele-health counseling internships in 2020 and 2021

Chair, Department of Literacy Education, History, Education, and English Education, East Carolina University

The chair oversees the fiscal, HR, and academic operations of the department of 39 part- and full-time faculty, 4 program coordinators, and 2 administrative assistants who serve more than 2,000 students per year.

Key Accomplishments:

Curricular Development

- Led, developed, and implemented an innovative online master's program using an 8-week course model and *Quality Matters Standards*, the first at the University. First year cohort brought more than \$650K in new revenue; growth anticipated to triple in second year
- Collaboratively developed and implemented a new Educator Residency Model that yielded 450 students in the first year alone; another 150 licensure students enrolled in alternative licensure programming in the first year of recruitment. This project has now been funded by a ~\$9M US DOE grant
- Led University strategic planning process for the future of online learning; elements of the strategic plan were accelerated during the pandemic when the entire community shifted to emergency, remote instruction

Funded Research & Outreach

- More than doubled department's peer-reviewed scholarly output and sponsored research; significantly increased faculty awards and recognition of excellence in teaching, research, and service
- Provided leadership and oversight for READ ENC, a community literacy collaborative responsible for improving early reading achievement in the region; directly supervised the Executive Director and raised ~\$250K in gifts, in-kind donations, and grant funds
- Provided oversight and fiscal management to the Margaret Blount Harvey Literacy Institute, a professional development collaborative with 43 school systems in eastern North Carolina; put on two regional literacy conferences per year and offered training in the Foundations of Reading Test for all elementary and special education licensure candidates at East Carolina University; managed ~ \$1M endowment

Government Relations & Outreach

- Worked with state-level legislative representatives, the University of North Carolina (UNC) System Office, the North Carolina Department of Public Instruction (NC DPI), and members of the Business Roundtable to advance legislation and initiatives in early learning and early reading; appointed to serve on the State Board of Education's PreK-12 Literacy Instruction and Teacher Education Task Force
- Served on the ECU Community School (ECUCS) Advisory Board; led ECUCS literacy initiative, raising ~\$400K in gifts and in-kind donations

PROFESSIONAL APPOINTMENTS/EXPERIENCE

2020-Present	Director and Professor (tenured), School of Education, College of Liberal Arts and Human Sciences, Virginia Tech, Blacksburg, VA
2018 – 2020	Professor (tenured) and Department Chair, Literacy Studies, English Education, and History Education, College of Education, East Carolina University, Greenville, NC
2015- 2017	Moderator of the Faculty Assembly and Chair of the Faculty Executive Committee, Saint Michael's College, Colchester, VT
2011-2018	Associate Professor (tenured), Saint Michael's College, Colchester, VT

- 2006-2018 Director, MEd and CAGS Literacy Programs, Saint Michael's College, Colchester, VT
- 2006-2011 Assistant Professor, Saint Michael's College, Colchester, VT
- 2002-Present Principal, Gehsmann Educational Consulting, Inc., Blacksburg, VA
- 2001-2005 Research Associate, Vermont READS Institute, University of Vermont, Burlington, VT
- 2001-2005 Early Literacy Improvement Specialist, Vermont READS Institute, University of Vermont, Burlington, VT
- 1992-1999 Elementary School Teacher (K-3), Center School, Litchfield, CT

EDUCATION

- Ed.D. University of Vermont, Burlington, VT, 2006
Degree: Educational Leadership and Policy Studies
Dissertation title: *Becoming more effective in the age of accountability: A high poverty school narrows the literacy achievement gap*
Distinguished Honor: Stafford Scholar
- M.S. Central Connecticut State University, New Britain, CT, 1998
Degree: Early Childhood Education
- B.S. Central Connecticut State University, New Britain, CT, 1992
Major: Elementary Education, Minor: Western Civilizations
Distinguished Honor: Honors Program Scholar

SELECT HONORS AND AWARDS

- 2022 SIIA CODiE Award "Best Personalized Learning Solution" for *Reading Plus* (contributing author/advisor)
- 2021 EdTech Breakthrough Award "Adaptive Learning Solution Provider of the Year" for *Reading Plus* (contributing author/advisor)
- 2021 EdTech Cool Tool Award in "Literacy and Reading Solution" for *Reading Plus* (contributing author/advisor)
- 2020 Teach and Learning Magazine "Award of Excellence" for *Reading Plus* (contributing author/advisor)
- 2020 Named "100 People to Meet in 2021" by Virginia Business Magazine
- 2019 Inducted into Phi Kappa Phi, the nation's oldest, largest, and most selective honors society of all disciplines. East Carolina University, Chapter 114

- 2015 Council on Undergraduate Research (CUR), "Posters on the Hill" National Award: *Narrowing the Literacy Achievement Gap: Increasing Third and Fourth Grade Boys' Motivation to Read* (Knudson, S. & Gehsmann, K.)
- 2011 CODiE Award "Best Professional Development Solution" for *The Words Their Way™ Online Workshop* (co-author and project director)
- 2004-2007 Stafford Scholar Fellowship, National Institute on Leadership, Disability, and Students Placed at Risk, University of Vermont, Burlington, VT

FUNDED RESEARCH AND OUTREACH (totaling ~ \$20M)

Select External Funding

- 2019 READ ENC, a Community Literacy Initiative, Gehsmann, K., Greenville, NC. 2 years; totaling \$250,000 in donations and in-kind donations. Funded.
- 2019 East Carolina University's Community School's Literacy Initiative, Gehsmann, K., Greenville, NC. 2 years; totaling \$400,000 in donations and in-kind donations. Funded.
- 2016 Sponsored Industry Research, Gehsmann, K. PI; Spichtig, A. Co-PI. "Effectiveness of a Guided Silent Reading Intervention." Taylor Associates, Inc., Winooski, VT. 3 years; total not publicly disclosed. Funded.
- 2010 Sponsored Industry Research, Gehsmann, K. PI; Millwood, K. Co-PI. "Validating a Classroom Observation Tool for Word Study." Pearson, Boston, MA. 1 year; total not publicly disclosed. Funded.
- 2007 Vermont Consortium for Language and Academics Grant, Gehsmann, K. "Multicultural education and culturally responsive pedagogy with Linda Sue Park," Colchester, VT. Funded.
- 2005 Vermont Department of Education, Gehsmann, K. PI, Brouillette, P. Co-PI, Riggs, M. Co-PI. "Reading First Grant for Saint Albans City School," Vermont Department of Education, Montpelier, VT. 5 years; totaling \$3,465,000. Funded.
- 2004 Richardson Foundation Grant, Gehsmann, K., PI, Woodside-Jiron, Co-PI, Lipson, M., Goldhaber, D., Tolentino, E. & Torncello, S. "Kindergarten teachers' beliefs and literacy teaching practices." The University of Vermont, Burlington, VT. 3 years; totaling \$54,000. Funded.
- 2003 Vermont Department of Education, Gehsmann, K. "BEST Grant," on behalf of Essex Town School District, Montpelier, VT. 3 years; totaling \$22,500. Funded.
- 2002 U.S. Department of Education, Gehsmann, K., Hull, M., Halloran, P., & Lipson, M. "Reading First Grant: for the Vermont Department of Education. 5 years; totaling \$12,500,000. Funded.

- 2001 Vermont Department of Education, Gehsmann, K. "BEST Grant" on behalf of Vermont READS Institute, Montpelier, VT. 1 year; totaling \$17,500. Funded.
- 2001 Vermont Department of Education, Gehsmann, K. "BEST Grant" on behalf of H.O. Wheeler Community School, Montpelier, VT. 3 years; totaling \$31,500. Funded.

Select Internal Funding

- 2018 Funded Speaker Series, Gehsmann, K. *Girl Rising: The Education of Girls Around the Globe*. Saint Michael's College, Colchester, VT. Funded.
- 2018 Politi International Travel Grant, Gehsmann, K. Saint Michael's College, Colchester, VT. Funded.
- 2018 Merit Research Leave. Gehsmann, K. Saint Michael's College, Colchester, VT. Funded.
- 2017 VPAA Undergraduate Research Grant, Murray, M. & Gehsmann, K. "The Impact of a Mild Traumatic Brain Injury on College Students' Reading, Writing, and Spelling: A Study of Common Challenges and Possible Accommodations." Saint Michael's College, Colchester, VT. Funded.
- 2015 Sabbatical, Gehsmann, K. Saint Michael's College, Colchester, VT. Funded.
- 2014 Faculty Scholarship Grant, Gehsmann, K. "Teaching Reading and Writing: The Developmental Approach." Saint Michael's College, Colchester, VT. Funded.
- 2014 VPAA Undergraduate Research Grant, Gehsmann, K. & Knudson, S. "Narrowing the Literacy Achievement Gap: Increasing Fourth and Fifth Grade Boys' Motivation to Read." Saint Michael's College, Colchester, VT. Funded.
- 2010 CREATE (Curriculum Reform for all Teachers of English Language Learners), "Literacy Instruction and Assessment for ELLs," O'Dowd, E., Gehsmann, K., Dall, B., Siegel, L., & McLean, K. Saint Michael's College, Colchester, VA. Funded.
- 2008 Summer Research Grant, Developing a Theory of Effective Professional Development in Word Study. Gehsmann, K. Saint Michael's College, Burlington, VT. Funded.
- 2004 Stafford Scholar Fellowship, National Institute on Leadership, Disability, and Students Placed at Risk, University of Vermont, Burlington, VT. 3 years; total not publicly disclosed. Funded.

PUBLICATIONS

Books

- Gehsmann, K.** & Templeton, S. (2022). *Teaching Reading and Writing: The Developmental Approach (PreK-8)* (2nd ed.). Pearson/Allyn Bacon: Boston, MA. (Print edition: 601 pages; fully enhanced e-book and instructor guide available under different ISBNs)

*Flippo, R. & **Gehsmann, K.**, with Halliday, J. (2021). *Assessing Readers: A Qualitative Approach to Assessment and Instruction* (3rd ed.). New York, New York: Routledge/Taylor & Francis. (Print edition: 310 pages; static e-book available under another ISBN; certified Carbon Neutral® publication; *Flippo is no longer a contributing author)

Templeton, S. & **Gehsmann, K.** (2014). *Teaching Reading and Writing: The Developmental Approach (PreK-8)*. Pearson/Allyn Bacon: Boston, MA. (480 pages; static e-book available under another ISBN)

Book Chapters

Gehsmann, K. (*in press*). Visiting in classrooms and talking with teachers: Using a classroom observation guide to stimulate professional reflection and growth. In Ittner, A., Frederick, A., Kiernan, D., & Bear, D. R. (eds.) *Implementing Developmental Word Study*. New York: Guilford.

Gehsmann, K. (*in press*). Classroom observation tool validity study. In Ittner, A., Frederick, A., Kiernan, D., & Bear, D. R. (eds.) *Implementing Developmental Word Study*. New York: Guilford.

Gehsmann, K. (2018). Motivating and engaging vocabulary development. In J. Lontas (ed.), *The TESOL Encyclopedia of English Language Teaching*, Malden, MA: Wiley & Sons, Inc.

Gehsmann, K. & Templeton, S. (2013). Foundational standards. In Morrow, L. M., Shanahan, T. & Wixson, K. K. (eds.). *Teaching with the Common Core Standards for English Language Arts: What educators need to know (Book 1: Grades PreK-2)*. New York: Guilford Press.

Peer Reviewed Publications

Gehsmann, K. & Mesmer, H. A. (under review). Developmentally responsive instruction for emergent readers and writers. *The Reading Teacher*. (revise and resubmit)

Hruby, G. & **Gehsmann, K.** (under review). Variation or disability? The misdiagnosis of reading difficulties. *The Reading Teacher*. (revise and resubmit)

Spichtig, A. N., Pascoe, J. P., **Gehsmann, K.**, Gu, F., & Ferrara, J. D. (2022). The interaction of silent reading rate, academic vocabulary, and comprehension. *Reading Research Quarterly*, 50, (3), p. 1003-1019.

Spichtig, A., **Gehsmann, K.**, Pascoe, J., Ferrara (2019). The impact of adaptive, web-based, scaffolded silent reading practice on the reading achievement of fourth and fifth grade students, *The Elementary School Journal*, 119 (3), p. 443-467.

Spichtig, A., **Gehsmann, K.**, Pascoe, J., Ferrara, J. (2017). The correlation between eye movement data and three commonly used academic reading assessments. In Radach, R. Heiner, D. Vorstius, C., & Hoffman, M. J. *European Conference on Eye Movement (ECEM) Abstracts*, p. 208.

Gehsmann, K., Tousley, E., Spichtig, A., Pascoe, J., & Ferrara, J. (2017). Effects of scaffolded silent reading on related eye movements of US students in grades 4 and 5. In Radach, R. Heiner, D. Vorstius, C., & Hoffman, M. J. *European Conference on Eye Movement (ECEM) Abstracts*, p. 209.

- Gehsmann, K.**, Tousley, E., Spichtig, A., Pascoe, J., & Ferrara, J. (2017). Relationship between students' stages of orthographic knowledge and reading efficiency. In Radach, R. Heiner, D. Vorstius, C., & Hoffman, M. J. *European Conference on Eye Movement (ECEM) Abstracts*, p. 209.
- Gehsmann, K.**, Spichtig, A., & Tousley, E. (2017). Validating an online assessment of developmental word knowledge in grades 5-8. *Literacy Research: Theory, Method, and Practice*, 66, (1), p. 1-14.
- Gehsmann, K.** & Templeton, S. (2011/2012). Stages and standards in literacy: Teaching developmentally in the age of accountability. *Journal of Education*, 192(1) p. 5-16.
- Gehsmann, K.** (2009). *Executive summary of "The National Reading Panel Report and Effective Reading Instruction" by Michael Pressley*. Oak Creek, MI: National Reading Conference.
- Carpenter, K., **Gehsmann, K.**, Smith, R., Bear, D., & Templeton, S. (2009). Learning word study together. *The California Reader* 42(3), 4-18.
- Woodside-Jiron, H. & **Gehsmann, K.** (2009). Peeling back the layers of policy and school reform: Revealing the structural and social complexities within. *International Journal of Disability, Development, and Education* 56(1), 49-72.
- Gehsmann, K.** (2008). What is RTI and how can schools and districts prepare for it? *Michigan Reading Journal* 40(3), 22-30.
- Gehsmann, K.** (2008). What is word study and how can I get some? Bringing word study instruction to scale. *New England Reading Association Journal* 44(1), 1-8.
- Gehsmann, K.**, & Woodside-Jiron, H. (2005). Becoming more effective in the age of accountability: A high-poverty school narrows the literacy achievement gap. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, and J. Worthy (Eds.), *54th Yearbook of the National Reading Conference* (Vol. 54, pp. 182-197). Oak Creek, WS: National Reading Conference, Inc.
 o Reprinted online by the National Council of Teacher of English (NCTE)

Other Scholarly Publications

- Gehsmann, K.** & Templeton, T. (2022). *Teaching Reading and Writing: The Developmental Approach Instructor Guide and Test Bank*. (2nd ed.). Pearson/Allyn Bacon: Boston, MA.
- Gehsmann, K.** (2017). In life, literature, and politics, it's good to know a little less and understand a little more. In M. St. Louis (ed.) *The Power of Community and Ethics of Justice*. Colchester, VT: Saint Michael's College.
- Gehsmann, K.** & Templeton, T. (2014). *Teaching Reading and Writing: The Developmental Approach Instructor Guide and Test Bank*. Pearson/Allyn Bacon: Boston, MA.
- Templeton, S. & **Gehsmann, K.** (2014, Oct.). *The Developmental Approach: Implications for Students who "Struggle" (And Those Who Don't)*. Boston, MA: Pearson My Education Community.

- Gehsmann, K.** (2014). *Words Their Way™ Classroom Observation Tool Administrator Training*. (A two-day training program for school administrators and literacy leaders.) Boston, MA: Pearson/Allyn & Bacon.
- Gehsmann, K.** & Templeton, S. (2013a, Nov.). *Teaching Developmentally in the Age of Common Standards: Bringing Clarity and Purpose to Your Literacy Methods Courses*. Boston, MA: Pearson My Education Community.
- Gehsmann, K.** & Templeton, S. (2013b, Nov.). *The Developmental Approach to Literacy Instruction: Teaching Teachers What to Teach, When, Why, and How*. Boston, MA: Pearson My Education Community.
- Gehsmann, K.** (2011, Jan.). Learning to read with the eyes of a writer: Providing students the opportunity to improve their writing using benchmark texts and reflection. *Teaching Professor* 25(1).
- o Reprinted online by *Faculty Focus*, a leading publisher of research on teaching strategies in higher education.
- Picard, M., **Gehsmann, K.**, & Picard, D. (2010). *Words Their Way™ On-line Workshop*. New York, NY: Pearson Learning Solutions, Inc.
- o Winner of the one of the software industry's most prestigious awards, the 2011 CODiE award for "Best Professional Development Solution"

Assessments/Measurements

- Gehsmann, K.**, Spichtig, A., & Tousley, E. (2016). *Online Assessment of Developmental Spelling in Grades 1-6*. Winooski, VT: Taylor Associates, Inc.
- Gehsmann, K.**, Spichtig, A., & Tousley, E. (2015). *Online Assessment of Developmental Spelling in Grades 4 & 5*. Winooski, VT: Taylor Associates, Inc.
- Gehsmann, K.** & Bear, D. (2014a). *Words Their Way™ Classroom Observation Tool*. Upper Saddle River, NJ: Pearson Education, Inc.
- Gehsmann, K.** & Bear, D. (2014b). *Words Their Way™ Classroom Observation Tool Indicator Reference Guide*. Upper Saddle River, NJ: Pearson Education, Inc.
- Gehsmann, K.**, **Millwood, K.** & Boice, K. (2013). *Teacher Knowledge in Word Study Survey*. Upper Saddle River, NJ: Pearson Education, Inc.

PRESENTATIONS

Select Refereed Presentations

- Gehsmann, K.**, Spichtig, A., Pascoe, J., Ferrara, J. & Gu, F. (2021, Dec. 3). *Contributions to silent reading rate: The interaction between academic vocabulary knowledge, silent reading rate, and comprehension*. Literacy Research Association Annual Conference, Atlanta, GA.

- Flanigan, K., Hayes, T., & **Gehsmann, K.** (2020, Oct. 3). *Shaping the future of phonics, vocabulary, and spelling instruction: Moving theory and research into practice* [Pre-conference institute]. International Literacy Association Annual Conference, Online.
- Gabriel, R., **Gehsmann, K.**, Hruby, G., Worthy, J. (2020, Oct. 3) *Early reading instruction and intervention: Implications for policy and practice* [Pre-conference institute]. International Literacy Association Annual Conference, Online.
- Ferrara, J., **Gehsmann, K.**, Spichtig, A., & Pascoe, J. (2020, Apr. 19). *Students with higher silent reading efficiency report higher reading motivation and reading volume* [Paper presentation]. American Educational Research Association Annual Conference, Online.
- Hruby, G., Gabriel, R., **Gehsmann, K.**, & Worthy, J. (2020, Apr. 18). *How reading researchers can collaborate beyond the academy to promote the common good: The case of the curious dyslexia debate*. American Educational Research Association Annual Conference, Online.
- Gehsmann, K.**, Spichtig, A., Pascoe, J., & Ferrara, J. (2019, Dec. 5). *What's spelling got to do with it: Examining the relationship between orthographic knowledge, reading efficiency, and reading comprehension* [Paper presentation]. Literacy Research Association Annual Conference, Tampa, FL.
- Bloome, D., Enisco, P., **Gehsmann, K.**, Jones, S., Young, C., Yoon, B. (2019, Dec. 6). In C.A. Young (Chair), *Shifts happen: Taking a hard look at the intersections of our work, moving literacy research forward* [Invited panelist; Panel presentation], Literacy Research Association Annual Conference, Tampa, FL.
- Gehsmann, K.** (2019, Oct. 12). *Visiting classrooms and talking with teachers: The words their way classroom observation tool* [Breakout session presenter]. International Literacy Association Annual Conference, New Orleans, LA.
- Carpenter, K., Flanigan, K., **Gehsmann, K.**, Hayes, L., Helman, L., Invernizzi, M., Johnson, F., Kiernan, D., Negrate, S., Ness, M., Picard, M., Smith, D., Smith, R., & Townsend, D. (2019, Oct. 10). *Changing phonics, vocabulary, and spelling instruction: Implementing word study in classrooms, schools, and districts* [Pre-conference institute]. International Literacy Association Annual Conference, New Orleans, LA.
- Gehsmann, K.**, Spichtig, A., Pascoe, J., Ferrara, J., & Tousley, E. (2019, Jul. 19). *The confluence of orthographic knowledge and reading efficiency in proficient and non-proficient fourth- and fifth-grade readers* [Interactive presentation]. Society for the Scientific Study of Reading Annual Conference, Toronto, Ontario, Canada.
- Ferrara, J., Spichtig, A., Pascoe, J., & **Gehsmann, K.** (2019, Jul. 18). *Evaluating concurrent validity and classification accuracy of web-based adaptive assessment compared to two assessments widely used in the United States* [Interactive presentation]. Society for the Scientific Study of Reading Annual Conference, Toronto, Ontario, Canada.
- Spichtig, A., Pascoe, J., Ferrara, J., & **Gehsmann, K.** (2019, Jul. 18). *How reading efficiency and proficiency are related: A closer look* [Interactive presentation]. Society for the Scientific Study of Reading Annual Conference, Toronto, Ontario, Canada.

- Gehsmann, K.**, Spichtig, A., Pascoe, J., Ferrara, J., & Tousley, E. (2018, Jul. 21). *The Impact of differentiated silent reading instruction targeting comprehension and reading efficiency in grades 4 and 5* [Interactive presentation]. Society for the Scientific Study of Reading Annual Conference, Brighton, UK.
- Bear, D., Carpenter, C., Flanigan, K., **Gehsmann, K.**, Hayes, T., Helman, L., Kiernan, D., Meadows, A., Negrete, S., Nelson, S., Ness, M., Picard, M., Smith, D., Smith, R., Templeton, S. (2018, Jul. 19). *Changing phonics, vocabulary, and spelling instruction: Implementing word study in classrooms, schools, and districts* [Pre-conference institute]. International Literacy Association Annual Conference, Austin, TX.
- Gehsmann, K.** (2018, Jul. 19). *Talk: The engine of learning* [Breakout session presenter]. International Literacy Association Annual Conference, Austin, TX.
- Spichtig, A., **Gehsmann, K.**, Pascoe, J., Ferrara, J. (2017, Dec. 2). *Reading efficiency: The gateway to comprehension and motivation* [Paper presentation]. World Education Research Association Focal Meeting & HKERA International Conference, Hong Kong, China.
- Gehsmann, K.**, Pascoe, J., & Spichtig, A. (2017, Dec. 8). *Skimmers and plodders: Implications for fluency and comprehension instruction* [Paper presentation]. Literary Research Association Annual Conference, Tampa, FL.
- Gehsmann, K.**, Spichtig, A., & Pascoe, J. (2017 Dec. 7). *Comparing the construct of "Reading Proficiency" across five commonly used reading assessments: Implications for policy and practice* [Paper presentation]. Literary Research Association Annual Conference, Tampa, FL.
- Spichtig, A., **Gehsmann, K.**, Pascoe, J., Ferrara, J. (2017, Aug. 24). *The correlation between eye movement data and three commonly used academic reading assessments* [Poster presentation]. European Conference of Eye Movement, Wuppertal, Germany.
- Gehsmann, K.**, Spichtig, A., Pascoe, J., & Ferrara, J. (2017, Aug. 24). *Effects of scaffolded silent reading practice on the reading related eye movement of US students in grades 4 and 5* [Poster presentation]. European Conference of Eye Movement, Wuppertal, Germany.
- Gehsmann, K.**, Tousley, E., Spichtig, A., & Pascoe, J. (2017, Aug. 24). *Relationship between students' stages of orthographic knowledge and reading efficiency* [Poster presentation]. European Conference of Eye Movement, Wuppertal, Germany.
- Gehsmann, K.**, Spichtig, A., Tousley, E., Pascoe, J., Ferrara, J. (2016, Nov. 30). *Establishing a valid and reliable online assessment of developmental spelling* [Paper presentation]. Literacy Research Association Annual Conference, Nashville, TN.
- Gehsmann, K.** (2016, Nov. 30). Developing a valid and reliable classroom observation tool for word study instruction. In D. Bear (Chair), *Phonics, vocabulary, and spelling* [Study group panel presentation], Literacy Research Association Annual Conference, Nashville, TN.
- Bear, D., Carpenter, K., Frederick, A., **Gehsmann, K.**, Hayes, L., Helman, L., Ittner, A., Johnston, F., Kiernan, D., Flanigan, K., Meadows, A., Nelson, S.; Negrete, S., & Picard, M. (2016, Jul. 8). *Cutting edge word study practices and digital activities to teach all students phonics, vocabulary, and spelling* [Panel presentation], International Reading Association Preconference Institute, Boston, MA.

- Gehsmann, K.** (2016, Jul. 9). *Teacher talk: The engine of development* [Breakout session presenter]. International Reading Association Annual Conference, Boston, MA.
- Gehsmann, K.** (2015, Nov. 30). The development of an online version of the elementary spelling inventory (ESI). In D. Bear (Chair), *Phonics, vocabulary, and spelling* [Study group panel presentation], Literacy Research Association Annual Conference, Carlsbad, CA.
- Knudson, S. & **Gehsmann, K.** (2015, Apr. 23). *Narrowing the literacy achievement gap: Increasing third and fourth grade boys' motivation to read* [Poster presentation]. Council on Undergraduate Research "Posters on the Hill", Washington, DC
- Gehsmann, K.** & Cartwright, K. (2014, Dec. 3-5). Cognitive flexibility and word study. In D. Bear (Chair), *Word study* [Study group panel presentation], Literacy Research Association Annual Conference, Marco Island, FL.
- Gehsmann, K.** (2014, Apr. 4). *When one size doesn't fit all: Developmentally responsive instruction in the age of the Common Core* [Breakout session presenter]. Vermont Council on Reading Spring 2014 Conference, Stowe, VT.
- Gehsmann, K.** (2014, May 10). *Teaching reading, writing, and word study: Why developmental responsive instruction is more important than ever* [Keynote address]. International Reading Association Annual Conference, New Orleans, LA.
- Bear, D., Carpenter, K., **Gehsmann, K.**, Hayes, L., Helman, L., Johnston, F., Flanigan, K., Negrete, S., & Picard, M. (2014, May 9). *Teachable moments within word study: Learning environments that connect reading, writing, spelling, and vocabulary for all learners* [Pre-conference institute]. International Reading Association Annual Conference, New Orleans, LA.
- Gehsmann, K.** & Townsend, D. (2014, Dec. 4). Common Core and the assessment of vocabulary knowledge: A critique of SBAC and PARRC. In *Word study* [Study group panel presentation], Dallas, TX.
- Gehsmann, K.** (2013, Dec. 5). *Understanding development in the context of Common Core: Teaching reading, writing, and word study* [Breakout session presenter]. International Reading Association Annual Conference, San Antonio, TX.
- Bear, D., Carpenter, K., **Gehsmann, K.**, Hayes, L., Helman, L., Johnston, F., Flanigan, K., Negrete, S., Picard, M., Smith, R., Smith, D., & Templeton, S. (2013, Dec. 4). *Differentiated instruction with diverse learners under the Common Core* [Pre-conference institute]. International Reading Association Annual Conference, San Antonio, TX.
- Gehsmann, K.** & Bear, D. (2012, Dec. 1). *Validating a classroom observation tool for studying developmental word study instruction* [Paper session]. Literacy Research Association Annual Conference, San Diego, CA.
- Gehsmann, K.** (2012, Nov. 30). In J. Halladay (Chair), *A Closer Look at Difference: Investigating Underlying Causes of Differential Assessment Outcomes*, [Discussant, Panel presentation], Literacy Research Association Annual Conference, San Diego, CA.

- Gehsmann, K.** (2012, Apr. 30). *What's development got to do with it? Teaching reading, writing, and word study in the elementary classroom* [Keynote speaker]. International Reading Association Annual Conference, Chicago, IL.
- Bear, D., Carpenter, K., **Gehsmann, K.**, Hayes, L., Helman, L., Invernizzi, M., Johnston, F., Flanigan, K., Negrete, S., Picard, M., Smith, R., Smith, D., Templeton, S., & Van-Pelt, J. (2012, Apr. 29). *The reading-spelling-meaning connection through dynamic word study instruction* [Pre-conference institute]. International Reading Association Annual Conference, Chicago, IL.
- Gehsmann, K.** (2011, Dec. 2). Language and cognitive processes in early literacy (authors: Carpenter, K., McGee, L., & Kamberelis, G.). In E. Spitler (Chair), *Investigating content area reading courses* [Discussant], Literacy Research Association Annual Conference, Jacksonville, FL.
- Invernizzi, I., & **Gehsmann, K.** (2011, May 6). *Assessment of spelling and its implications* [Breakout session presentation]. International Reading Association Annual Conference, Orlando, FL.
- Bear, D., Carpenter, K., **Gehsmann, K.**, Hayes, L., Helman, L., Invernizzi, M., Johnston, F., Flanigan, K., Moloney, K., Picard, M., Smith, R., Smith, D., & Templeton, S. (2011, May 5). *Word study with struggling readers: Reading, spelling, and vocabulary instruction* [Pre-conference institute]. International Reading Association Annual Conference, Orlando, FL.
- Gehsmann, K.** (2010, Dec. 3). Evaluation of professional development in reading comprehension (author: Cartwright, K.). In S. Israel & K. Cartwright (Chairs), *Reading comprehension professional development* [Discussant], Literacy Research Association Annual Conference, Fort Worth, TX.
- Gehsmann, K.** (2010, Dec. 2). Teachers' transactions with policy: Reconceptualizing the discourse of policy (author: T. Stewart). In J. Johnson (Chair), *Theorizing literacy teacher education: Policy, relationships, and social class* [Discussant], Literacy Research Association Annual Conference, Fort Worth, TX.
- Gehsmann, K.** (2010, Dec. 2). Implementing word study. In D. Bear (Chair) *Word study: Phonics, vocabulary, and spelling* [Study group panel presentation], Literacy Research Association Annual Conference, Fort Worth, TX.
- Gehsmann, K.** (2011, May 3). *Translating word study theory into practice: Creating solutions to meet the needs of diverse learners* [Breakout session presentation]. International Reading Association Annual Conference, Chicago, IL.
- Hayes, T., Flanigan, K., & **Gehsmann, K.** (2010, May 2). *Word study with struggling adolescent readers: Improving orthographic and vocabulary knowledge through teacher knowledge and expertise* [Symposium presentation]. International Reading Association Annual Conference, Chicago, IL.
- Bear, D., Flanigan, K., **Gehsmann, K.**, Hayes, L., Helman, L., Invernizzi, (2010, May 1). *Word study instruction with all students: Diverse content for diverse contexts to teach vocabulary, phonics, and spelling* [Pre-conference institute]. International Reading Association Annual Conference, Chicago, IL.
- Gehsmann, K.** (2010, May 8). *Bringing word study instruction to scale* [Breakout session presentation]. International Reading Association Annual Conference, Minneapolis, MN.

- Bear, D., **Gehsmann, K.**, Helman, L., Invernizzi, M., Johnston, F., & Templeton, S. (2010, May 7). *Effective word study instruction: Research, classroom practice and system-wide implementation* [Pre-conference full day institute; Discussant/moderator]. International Reading Association Annual Conference, Minneapolis, MN.
- Gehsmann, K.**, (2008, May 13). *In-service teacher education/professional development in literacy* (authors, Invernizzi, M., Picard, M., & Baynum, A.) [Symposium presentation; Discussant]. National Reading Conference, Orlando, FL.
- Gallant, P., **Gehsmann, K.**, & Woodside-Jiron, H. (2007, May 7). *Issues, accountability, and caring: Kindergarten teachers speak out!* [Paper presentation]. International Reading Association Annual Conference, Toronto, Ontario, Canada.
- Gehsmann, K.**, (2006, May 19). *Implementing word study instruction in classrooms, schools, and districts: Integrating phonics, spelling, and vocabulary instruction* [Breakout session presenter]. International Reading Association Annual Conference, Chicago, IL.
- Barren, T., Bear, D., Doner, N., **Gehsmann, K.**, Helman, L., Invernizzi, M., Johnston, F., Nielsen, S.; Templeton, S., & Woodside-Jiron, H. (2006, May 17). *Moving word study into practice* [Pre-conference institute]. International Reading Association Annual Conference, Chicago, IL.
- Gehsmann, K.**, Bear, D. Templeton, S., Carpenter, K., Smith, R., & Hayes, T. (2006, May 5). *Word study in the classroom, school, and district: Studies of professional development for differentiated phonics, vocabulary, and spelling instruction* [Symposium session]. National Reading Conference, Los Angeles, CA.
- Woodside-Jiron, H. & **Gehsmann, K.** (2006, Apr. 28). *Vermont's kindergarten classrooms 10 years later: A look at shifting literacy practices and belief* [Breakout session presentation]. Vermont Council on Reading 2006 Spring Conference, Stowe, VT.
- Gehsmann, K.**, Woodside Jiron, H., & Gallant, P. (2005, May 13). *Kindergarten practice and the shifting political, theoretical, and pedagogical scene* [Paper presentation]. National Reading Conference, Miami, FL.
- Gehsmann, K.** (2005, May 6). *Narrowing the achievement gap with intentional vocabulary instruction* [Breakout session presentation]. Vermont Council on Reading 2005 Spring Conference, Lake Morey, VT.
- Gehsmann, K.** (2005, May 6). *Literacy leadership, pea soup, and other murky things* [Breakout session presentation]. Vermont Council on Reading 2005 Spring Conference, Lake Morey, VT.
- Gehsmann, K.** (2004, May 14). *No quick fix: A study of policy implementation and school improvement* [Paper presentation]. National Reading Conference, San Antonio, Tx.
- Gehsmann, K.** (2004, May 7). *Closing the achievement gap in literacy: Context, coherence, coaching, and compassion* [Breakout session presentation]. Closing the Gap Annual Conference, Burlington, VT.
- Gehsmann, K.** (2003, May 9). *A study of change in a state-identified under-performing school* [Breakout session presentation]. Vermont Council on Reading 2003 Spring Conference, Stowe, VT.

Gehsmann, K. (2002, Oct. 18). *Closing the achievement gap across Vermont* [Breakout session presenter]. National Staff Development Council Annual Conference, Boston, MA.

Gehsmann, K. (2001, Oct. 5). *Creating classrooms where reading and writing matter* [Breakout session presentation]. New England Reading Association Annual Conference, Burlington, VT.

SELECT INVITED PRESENTATIONS

Regional and National Conferences

Gehsmann, K. (2018). *Narrowing the achievement gap through differentiated, developmentally responsive instruction and intervention* [Half-day featured presenter]. LEARN Regional Education Service Center, Old Lyme, CT.

Murray, M., & **Gehsmann, K.** (2017). *The impact of a mild traumatic brain injury on college students' reading, writing, and spelling: A study of common challenges and possible accommodations* [Full-day interactive poster sessions]. Brain Injury Association of Vermont Annual Conference, Burlington, VT.

Gehsmann, K. (2014). *When one-size doesn't fit all: Developmentally responsive instruction in the age of Common Core* [Keynote address]. Vermont Council on Reading, Rutland, VT.

Gehsmann, K. (2008). *Word study for beginning and transitional readers* [Full day featured presenter]. Teachers College Reading and Writing Project, Columbia University, NY.

Gehsmann, K. (2008). *Formative assessment and professional development in word study* [Full day featured presenter]. Teachers College Reading and Writing Project, Columbia University, NY.

Gehsmann, K. (2004). *Beating the odds of poverty: Lessons for educational leaders* [Keynote address]. National Institute on Leadership, Disability, and Students Placed at Risk, University of Vermont, Burlington, VT.

Gehsmann, K. (2004). *Closing the achievement gap in literacy: A close-up look at high-poverty schools that "Beat the Odds"* [Keynote address]. Vermont READS Summer Institute, Killington, VT.

Gehsmann, K. (2003). *Literacy leadership in "At-Risk" communities* [Keynote address]. Vermont READS Summer Institute, Burlington, VT.

Gehsmann, K. (2003). *Which data for which decisions?* [Keynote address; Workshop facilitator]. National Institute on Leadership, Disability and Students Placed at Risk, University of Vermont, Burlington, VT.

Gehsmann, K. (2002). *Meaning under construction: Emotion, memory, and your classroom* [Keynote address]. Literacy and Leadership Conference, Northfield, VT.

Gehsmann, K. (2002). *Brain-based strategies for improving student learning: Emotion, memory, and your classroom* [Presenter – instructional techniques strand]. Northeast Association for Supervision and Curriculum Development (ASCD) Affiliate Conference, Boston, MA.

Gehsmann, K. (2001). *Meaningful reading and writing practices that make a difference* [Presenter/facilitator of a weeklong literacy institute]. Literacy and Leadership Conference, Northfield, VT.

Hull, M., Biggam, S., & **Gehsmann, K.** (2001). *Closing the achievement gap in reading across Vermont: Policy and practice*. [Presenter]. Center for the Improvement of Early Reading Achievement (CIERA) Summer Institute, University of Michigan, Ann Arbor, MI.

RESIDENCIES

Select Public School Residencies

Gehsmann, K. (2019 – 2021). *Scaling up best practices in literacy instruction and assessment (K-5)* [Public school residency: Multi-year school improvement initiative]. East Carolina University Community (Lab) School, Greenville, NC.

Gehsmann, K. (2017) *Introduction to phonics, vocabulary, and spelling instruction (PreK-8)* [Public school residency: Training]. South Burlington School District, South Burlington, VT.

Gehsmann, K. (2016 – 2017). *Implementing “Best Practices” in word study instruction in grades 1-5* [Public school residency: In-person training with follow-up workshops and demonstration lessons]. Berlin School District, Berlin, CT.

Gehsmann, K. (2015) *Implementing words their way: Developmentally responsive teaching of foundational skills* [Public school residency: Two-day institute with follow-up workshops and demonstration lessons]. Essex Elementary School, Essex Town School District, Essex, VT.

Gehsmann, K. (2015). *Word study and the workshop model: Understanding development, instruction, and curricular integration (K-8)* [Public school residency: Two-day institute with follow-up workshops and demonstration lessons]. Grand Isle School District, Grand Isle, VT.

Gehsmann, K. (2014 - 2017). *The reading-word study connection (K-5)* [Public school residency: Keynote presentations with follow-up workshops and demonstration lessons]. J.J. Flynn Elementary School, Burlington, VT.

Gehsmann, K. (2014 – 2015). *Words their way: Developmentally responsive word study instruction (PreK-6)* [Public school residency: Two-day institutes with follow-up workshops and demonstration lessons]. New Fairfield School District, New Fairfield, CT.

Gehsmann, K. (2014 – 2015). *Developmentally responsive instruction and the reading, writing, word study workshop approach (PreK-5)* [Public school residency: Two-day institute with follow-up workshops and demonstration lessons]. Integrated Arts Academy, Burlington, VT.

Gehsmann, K. (2014). *One-size doesn't fit all: Developmentally responsive instruction in the age of Common Core*. [Public school residency: Weeklong institute for teachers of grades K-5]. Chittenden South Supervisory Union, Shelburne, VT.

Gehsmann, K. (2014). *What's development go to do with it? Teaching reading, writing, and word study in kindergarten*. [Public school residency: Two-day institute with follow-up workshops and demonstration lessons]. Ridgefield Public Schools, Ridgefield, CT.

- Gehsmann, K.** (2013). *Going deeper: Extending and transferring student learning in word study in grades 1 & 2*. [Public school residency: Two-day institute with follow-up workshops and demonstration lessons]. Ridgefield Public Schools, Ridgefield, CT.
- Gehsmann, K.** (2012). *What's development got to do with it? Teaching reading, writing, and word study (grades 1-3)*. [Public school residency: Full-day institute with follow-up workshops]. Ridgefield Public Schools, Ridgefield, CT.
- Gehsmann, K.** (2011). *What's poverty got to do with it? Narrowing the achievement gap: A research-based action plan*. [Public school residency: Keynote address]. Williston Schools, Williston, VT.
- Gehsmann, K.** (2011). *What's poverty got to do with it? Policy, literacy achievement, and research-based instruction*. [Public school residency: Keynote address for administrators]. Chittenden South Supervisory Union, Shelburne, VT.
- Gehsmann, K.** (2010). *Best practices in literacy instruction*. [Public school residency: Presenter and facilitator of literacy program self-evaluation]. Chittenden South Supervisory Union, Shelburne, VT.
- Gehsmann, K.** (2009). *Best practices in literacy instruction*. [Public school residency: Presenter and facilitator of literacy program self-evaluation]. Chittenden South Supervisory Union, Shelburne, VT.
- Gehsmann, K.** (2006). *Response to intervention (RtI): Theory and practice*. [Public school residency: Keynote address and follow-up workshops]. Saint Albans City School, Saint Albans, VT.
- Gehsmann, K.** (2005). *Focus on exposition: Using nonfiction in the elementary classroom*. [Public school residency: Three-day institute]. Burlington School District Summer Reading Institute, Burlington, VT.
- Gehsmann, K.** (2004). *Literacy leadership and effective school-wide practices for increasing student achievement in reading*. [Public school residency: Keynote address and breakout session presenter]. Saint Albans City School Literacy Leadership Conference, Saint Albans, VT.
- Gehsmann, K.** (2004). *Reading is thinking*. [Public school residency: Three-day institute]. Burlington School District Summer Reading Institute, Burlington, VT.
- Gehsmann, K.** (2003). *Reading instruction in grades 3-5*. [Public school residency: Five-day institute]. Essex Town School District Summer Reading Institute, Essex, VT.

SERVICE

Select Service to the University/College

Significant Leadership Roles

2020-Present	Director, Virginia Tech (VT) School of Education (appointed)
2020; 2022-Present	Interim head of the Office of Educational Research and Outreach, VT School of Education (appointed)
2018-2020	

Department Chair, Literacy Studies, English, and History Education, East Carolina University (ECU) (appointed)
 2018 Coordinator, Elementary Education Program, St. Michael's College (SMC) (appointed)
 2015-2017 Chair of the Faculty (Moderator of the Faculty Assembly), SMC (elected)
 2015-2017 Chair, Faculty Executive Committee, SMC (elected)
 2014-2015 Chair, Faculty Development Strategic Planning Subcommittee, SMC (appointed)
 2014 Chair, Academic Dean's Search Committee, SMC (elected)
 2013-2014 Chair, Faculty Development Committee, SMC (elected)
 2006-2018 Director, Master's in Education (M.Ed.) in Literacy Concentration and Certificate of Advanced Graduate Study (CAGS) in Literacy Programs, SMC (appointed)

Accreditation

2020-Present Chief Academic Officer, Virginia Tech (VT) School of Education
 2018-2020 Council on Educator Preparation, East Carolina University (ECU)
 2017-2018 Co-Chair, Results Oriented Program Approval (ROPA) accreditation process and report for the Education Department at SMC (Nagle, J. & Gehsmann, K.)

Significant Board/Committee Service (a representative sample)

2023 - Present Virginia Tech's (VT) HBCU Partnerships Steering Committee
 2022-Present Advisory Board, Center for Rural Education at Virginia Tech
 2022-Present University Access and Affordability Steering Committee, VT
 2021-Present White Allies and Transformation Leaders Committee, VT
 2021-Present Research and Innovation Council, VT
 2021-Present Engagement Council, VT
 2020-Present Dean's Executive Council, College of Liberal Arts and Human Sciences, VT
 2020-Present Advisory Board, Arts @VT
 2020-2021 Executive and Advisory Boards, Institute for Creativity, Arts, and Technology (ICAT)
 2020 Academic Leaders Program, VT
 2018-2020 College Council (College Leadership Team), East Carolina University (ECU)
 2018-2020 Advisory Board, Center for Science, Technology, Engineering, and Mathematics Education, ECU
 2018-2020 Advisory Board, Rural Education Institute (REI), ECU
 2018-2020 Executive Leadership Council, READ ENC, Greenville, NC
 2018-2020 READ Program Area, ECU
 2018-2020 Graduate Research Proposal Evaluation Committee
 2019-2020 Alternative Block Scheduling Committee, ECU
 2018 Faculty Council, SMC (elected)
 2015-2018 Return to Learn Concussion Management Committee, SMC
 2014 Conference Chair, Pedagogy Day, SMC
 2012 Writing Assessment Committee, SMC
 2010-2014 Member, Faculty Development Committee, SMC
 2009-2010 Secretary of the Faculty Assembly, SMC
 2007-2009 Member, Teaching Resources Committee, SMC
 2006-2018 Member, Graduate Education Leadership Team, SMC

Admissions

2018-2020 Department representative at recruiting and accepted student events, ECU
 2015-2016 Taste of the Liberal Arts (TOLA) Presenter at Accepted Student Events, SMC
 2006-2018 Department Representative at Undergraduate and Graduate Open House and Accepted Student Events, SMC

Other Service (a representative sample)

2022	InclusiveVT Summit, Invited Panelist, VT
2019	Politics in Our Space Panelist, Education Policy, ECU
2017	Martin Luther King Jr. Community Engagement Essayist and Panel Member, SMC
2014-2016	Evaluator, Committee on Undergraduate Research, SMC
2014-2015	Co-facilitator, Faculty Forum (Faculty Day of Reflection), SMC
2014-2015	Member, Dispute Resolution Panel (elected), SMC
2011-2013	Faculty Affiliate/Advisor to the Women's Softball Team, SMC
2010	Peer reviewer, CREATE Grant (Curriculum Reform for All Teachers of English Language Learners), Saint Michael's College, Colchester, VT
2009-2010	Ad hoc member of the Curriculum and Education Policy Committee, SMC
2007-2008	SUMMA (Course Evaluation) Task Force Member, SMC
2006-2018	Regular contributor to the Graduate Education Newsletter, SMC

Select Service to the Profession*Editor/Editorial Reviewer*

2020-Present	Editor in Chief, <i>VT SOE</i> and <i>Alumni Newsletters</i> (7 issues/year)
2021-Present	Editorial Review Board, <i>Reading Teacher</i>
2017-2018	Reviewer, <i>Teacher and Teacher Education</i>
2016	Reviewer, <i>American Journal of Evaluation</i>
2015	Reviewer, <i>Early Childhood Research Quarterly</i>
2013-2020	Editorial Review Board Member, <i>Textproject.org</i>
2010-2017	Reviewer, <i>Reading and Writing Quarterly: Overcoming Learning Difficulties</i>
2008-2018	Reviewer/Former Editorial Review Board Member, <i>Journal of Literacy Research</i>
2006	Editorial Review Board Member, <i>American Education Research Journal's</i> Teaching, Learning, and Human Development

Other Reviews

2007-Present	Invited reviewer of several book manuscripts and proposals (International Literacy Association, Stenhouse, Pearson, Heinemann, CRQ Press, and Solution Tree)
2007-Present	Peer Reviewer of conference proposals, Literacy Research Association
2006-Present	Peer Reviewer of conference proposals, International Literacy Association

Accreditation/Program Reviews

2022	Invited Program Evaluation Team Member, University of Arizona
2015-2018	Reaccreditation Team Member and Chair of Academic Program Evaluation Subcommittees, New England Association of Schools and Colleges (NEASC), Burlington, MA

Significant Board/Committee Service (a representative sample)

2021-Present	Virginia Literacy Summit Planning Committee Member and Facilitator
2020-2022	Teacher Education SIG Co-Chair (appointed), Literacy Research Association (LRA)
2019-Present	Policy/Legislative Committee (appointed), Literacy Research Association
2019-2020	NC State Board of Education PreK-12 Literacy Instruction and Teacher Preparation Task Force member (appointed by the Interim President of the UNC System by invitation of the Chair of the State Board of Education)
2018-Present	East Carolina University Community School (ECUCS) Advisory Board Member, Greenville, NC (appointed)
2018	Early Learning Committee (invited), Vermont Agency of Education, Montpelier, VT
2017-Present	Member, Return to Learn Task Force; Concussion Task Force, Brain Injury

	Association of Vermont, Waterbury, VT
2016; 2019	Member, Reading/English Language Arts Endorsement Standards Review and Revision Committee (invited), Vermont Agency of Education, Montpelier, VT
2012-2013	Member, Vermont's Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS) Committee (invited), Vermont Agency of Education, Montpelier, VT
2010-Present	Contributing Author and Advisor, <i>Reading Plus</i> (now <i>DreamBox Reading</i>), Winooski, VT; Seattle, WA
2009	Consultant, Reading Specialist Praxis Standard Setting for Vermont Reading Specialists, Educational Testing Service (ETS) (invited), Princeton, NJ
2006-2011	Field Council Representative, National Reading Conference (invited), Oak Creek, WI
2006-2009	Policy/Legislative Committee Member, National Reading Conference, Oak Creek, WI
2005-2007	Co-Chair, Saint Albans City School Response to Intervention Committee (invited), Saint Albans, VT
2004-2005	Member, Item Design and Analysis Committee, New England Comprehensive Assessment Program (NECAP) (appointed), Nashua, NH

COURSES DEVELOPED AND TAUGHT

Undergraduate	Teaching Reading and Language Arts in the Elementary Classroom Literacy Development and Instruction (PreK-6) Reading Assessment (PreK-12) Student Teaching Seminar
Graduate	Becoming a Literacy Leader: Tools and Strategies for Success Student Teaching Seminar Literacy Assessment, Instruction, and Intervention (PreK-12) Literacy Development and Instruction (PreK-8)
Supervision	Student Teaching (Undergraduate) Student Teaching (Graduate) Reading Specialist Practicum (Graduate)

OTHER COURSES CO-DEVELOPED

Graduate	Finding Your Writing Voice Launching and Developing Your Writing Workshop Literacy Instruction for Struggling Adolescent Readers Language and Learning Instruction of K-6 Students with Learning Challenges in Language Arts Storytelling, Folklore, and Readers Theatre Bringing Words to Life
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CERTIFICATIONS

State Board of Education, Montpelier, Vermont Level II:
Professional Educator's License
Endorsement: Elementary Education; Pre-K-Grade 8

Department of Public Instruction, Raleigh, NC
Teaching License (lapsed)
Endorsement: Elementary Education (K-5)

State Board of Education, Hartford, Connecticut
Professional Educator's License (lapsed)
Endorsement: Elementary Education: PreK-Grade 3 and Grades 4-8; Early Childhood Education: Birth-8

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)
American Educational Research Association (AERA)
Council of Academic Deans from Research Universities (CADREI)
International Dyslexia Association (IDA)
International Literacy Association (ILA)
Literacy Research Association (LRA)
Society for the Scientific Study of Reading (SSSR)
University Council for Educational Administration (UCEA)
Virginia Association of College of Teacher Education (VACTE)
Virginia Association of School Superintendents (VASS)
Virginia Deans and Directors of Schools/Colleges of Education