

**Ellen McIntyre**  
**College of Education**  
**University of North Carolina Charlotte**  
**Ellen.mcintyre@uncc.edu**

**Education**

University of Cincinnati, Cincinnati, OH  
Ed.D. Language and Literacy Education (1990)

Northern Kentucky University, Highland Heights, KY  
M.A. Reading Education (1985)

Northern Kentucky University, Highland Heights, KY  
B.A. Elementary Education (1983)

**Professional Experience**

Dean

Cato College of Education  
University of North Carolina at Charlotte  
July 1, 2013-present

Interim Associate Dean for Academic Affairs

North Carolina State University  
July 2012-present

Department Head, Elementary Education

North Carolina State University  
July 2007-June 2012

Professor and University Scholar

University of Louisville, 1990-2007  
(Associate rank in 1995; Professor rank in 2000; University Faculty Scholar designation in 1996, reappointed in 2001, reappointed in 2006)

Research Assistant

SRI International (Menlo Park, CA)  
National Study of Academic Instruction for Children of Poverty, PIs: Michael Knapp and Patrick Shields (1989-1992)

Graduate Research Assistant

University of Cincinnati, Study of Literacy Instruction and Learning in Low-SES Urban Schools (PIs: Victoria Purcell-Gates and Karin Dahl) (1988-1990)

Classroom Teacher (4 years)

Newport Independent Schools, Newport, KY, Grade 1 Remediation (1985-1987)  
Grades 1 and 2 combined (1984-1985), Grade 6 (1983-1984)

**Major Leadership Roles**

*Dean, Cato College of Education, UNC Charlotte (2013-present):* As dean of the second-largest College of Education in the UNC system, I preside over five departments (Education Leadership, Counseling, Middle-Secondary K12 Education, Reading and Elementary Education, and Special Education and Child Development), with 125 full-time faculty. I also oversee multiple Centers and Offices and a \$13M budget. I have raised (or helped to raise) approximately \$6M in donor contributions since 2013 (excluding alumni donations) and have started several new programs/initiatives with community partners with goals for educational equity. In 2016, I have begun the work of redesigning all teacher preparation programs at UNC Charlotte.

*Deans for Impact (2016-2017):* As a member of Deans for Impact (deansforimpact.org), I helped develop and facilitate the first “Impact Academy” for new deans for Cohort I (2016) and Cohort II (2017). With the staff at Deans for Impact and four other education deans across the nation, I assisted in the development and facilitation of these academies and have mentored several new deans of education in their efforts to make change in teacher preparation.

*Interim Associate Dean, NC State University (2012-2103):*

In my role as Associate Dean at NC State, I oversaw all actions related to all programs in the College of Education, including the assessment of teacher preparation programs. I also initiated work on changing the doctoral programs (structures and content) across the College.

*Department Chair, NC State University (2007-2013)*

I served as founding chair of the Department of Elementary Education and designed and developed the first STEM-focused elementary teacher preparation program. I hired the faculty, created innovative structures and practices for clinical experiences and wrote and won a \$3.1M National Science Foundation grant to study the outcomes of this program.

*Project Investigator (PI), Accomplished Teachers of Mathematics and Science (2011-2013).* I directed a study of the outcomes of a STEM-focused teacher preparation program, funded by the National Science Foundation. I designed and implemented the study, overseeing 7 faculty members, 4 research assistants, a national advisory board, and several consultants.

*Kentucky Reading Project (1999-2004).* With literacy experts across Kentucky, I helped design and implement an annual professional development summer institute for teachers that continues today. Each year I lead other faculty and “lead teachers” in developing the literacy pedagogical expertise of 25-30 local teachers.

*Project Investigator (PI) The academic and social development of children in nongraded primary programs (1996-2001).* I directed a large research study Awarded by the Center

for Research on Education, Diversity, and Excellence of the U.S. Department of Education. I designed and implemented the study of 50 children and their families and teachers, overseeing 4 faculty members, 4 research assistants, and 2 consultants.

### **Funded External Grants**

- McIntyre, E., Petty, T., Ahlgrim-Delzell, L., Hart, L., Kissau, S., & Dack, H. (2016). *Transforming Teacher Education at UNC Charlotte: A Pilot Project*. Belk Foundation. \$238,000. McIntyre role: Principal Investigator.
- McIntyre, E. (2016). Castles Day Care Academy Study: A Study of Child Growth and Instructional Pedagogy. Funded by ReEmprise Foundation (Charlotte) for \$72,500. McIntyre role: Principal Investigator.
- McIntyre, E. (2016). Summer Reading Camp: Research-Based Intervention for African American and Latino Youth Year 1. Funded at \$55,000 by ReEmprise Foundation (\$50,000) and Winer Family Foundation (\$5,000). McIntyre Role: Principal Investigator.
- McIntyre, E., Grieve, E., Lowe, R., Carrier, S., Walkowiak, T., M., Fleener, J., Porter, S. (2013). Supplement to Project ATOMS: Accomplished Elementary Teachers of Mathematics Science: Log Development. Funded by National Science Foundation DRK12 for \$55,450. McIntyre role: Principal Investigator.
- McIntyre, E., Carrier, S., Walkowiak, T., Osborne, J., Pop, M., Fleener, J., & Maher, M. (2011). Project ATOMS: Accomplished Elementary Teachers of Mathematics Science. Funded by National Science Foundation DRK12 for \$3,110,997. McIntyre role: Principal Investigator. 2011-2016.
- Sztajn, P. (2010). Project AIM: All included in mathematics. Funded by National Science Foundation DRK12 for \$2,900,000. P. Sztajn-PI. McIntyre role: Senior Researcher, 2010-2012.
- McIntyre, E. (2006). Teaching the science of reading through equity pedagogy. Research grant. Funded by the National Council of Teachers of English (NCTE) for \$15,000. McIntyre role: Principal Investigator.
- McIntyre, E., & Kyle, D.W. (2004). Sheltered instruction and family involvement: An approach to raising achievement of LEP students. Training and research grant. Funded by the U.S. Department of Education (Office of English Language Affairs) for \$415,000, (Grant Award #T195N040101). McIntyre role: Principal Investigator.
- McIntyre, E. (2004). Kentucky Reading Project. \$66,000. Collaborative Center for Literacy Development, through Kentucky Council on Postsecondary Education and Kentucky Department of Education. McIntyre role: Principal Investigator.
- McIntyre, E. (2003). Kentucky Reading Project, Sites 1 and 2. \$134,000. Collaborative Center for Literacy Development, through Kentucky Council on Postsecondary Education and Kentucky Department of Education. McIntyre role: Principal Investigator.
- McIntyre, E., Metcalf-Turner, P., Larson, A. (2003). A multiple literacies approach to closing the academic achievement gap for urban middle schoolers. Funded by the Kentucky Council on Postsecondary Education for \$254,000. McIntyre role: Principal Investigator.
- McIntyre, E., Rightmyer, E., Irwin-Devitis, L., & Bright, K. (2002). Does literacy

- learning keep? Funded by the Center for Literacy Development (CCLD), Kentucky Council of Postsecondary Education for \$106,000. McIntyre role: Principal Investigator.
- McIntyre, E. (2002). Kentucky Reading Project, Sites 1 and 2. \$134,000. Collaborative Center for Literacy Development, through Kentucky Council on Postsecondary Education and Kentucky Department of Education. McIntyre role: Principal Investigator.
- McIntyre, E. (2001). Kentucky Reading Project, Sites 1 and 2. \$130,000. Collaborative Center for Literacy Development, through Kentucky Council on Postsecondary Education and Kentucky Department of Education. McIntyre role: Principal Investigator.
- McIntyre, E. (2000). Kentucky Reading Project. \$65,000. Collaborative Center for Literacy Development, through Kentucky Council on Postsecondary Education. McIntyre role: Principal Investigator.
- McIntyre, E. (2000). Research on young children's literacy development and instruction, II. Funded by the Collaborative Center for Literacy Development, Lexington, KY for \$211,351. McIntyre role: Principal Investigator.
- McIntyre, E., Longwell-Grice, H., & Kyle, D. (1999). \$112,500 Kentucky Attorney General's Office for FAB:ulous! Project. (Families and Books). McIntyre role: Principal Investigator.
- McIntyre, E. (1999). Kentucky Reading Project. \$65,000. Collaborative Center for Literacy Development, through Kentucky Council on Postsecondary Education. McIntyre role: Principal Investigator.
- McIntyre, E. & Jones, D. (1998). Research on young children's literacy development and instruction. Funded by the Collaborative Center for Literacy Development for \$93,110\*. (\* This study was co-directed with a colleague at UK. The amount here is the amount brought in to UofL). McIntyre role: Co-Principal Investigator.
- McIntyre, E., Greer, S., Sweazy, R.A. (1998). Connecting home and family through "family nights." Funded by Spencer County Schools for \$300. McIntyre role: Principal Investigator.
- McIntyre, E., Diane W. Kyle, Ric A. Hovda (1996). The academic and social development of children in nongraded primary programs. Awarded by the Center for Research on Education, Diversity, and Excellence (CREDE) U.S. Department of Education, for \$574,000. McIntyre role: Principal Investigator.
- McIntyre, E. & Kyle, D.W. (1993). The development and implementation of nongraded primary schools: A study of educational reform. Funded by the Office of Educational Research & Improvement (Field Initiated Studies) at the U.S. Department of Education for \$88,118. McIntyre role: Principal Investigator.
- McIntyre, E. (1992). Teaching and learning skills in a nongraded whole language classroom. Awarded \$4070 from the International Reading Association. McIntyre role: Principal Investigator.

## **Publications**

### Books:

- McIntyre, E., Hulan, N., & Layne, V. (2011). *Reading instruction for diverse classrooms: Research-based, culturally responsive practice*. New York:

- Guilford Press. (Nominated for Literacy Research Association award)
- McIntyre, E., Kyle, D.W., Chen, C., Kraemer, J., & Parr, J. (2008). *Six principles for teaching English language learners in all classrooms*. CA: Thousand Oaks, Corwin Press.
- Kyle, D.W., McIntyre, E., Miller, K., & Moore, G. (2005). *Bridging school and home through family nights*. Thousand Oaks, CA: Corwin Press.
- Kyle, D.W., McIntyre, E., Miller, K. Moore, G. (2002). *Reaching out: A K-8 resource for connecting with families*. Thousand Oaks, CA: Corwin Press.
- McIntyre, E., Rosebery, A., & González, N. (2001). *Classroom diversity: Connecting curricula to students' lives*. Portsmouth, NH: Heinemann Educational Books.
- McIntyre, E. & Pressley, M. (Eds.) (1996). *Balanced Instruction: Strategies and skills in whole language*. Christopher-Gordon Publishers.
- Hovda, R. A., Kyle, D. W., & McIntyre, E. (1996). *Creating nongraded K-3 primary classrooms: Teachers' stories and lessons learned*. (Eds.) Thousand Oaks, CA: Corwin Press.

Articles/Chapters:

- Beach, K., McIntyre, E., Phillipakos, Z., Mraz, M., Pillioneta, P., & Vintinner, J. (Accepted, August 2017). Effects of a summer reading intervention on reading skills for low-income Black and Hispanic students in elementary school. *Reading & Writing Quarterly: Overcoming Learning Difficulties* (URWL-OS-2017-0052).
- Bastian, K.C., Fortner, C.K., Chapman, A., Fleener, J., McIntyre, E., & Patriarca, L. (2016). Data sharing to drive the improvement of teacher preparation programs. *Teachers College Record*, 118 (12), 1-29.
- McIntyre, E. (2015). Comprehension instruction in culturally responsive classrooms: A review of research and practice. In S.R. Parris, & K. Headley (Eds.), *Comprehension Instruction: Research-based Best Practices*. New York: Guilford Press (pp. 136-146).
- Heafner, T., McIntyre, E., & Spooner, M. (2014). The CAEP standards and research on educator preparation programs: Linking clinical partnerships with program impact. *Peabody Journal of Education*, 89, 1-16.
- Difrancesca, D., Lee, C., & McIntyre, E. (2014). Where is the “E” in STEM in for young children? Engineering design in an elementary teacher preparation program. *Issues in Teacher Education*, 23, 49-64.
- McIntyre, E., Walkowiak, T., Thomson, M., Carrier, S., Lee, C., Grieve, E., Lowe, R., Maher, M., & Difrancesca, D. (2014). STEM-focused elementary teacher preparation program: Student and alumni perceptions. *Teacher Education and Practice*, 26, 670-687.
- Thomson, M., & McIntyre, E. (2013). Prospective teachers' goal orientation: An examination of different teachers' typologies with respect to motivations and beliefs about teaching. *Teacher Development*, 17 (4), pp. 409-430.
- McIntyre, E., & Turner, J. (2013). Culturally responsive literacy instruction. In B. Taylor & N. Duke (Eds.), *Handbook of Research on Effective Literacy Instruction* (pp. 137-161). NY: Guilford Press.
- McIntyre, E., & Hulan, N. (2013). Research-based, culturally responsive reading practice in elementary classrooms: A yearlong study. *Literacy Research and Instruction*, 52, 28-51.

- McIntyre, E., & Hulan, N. (2010). Teachers' developing understandings about race and achievement in a graduate course on literacy learning. *Teacher Education and Practice, 23*, 194-209.
- McIntyre, E., Kyle, D.W., Munoz, M., Chen, C., & Beldon, S. (2010). Teacher learning and ELL reading achievement in sheltered instruction classrooms: *Literacy Research and Instruction, 29*, 1-18.
- McIntyre, E. (2010). Sociocultural perspectives on children with reading difficulties. In R. Allington & A. McGill-Franzen (Eds.) *Handbook of Research on Reading Disabilities*. (pp. 41-56). New York: Routledge.
- McIntyre, E, Hulan, N., & Maher, M. (2010). The relationship between literacy learning and cultural differences: A study of teachers' dispositions. *Journal of Reading Education, 35*, 19-25.
- McIntyre, E. (2010). Principles for teaching ELLs in the mainstream classroom: Adapting best practices for all learners. In G. Li & P. Edwards (Eds.), *Best Practices for ELL Teaching*. (pp. 61-83). New York: Guilford Press.
- McIntyre, E. (2009). Issues in funds of knowledge teaching and research: Key concepts from a study of Appalachian families and schooling. In M. L. Dantas & P. Manyak (Eds.), *Home-school connections in a multicultural society: Learning from/with diverse families* (pp. 61-83). New York: Routledge.
- McIntyre, E., Rightmyer, E., & Petrosko, J. (2008). Scripted and non-scripted reading instructional models: Effects on the phonics and reading achievement of first grade struggling readers. *Reading Writing Quarterly, 24* (4), 377-407.
- Chen, C.T., Kyle, D. W. & McIntyre, E. (2008). Helping teachers work effectively with English learners and their families. *School Community Journal, 18* (1), 22-36.
- McIntyre, E. (2007). Story discussion in the primary grades: Balancing authenticity and explicit teaching. *The Reading Teacher, 60* (7), 610-620.
- McIntyre, E., Powell, R., Coots, K. Jones, D., Powers, S., & Deeters, F. Petrosko, J.P. (2007). Reading instruction in the NCLB era: Teachers' implementation fidelity of early reading models. *Journal of Educational Research and Policy Studies, 5* (2), 66-102.
- Celani, K., McIntyre, E., & Rightmyer, E. (2006). Learning to conduct literature discussions with low-SES struggling readers: An action research study. *Reading Horizons, 47*, 97-119.
- Ghiaiaac, S., McIntyre, E., Kyle, D.W., & Sutherland, M. (2006). Conflicts and challenges of educators', students' and families' education goals. *Journal of Urban Teaching, Learning, and Research, 1-17*.
- McIntyre, E., & Kyle, D.W. (2006). The success and failure of one mandated reform for young children. *Teaching and Teacher Education, 22*, 1130-1144.
- McIntyre, E., Rightmyer, E.C., Powell, R., Powers, S., & Petrosko, J.P. (2006). How much should young children read? A study of the relationship between development and instruction. *Literacy Teaching and Learning: An International Journal of Early Literacy, 11* (1), 55-76.
- Rightmyer, E. C., McIntyre, E., and Petrosko, J. M. (2006). Instruction, development, and achievement of struggling primary grade readers. *Reading Research and Instruction, 45*, 209-242.
- Longwell-Grice, H., & McIntyre, E. (2006). Addressing goals of school and community: Lessons from a family literacy program. *The School Community Journal, 16*, 115-132.

- Powell, R., McIntyre, E., & Rightmyer, E. (2006). Johnny won't read and Susie won't either: Reading instruction and student resistance. *Journal of Early Childhood Literacy*, 6 (1).
- McIntyre, E., Kyle, D.W., & Moore, G. (2006). A teacher's guidance toward small group dialogue in a low-SES primary grade classroom. *Reading Research Quarterly*, 41 (1), p. 36-63.
- McIntyre, E., Petrosko, J.P., Powers, S., Jones, D., Bright, K., Powell, R., & Newsome, F. (2005). Supplemental instruction in early reading: Does it matter for struggling readers? *Journal of Educational Research*, 99 (2), 99-107.
- Kyle, D.W., McIntyre, E., Sutherland, M., & Moore, G. (2005). Making family visits as a school-wide effort: Strategies, benefits, and challenges. In R. Martinez-Gonzalez, M. Perez-Herrero, & B. Rodriguez-Ruiz (Eds.), *Family-school community partnerships: Merging into social development*. Publica: Grupo SM: Oviedo, Spain, pp. 587-610.
- McIntyre, E., Kyle, D.W., & Rightmyer, E.C. (2005). Families' funds of knowledge to mediate teaching in rural schools. *Cultura y Educacion*, 17 (2), 175-195.
- Kyle, D.W. & McIntyre, E., Miller, K., & Moore, G. (2005). Family connections: A basis for teacher reflection and instructional improvement. *The School Community Journal*, 15 (1), pp. 29-50.
- Kyle, D. W., & McIntyre, E. (2005). Reaching out to families as a strategy for student success. *Kentucky Teacher*, (April, 2005), p. 8.
- McIntyre, E. (2004). Adapting reading instruction for young English language learners. *Kentucky Reading Journal* (Fall), p. 33-40.
- McIntyre, E., & Kyle, E. (2004). Instructional strategies for teaching the left behind. *Kentucky Teacher*, p. 3,6.
- McIntyre, E. (2004). The persistence of the academic achievement gap between blacks and whites: Causes, barriers, and solutions. In R. Shapiro (Ed.), *Setting a Research Agenda for Education Reform and Improvement: Conference Proceedings*, November, 2003, 16-35.
- Clements, S. K., & McIntyre, E. (2003). Academic achievement gaps: The problem in national and state contexts. Report to the Pritchard Committee for Academic Excellence, Lexington, KY: [www.pritchardcommittee.org](http://www.pritchardcommittee.org).
- McIntyre, Longwell-Grice, H., & Kyle, D.W. (2003). FAB:ulous! Reading nights: Learning to listen to families. *Reading Horizons*, 43 (1), pp. 1-26.
- McIntyre, E., Sutherland, M., Ghiacic, S., & Kyle, D. (2003). Asserting identities in multicultural contexts. In (Eds.), *52<sup>nd</sup> Yearbook of the National Reading Conference*. Chicago, National Reading Conference, pp. 285-294.
- Rueda, R., & McIntyre, E. (2002). Toward universal literacy. In S. Stringfield, & D. Land (Eds.), *Educating At-Risk Students*, Chicago: University of Chicago Press, 189-209.
- McIntyre, E., Powers, S., & Bintz, W. (2001). The enactment of one reading intervention in three instructional settings. *50<sup>th</sup> Yearbook of the National Reading Conference*. Chicago: National Reading Conference, pp. 430-443.
- Kyle, D.W., Moore, G., & McIntyre, E. (2001). Math family night: Connecting mathematics instruction with the families of young children. *Teaching Children Mathematics* (October), pp. 80-86.
- McIntyre, E., Kyle, D., Moore G., Sweazy, R.A., & Greer, S. (2001). Linking home and school through family visits. *Language Arts*, Vol 78 (2), pp. 264-272.

- Rosebery, A., McIntyre, E., & González, N. (2001). Connecting students' cultures to instruction. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting curricula to students' lives*. Heinemann Educational Books, pp. 1-13.
- González, N., McIntyre, E., & Rosebery, A. (2001). Seeing, believing, and taking action. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting curricula to students' lives*. Heinemann Educational Books, pp. 115-122.
- McIntyre, E., Sweazy, R.A., & Greer, S. (2001). Agricultural field day: Linking rural cultures to school lessons. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting curricula to students' lives*. Heinemann Educational Books, pp. 76-84.
- McIntyre, E., & Archie, J. (2001). Teaching history: A cultural approach for primary- grade children. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting curricula to students' lives*. Heinemann Educational Books. 85-91.
- Kyle, D.W., McIntyre, E., Gregory, K., Moore, G., Wheatley, V., Clyde, J.A., & Hovda, R.A. (2000). Becoming a writer in nongraded primary programs. *Kentucky Reading Journal*, 7-17.
- Long, S., Smith, L., Powell, R., McIntyre, E., Shake, M., Boulware, B., Willis, M., & Davis, M. (2000). The Kentucky Reading Project: A Kentucky collaboration. *Kentucky Reading Journal*, 30-36.
- Durst, R.K., DeStigler, T, Griffin, S., Kahn, E., & McIntyre, E. (2000). Announcing the Allan Purves Award. *Research in the Teaching of English*, 34, 350-352.
- Gnadinger, C., E., McIntyre, E., Smith, T., & Kyle, D. (2000). Kentucky's primary program: A review of research. In J.M, Petrosko & J.C. Lindle (Eds.), *2000 Review of Research on the Kentucky Education Reform Act*. Lexington: Kentucky Institute on Education Reform, pp. 73-201.
- Freppon, P.A., & McIntyre, E. (1999). Comparison of young children learning to read in different instructional settings. *Journal of Educational Research*, 92, pp. 206-218.
- McIntyre, E., Kyle, D.W., Hovda, R.A., & Stone, N. (1999). Nongraded primary programs: Reform for Kentucky's children. *Journal for Education for Students Placed at Risk*, 4 (1), 47-64.
- McIntyre, E., & Stone, N.J. (1998). Culturally contextualized instruction in Appalachian descent and African American classrooms. In T. Shanahan & R. Rodriguez-Brown (Eds.), *National Reading Council Yearbook*, 47, 209-220.
- McIntyre, E. (1998). Who is taking risks? Moving toward collaborative research. Chapter in K.B. deMarrais (Ed.), *Inside stories: Reflections on qualitative research*. Mahwah, NJ: Lawrence Erlbaum, 173-184.
- McIntyre, E., Kyle, D.W., Gregory, K., Moore, G., Wheatley, V., Clyde, J.A., & Hovda, R.A. (1996). Reading and writing in multi-age classrooms. *Language Arts*, 73, 384-394.
- McIntyre, E. (1996). Strategies and skills in whole language contexts: An introduction to balanced teaching. In E. McIntyre & M. Pressley (Eds.), *Balanced instruction: Skills and strategies in whole language contexts*. Christopher-Gordon Publishers, 1-20.
- McIntyre, E., Kyle, D. W., Hovda, R., & Clyde, J. A. (1996). Explicit teaching and learning in whole language classrooms. In E. McIntyre & M. Pressley (Eds.),



- Balanced teaching: Strategies and skills in whole language.* Christopher-Gordon Publishers, 232-250.
- McIntyre, E., Kyle, D., Hovda, R. A. (1996). Lessons on creating nongraded programs or implementing other systemic change. Chapter in *Creating Nongraded K-3 Primary Classrooms: Teachers' Stories and Lessons Learned* (R. Hovda, D. W. Kyle, E. McIntyre, Eds.) Corwin Press, 181-188.
- Kyle, D. W., McIntyre, E., Hovda, R. A. (1996). Reform as a personal journey. Chapter in *Creating Nongraded K-3 Primary Programs: Teachers' Stories and Lessons Learned.* (R. Hovda, D. W. Kyle, E. McIntyre, Eds.) Corwin Press, 1-8.
- Hovda, R. A., Kyle, D. W., & McIntyre, E. (1996). Professional development opportunities. Chapter in *Creating Nongraded K-3 Primary Classrooms: Teachers' Stories and Lessons Learned.* (R. Hovda, D. W. Kyle, E. McIntyre, Eds.) Corwin Press, 189-196.
- Freppon, P., McIntyre, E., & Dahl, K. (1995). Young children's written products in skills-based and whole language classrooms. *Reading Horizons*, 36, 150-85.
- Purcell-Gates, V. P., McIntyre, E. & Freppon, P. A. (1995). Learning written storybook language in school: A comparison of low-SES children in skills-based and whole language classrooms. *American Education Research Journal*, 32, 659-85.
- McIntyre, E. & Kyle, D. (1995). Teachers learn about language arts teaching through collaboration. *Reading Horizons*, 36, pp. 3-23.
- McIntyre, E. (1995). Teaching and learning writing skills in a low-SES, urban, whole language primary classroom. *Journal of Reading Behavior*, 27, pp. 213-242.
- McIntyre, E. (1995). The struggle for developmentally appropriate literacy instruction. *Journal of Research in Childhood Education*, 9, pp. 45-56.
- McIntyre, E. (1995). Teaching exceptional children in a nongraded whole-language primary classroom. *Reading Exploration and Discovery*, 14, 1-14
- McIntyre, E. & Freppon, P.A. (1994). A comparison of children's development of alphabetic knowledge in a skills-based and a whole language classroom. *Research in the Teaching of English*, pp. 391-417.
- McIntyre, E. (1993). Decoding skill and successful beginning reading in different instructional settings. *Reading Horizons*, 34, 122-136.
- Schack, G. D., McIntyre, E., Kyle, D. W., & Hovda, R. A. (1993). Kentucky's primary program and educational equity: An exploration of issues. *Educational Equity and Excellence*, 26, pp. 37-41.
- Freppon, P. A. & McIntyre, E. (1993). Literacy learning in a whole language classroom: Reading concepts and strategies first graders know and use. *Reading*, 27 (2), pp. 20-26.
- McIntyre, E. (1992). Instruction meets learners: Success of an inner-city learner in a traditional first-grade classroom. *Reading Horizons*, 33 (1), pp. 3-17.
- McIntyre, E. (1992). Young children's reading behaviors in various classroom contexts. *Journal of Reading Behavior*, 24 (3), 339-371.
- McIntyre, E. (1992). Individual literacy instruction for young low-SES learners in traditional urban classrooms. *Reading Research & Instruction*, 31, pp. 53-63.
- McIntyre, E. & Davis, M.A. (1991). Reading interactions in a first-grade, whole-language classroom. *Contemporary Issues in Reading*, 6, 75-82.
- McIntyre, E. (1990). Beyond labels: Beginning reading and research-based practice. *Ohio Reading Teacher*, 4, 23-33.
- McIntyre, E. (1990). Young children's reading strategies as they read self-selected texts

- in school. *Early Childhood Research Quarterly*, 5, pp. 265-277.
- McIntyre, E. (1989). Spelling strategies of first graders. *Ohio Reading Teacher*, 23, 8-15.
- McIntyre, E. (1986). Kentucky remediation program offers excellent lessons on essential skills. *Kentucky Reading Journal*, 8, 17-20.

#### Other Publications:

- McIntyre, E. (2011). Book review for Sherry Marx's, *Revealing the invisible: Confronting passive racism in teacher education*. In *Qualitative Studies in Education*, 24, 257-259.
- Kyle, D.W., McIntyre, E., Miller, K., & Moore, G.H. (2006). Family nights at school: A learning experience for all. *Our Children: The National Parent Teacher Association Magazine*. (Invited).
- Kyle, D.W., & McIntyre, E. (2003). Family visits as tool for connecting homes and schools. University of California, Santa Cruz: Center for Research on Education, Diversity, and Excellence (CREDE), (practitioner brief), 2003.
- McIntyre, E., & Kyle, D.W. (2002). Nongraded primary programs: Possibilities for improving practice for teachers. University of California, Santa Cruz: Center for Research on Education, Diversity, and Excellence (CREDE), (practitioner brief), April 2002.
- McIntyre, E., & Kyle, D.W. (2001). Stuck kids and leapers: Appalachian children's academic development in the midst of Kentucky's education reform. Final report to the Center for Research on Education, Diversity, and Excellence (CREDE). Santa Cruz, CA: CREDE. [www.crede.ucsc.edu](http://www.crede.ucsc.edu).
- McIntyre, E., & Kyle, D.W. (1998). Reform in Kentucky's nongraded primary program. *Talking Leaves*. University of California, Santa Cruz: Center for Research on Education, Diversity, and Excellence (CREDE) newsletter, pp. 1, 3-4.
- McIntyre, E. (1995). Primary Program. Chapter in the *Proceedings of the Conference Education in Kentucky: Current Results, Future Visions*. Lexington, KY: Kentucky Institute for education reform (KIER). February, 1995.
- McIntyre, E. & Morison, W. J. (1993). Don't forget to ask. *Student Leader*, 1-3. (Invited.)
- McIntyre, E., & Kyle, D.W. (1994). *The Primary Program: A Review of Research on the Education Reform Act*. In J.Petrosko, & R. Pankratz (Eds.), *Research on Kentucky's Education Reform*: Frankfort: Board of Education Research Assessment Foundation.
- McIntyre, E. & Kyle, D. W. (1993). *Primary Program: A Review of Research of the Kentucky Education Reform Act (KERA)*. In J.M. Petrosko (Ed.), *Report to the Board of the Kentucky Education Research Assessment Foundation*, Lexington, KY.
- McIntyre, E. (1987). Remediation guidebook. *Ed News*, 27 (5).

#### Works Reprinted

- Powell, R., McIntyre, E., & Rightmyer, E. (2006). Johnny won't read and Susie won't either: Reading instruction and student resistance. *Journal of Early Childhood Literacy*, 6(1) Reprinted in [Reprinted in C. Weaver's, *Reconsidering a*

- Balanced Approach to Reading*. Published in 1998 by National Council of Teachers of English (NCTE)].
- McIntyre, E., & Freppon, P. (1994). A comparison of children's development of alphabetic knowledge in a skills-based and a whole language classrooms. *Research in the Teaching of English*, 28, 391-417. Reprinted in C. Weaver's, *Reconsidering a Balanced Approach to Reading*. Published in 1998 by National Council of Teachers of English (NCTE).
- Freppon, P., & McIntyre, E. (1993). Literacy learning in a whole language classroom: Reading concepts and reading strategies first graders know and use. *Reading: United Kingdom Reading Association*. Blackwell Publishers, United Kingdom). Reprinted in C. Weaver's, *Reconsidering a Balanced Approach to Reading*. Published in 1998 by National Council of Teachers of English.

### Opinions Published

#### *Op-Eds*

- "The Perfect Storm: North Carolina Teacher Shortage Looms" *Charlotte Observer*, September 19, 2014.
- "Shaping Schools for Students Who Are Poor" Opinion Editorial Article, *Raleigh News and Observer*, April, 2010.
- "Teaching Reading to Diverse Populations" *Courier Journal* published June, 2000.

#### *Letters to the Editor:*

- "Finland is About Equity" Letter to the Editor, *Charlotte Observer*, 2014.
- "Quality Education: Who For?" Letter to the Editor, *Raleigh News and Observer*, January 14, 2013.
- "The Teacher Factor" Letter to the Editor, *Raleigh News and Observer*, January, 2010.
- "Teachers for the Task" Letter to the Editor, *Raleigh News and Observer*, October, 2009.
- "Rewarding Teachers" Letter to the Editor, *Raleigh News and Observer*, October 2, 2009.
- "Even More Radical", Letter to the Editor, Letter to the Editor, *Raleigh News and Observer*, April, 2000
- "A Model for Controversy: Chemerinsky and Kmiek" Letter to the Editor, *Raleigh News and Observer*, September, 2007.
- "Year Round Schools: A Respite for Teachers" Letter to the Editor, *Raleigh News and Observer*, September, 2007.
- "Reading First. Letter to the Editor, *Courier-Journal*, October, 2006, in response to story on corruption in Reading First legislation.
- "Direct Instruction" Letter to Editor of the *Courier Journal* September, 1995.

### **Selected Presentations (Since 2000)**

STEM-focused elementary teacher preparation: Program features and research on teacher development and effectiveness. Presented February 2013 at American Associate of Colleges Teacher Education. Orlando, February 2013. (with M. Maher, J. Fleener, V. Faulkner, S. Carrier).

Poverty, culture, and educational achievement: Rhetoric and reality. December 2012 at the annual meeting of the Literacy Research Association. San Diego.

Principles and practices of culturally responsive reading instruction: Study and synthesis. December 2012 at the annual meeting of the Literacy Research Association. San Diego. (with N. Hulan).

Discussant for session 'Equity and excellence in teacher education' at Literacy Research Association. San Diego, December, 2012.

The development and feasibility of a research-based, culturally responsive model of elementary reading instruction. Presented at the annual meeting of the Literacy Research Association. Ft. Worth, TX: December, 2010 (with N. Hulan).

ELL, SIOP implementation, and a sociocultural view of literacy instruction. Presented at the annual meeting of the Literacy Research Association. Albuquerque, NM: December, 2009.

Can research-based reading instruction be culturally responsive? Using hybridity as a concept for a model of elementary teachers' literacy practices. Presented at the annual meeting of the American Educational Research Association. San Diego, CA, April, 2009 (with N. Hulan).

Discussant for session 'Instructional conversational in diverse classrooms': American Educational Research Association. San Diego, CA: April, 2009.

Lesson study: Adapted for teacher education and enhanced with self-study. Symposium organizer and presenter at annual meeting of Association of American Colleges of Teacher Education (AACTE). Chicago, February, 2009 (With M. Jeffries, S. Carrier, A. Wiseman).

Disrupting teacher candidates' deficit beliefs about students. Symposium organizer and presenter at annual meeting of Association of American Colleges of Teacher Education (AACTE). Chicago, February, 2009.

Intersecting professional development and teacher education research: Methods, findings, and commentary on longitudinal Studies. Invited address. National Reading Conference (NRC), Orlando, FL, December, 2008.

Teachers developing understandings and practices of equity pedagogy in reading instruction. (With N. Hulan). Symposium organizer and presenter. National Reading Conference (NRC), Orlando, FL, 2008.

Reading instruction and English language learners: Research-based instruction. Raleigh, NC. Keynote address at NC meeting of ESL conference. June 2008.

Student learning in sheltered instruction classrooms. Paper presentation at the annual meeting of the American Educational Research Association (AERA), March, 2008, New York (with D. Kyle, C. Chen, M. Munoz, & S. Beldon).

Disrupting teachers' deficit views of students and families in teacher education. Symposium presentation and symposium organizer at the annual meeting of the American Educational Research Association (AERA), March, 2008. New York (with M. Dantas, S. Long, D. Volk, M. Brydon-Miller).

National Reading Conference (2007). Teachers' and researchers' analyses of equitable discourse in literacy teaching. December, Austin, TX (With N. Hulan).

Insider/Outsider perspectives on effective literacy teaching of ELLs. National Reading Conference (2007). December, Austin, TX (with J. Kraemer, D.W. Kyle).

National Council of Teachers of English (2007). Teachers developing understandings of equity pedagogy. November, New York City (with N. Hulan).

*Featured Speaker*, International Reading Association, Toronto, May 2007 (Invited address). Teaching for democracy: An equitable instructional framework for teaching the five components of the NRP's report (and more). Presented at the annual meeting of the International Reading Association, Toronto, May, 2007.

Sheltered instruction and family involvement: A dual approach to teaching English learners. Presented at the annual meeting of the International Reading Association, Toronto, May, 2007 (With D. Kyle, L. Allen, & C. Cripps).

Sociocultural approaches to teacher education: Practicing what we preach. Presented at the annual meeting of the International Reading Association, Toronto, May, 2007. (With C. Gnadinger & M. Bravo).

Teachers learning to teach English learners in the regular classroom. Presented at the annual meeting of the American Educational Research Association, Chicago, 2007 (With D. Kyle and C. Chen)

Issues in "Funds of Knowledge" teaching and research: Key concepts from a study of Appalachian families and schooling. Presented at the annual meeting of the American Educational Research Association, Chicago, 2007.

Helping teachers work effectively with English learners and their families. Presented at the annual meeting of the American Educational Research Association, Chicago, 2007. (With D. Kyle and C. Chen)

Race, class, religion, and sexual orientation: Teachers learning and teaching about differences. Presented at the annual meeting of the National Reading Conference, Los Angeles, CA. December, 2006.

Instruction and reading achievement in scripted and non-scripted reading models in the early grades. To be presented at the annual meeting of the National Reading Conference, Los Angeles, CA. December, 2006 (With E. Rightmyer).

Young children's literacy development K-3 and in Grade 9: A longitudinal study of

barriers and supports to student achievement. Presentation at the annual meeting of the International Reading Association, Chicago, May, 2006.

A sociocultural approach to literacy instruction in a teacher education course. Presentation to the Center for Research on Education, Diversity, and Excellence (CREDE), Berkeley, CA, April, 2006.

New insights on barriers and supports to young children's development of literacies. National Council of Teachers of English, Pittsburgh, PA, November, 2005.

Making family visits as a school-wide effort: Strategies, benefits, and challenges. Presented at the International Conference of the European Research Network About Parents in Education (ERNAPE), Oviedo, Spain, September, 2005. (with D. Kyle).

We're in this thing together: Collaborating to implement statewide change in literacy. Symposium Discussant at the National Reading Conference, San Antonio, TX, December, 2004. (With S. Cantrell, F. Newsome, S. Powers, K. Lowe, S. Long).

The complexity of the instruction-achievement relationship in early reading. National Council of Teachers of English, Indianapolis, November, 2004. (With E. Rightmyer, R. Powell).

An effective pedagogy for all students (2004). Presentation at the annual meeting of the American Association of Colleges for Teacher Education. (With R. Tharp, UCSC) February, Chicago.

Families and books partnership. Presentation at the annual meeting of the National Center for Family Literacy, February, Long Beach, California (with D. Kyle & H. Longwell-Grice) February, 2004, Long Beach.

Multiple literacies of diverse populations: Issues in studying people unlike ourselves. National Reading Conference, Miami, December, 2002. (With S. Ghiacic, M. Sutherland, D. Kyle)

Connecting home and school with diverse populations for literacy growth. Invited address at the "Teacher Conference" at the National Reading Conference, Miami, December, 2002. (Invited address). With D. Kyle, K. Miller, G. Moore.

Connecting and extending the literacies of diverse populations of home and school. National Council of Teachers of English, Atlanta, GA, November, 2002. (With P. Estrada, R. Doherty, L. Stottart).

Closing the achievement gap in Kentucky: What early reading programs help? Presentation to the state International Reading Association, Louisville, KY. September, 2001.

Raising literacy with all children through connecting with families. September, 2001. State International Reading Conference, Louisville, KY. (With D. Kyle, K. Miller, & G.

Moore).

Relationship between culture, instruction, and student achievement. Invited address to the faculty of the University of Barcelona, Department of Educational and Developmental Psychology (UB), Barcelona, Spain. May 2001.

Relationships among instructional practice, local community knowledge, and young children's achievement. (2001). Presented at the 2001 American Educational Research Association, Seattle, WA. (With D. Kyle, C. Gnadinger, R. Hovda) April.

The imperfect storm: Successes and failures of school reform efforts in multilingual, multicultural contexts. (2001). Presented at the 2001 American Educational Research Association, Seattle, WA. (With R. Tharp, other CREDE researchers), April.

A model for the relationships among school curriculum, families' funds of knowledge, and literacy achievement. (2000). Presented at National Reading Conference. Scottsdale, AZ. December (with D. Kyle and C. Gnadinger).

Early reading interventions: Implementation and effects of several models (2000). Presented at National Reading Conference, 2000 Scottsdale, AZ. December.

Home literacy, school instruction, and children's literacy achievement. (2000). Presented at National Council of Teachers of English, Invited address for NCTE's annual Day of Research. Milwaukee, WI, November.

Instructional strategies for diverse populations (2000). Presented at Improving America's Schools Conference (IASC), sponsored by U.S. Department of Education. Louisville, KY. (With D. Kyle, UofL) October.

Why aren't African Americans achieving in Jefferson County? (2000). Address to public forum sponsored by Parents In Education (PIE). Jefferson County Public Schools. October.

At odds: The purposes of schooling, literacy instruction, and minority achievement. (2000). Invited address for Annual University of Wisconsin Literacy Symposium: Multiple Literacies/Multiple Perspectives. Madison, WI. June.

### **Selected Recent Service**

#### **Boards, Professional Service, Mentoring, and Volunteer Work (most recent first):**

AACTE Research Committee (2014-2017)

Volunteer, North Star Literacy (2015-2016)

External Advisory Committee, UNC Educator Quality Dashboard (2016-present)

Board of Trustees, Charlotte-Mecklenburg Library (2016-present)

Board of Advisors, Read Charlotte (2015-present)

NC Principal Fellows Commission (2015-present)

North Carolina Teacher Compensation Legislative Task Force (2014)

International Reading Association (IRA) Nominating Committee (2011-2014)  
 International Reading Association (IRA) Rural Diversity Committee (2010-2014)  
 Board of Directors, NC State University “Wolfpack Gives” Campaign (2011-2013)  
 NC State University Sponsor/Organizer for Regional Scripps Spelling Bee (2010-2011)  
 Elected Board Member, National Reading Conference (term 2005-2008), now Literacy  
 Research Association (Board liaison to Ethnicity and Multilingualism Committee  
 And Albert J Kingston Award Committee)  
 Advisory Board, Collaborative Center for Literacy Development (CCLD) (1996-2004)  
 Organizer, Brown vs. Board of Education Reading and Writing Campaign (2004)  
 Holocaust Education Workshop, Organizer, Louisville, (2004)  
 Parents in Education (PIE) Task Force on Closing Achievement Gap, Fall 2002.  
 Volunteer with language instruction with Cuban refugees (with Catholic  
 charities), Fall 2002-2004  
 Member, NCTE Standing Committee on Research (1997-2000)  
 Member, National Council for Research on Language and Literacy (NCRL)  
 Subcommittee of NCTE (1997-2000)  
 Hosted PhD student Paula Mayoral, from University of Barcelona to study Kentucky’s  
 teacher internship program (January-March, 2006)  
 Saturday Academy Presentation (Community presentation in Louisville): Tutoring young  
 children in reading (May, 2006-March 2007).  
 Organizer, Brown vs. Board of Education Reading and Writing Campaign (2004)  
 Holocaust Education Workshop, Organizer, Louisville, (2004)  
 Hosted Ph.D. student Yukiyo Nishida from Oxford University to study nongraded  
 primary programs, September-October, 2004.  
 WFPL State of Affairs radio broadcast-Panel member on homework. September,  
 2003.  
 Parents in Education (PIE) Task Force on Closing Achievement Gap, Fall 2002.  
 Volunteer with language instruction with Cuban refugees (with Catholic  
 charities), Fall 2002-2004  
 Interviewed for *Education Week* on a story about the status of primary program in  
 Kentucky (August, 2003)  
 Hosted Ph.D. student Nuria Castells from University of Barcelona, Barcelona, Spain to  
 study early literacy September, 2000-December, 2000)  
 Member, NCTE Standing Committee on Research (1997-2000)  
 Member, National Council for Research on Language and Literacy (NCRL)  
 Subcommittee of NCTE (1997-2000)  
 Committee, National Council of Teachers of English (NCTE)’s Allen Purves Award for  
 “Research Article that Most Impacts Instruction” (1999) Committee,  
 NCTE’s Most Promising Researcher Award (1999) Secretary/Treasurer for  
 Literacy Development of Young Children, subgroup of the  
 International Reading Association. (1996-1998)  
 Kentucky Educational Television (KET) series host on assessment in early reading. (3-  
 taped productions, 1999)  
 Member, Kentucky Legislative Research Commission Task Force on Public  
 Education (1997-1998)

**Journal Review Work (most recent first)**

Reviewer (Guest), *Journal of Teacher Education* (2010-present)



Reviewer, *Reading Research Quarterly* (1997-present)  
Reviewer, *The Reading Teacher* (2007-present)  
Reviewer, *Reading Writing Quarterly* (Guest, 2009; Guest reviewer themed issue, 2010)  
Reviewer, *Journal of Literacy Research* (1996-1999; 2005-2007; 2010-present)  
Reviewer, *Research in the Teaching of English* (1998-2002; 2005-2007; guest 2010)  
Reviewer for *Annual Yearbook of National Reading Conference* (2000-present)  
Area Chair for Proposals to present at Literacy Research Association (formerly NRC),  
2008-2010 (Area: Professional Development)  
Book reviewer for D. Bloome et.al's, *On discourse analysis in classrooms: Approaches  
to language and literacy research*, published by Teachers College Press, 2007.  
Reviewer for proposals to present at National Reading Conference (1995-present)  
Reviewer for American Educational Research Conference proposals (1995-2006)  
Reviewer for *Language Arts* (1997-2002).

### **Selected College and University Service**

*North Carolina State University (Selected Service Activities, most recent first):*  
Global Perspective Board Member (Study Abroad Office) (2013-present)  
SACS Assessment Committee (2013-present)  
University Staff Diversity Development Committee (2013-present)  
SACS Faculty Credentials Committee (2012-present)  
Graduate Operations Council (2012-present)  
ADVANCE Grant Planning Committee for State -Wide Conference (2011-2012)  
Board Member, University "Wolfpack Gives Pack" Advisory Board (2011-present)  
Panelist Member for New NC State Faculty Orientation for (August, 2011)  
ADVANCE Grant NC State Panel for University Department Heads on Positive  
Department Climate (2010)  
Search Committee Chair, Department Head, Department of Leadership Policy, and  
Higher Education (2011-2012)  
Search Committee Chair, College of Education Quantitative Methodologist (2010-2011)  
NC State University Committee on Extension, Engagement, and Economic Development  
(2011-2012)  
NC State University Watauga Medal (Provost's Award) Award Section Committee  
(2010-present)  
"Wolfpack Gives Back" State Combined Campaign College Unit Leader (2010)  
College Awards Committee (2010-2012)  
International Education Week Organizing Committee (2010)  
Courses and Curriculum Committee (2009-present) Council on Professional Education  
(2008-present) Graduate Studies Committee (2007-present)  
College Technology Committee (2007-2008)  
College Diversity (COMID) Committee (2007-2008; 2012-present)  
Task Force for Faculty Mentoring (2008)  
Task Force for Academic Leave (2008)

*University of Louisville (Selected Service Activities, most recent first):*  
University committee to revise IRB human subjects training for social, behavioral, and  
educational research (2006-2007)  
University Faculty Senator, 2006-2007  
Teacher Education Program Committee, 2004-2007

Chair, Department Awards Committee, 2005-2006  
 Creator and Organizer of public forum, "Who's a Hick?" with writers Wendell Berry,  
 Frank X Walker, Judi Jennings  
 NCATE 2008 Diversity Strand Committee-2004-2007  
 NCATE 2008 Team: Doctoral program liaison, 2002-2004  
 University Research Award Selection Committee (2003-2004)  
 Reviewer for UofL's Human Studies brochure (for readability, clarity) 2004  
 UofL CEHD Diversity Committee, 2002-2007  
 Brown vs. Board of Education Celebration committee (2003-2004)  
 Department Curriculum Committee (2001-2003)  
 Task Force for Revision of Doctoral Program, 2001- 2004  
 College of Education Personnel Committee, 2001-2002  
 Public seminar on How to Write a Literature Review, 1997, 2000, 2002, 2004  
 Public seminar on "Doing Qualitative Analysis" to graduate students and faculty  
 (Spring, 2001, 2003)  
 Member, Weekend College planning committee (2000-2001)  
 Member, Grawemeyer Award Committee (1996-2000)  
 Faculty Advisor (with Hope Longwell-Grice) Spring Research Conference Committee  
 (UC, UofL, UK Research Conference) (2000)  
 Member, College Research and Faculty Development Committee (1999-2000)  
 Member, Women's Center, Campus Women Concerned about Racism and Sexism (1993-  
 1999)  
 Faculty mentor for Hope Longwell-Grice, assistant professor in College of Education  
 Television commercial on nongraded primary programs for UofL promotion (1997)  
 Radio commercial on reading to your children for UofL promotion (1997)  
 Featured story in *Et Ultra*, University of Louisville's Research and Scholarship  
 magazine, March, 1997  
 Featured story in Winter, 1997, *Inside UofL*  
 Featured story in University of Louisville Alumni magazine, March, 1997  
 Hosted the first graduate student research conference in the college for graduate students  
 to present their pre-dissertation research studies to faculty and other students  
 (Spring, 1998)  
 Faculty mentor, 1995-1996 for Caroline Suetz, Assistant professor, School Social Work

Minority Teacher Recruitment Mentor (1994-1995)

### **Leadership Training**

American Leadership Forum (2014-2015)  
Center for Intentional Leadership (2014)  
AACTE Institute for New Deans (2012)  
ADVANCE Department Head Workshop (2010-2011)

### **Professional Organizations**

American Association of Colleges of Teacher Education  
American Educational Research Association  
International Reading Association  
National Council of Teachers of English  
Literacy Research Association (formerly National Reading Conference)

### **Awards and Honors**

Member, Deans for Impact (2015-present)  
Leadership in Literacy Award, 2007, Collaborative Center for Literacy Development,  
University of Kentucky  
Honorary Mention Award for University Presidential Multicultural Teaching  
Award (2007), University of Louisville  
“Faculty Favorites”—Student recognition for excellence in teaching, University  
of Louisville (November, 2006; February, 2008)  
Northern Kentucky University College of Education Alumni Award (2006)  
University of Louisville Faculty Scholar (awarded 1996; re-appointed 2001; 2006)  
Featured story in *UofL*, UofL’s Alumni Magazine (April, 2004)  
Featured story in *Impact Magazine* (UofL’s research magazine) January, 2004  
Television commercial on teaching (2003) (played during UofL basketball games)  
Radio commercial on achievement gap project (2003) (played during UofL  
basketball games)  
Support for Ethnic Minority Faculty Award (1996)  
University of Louisville's Young Investigator's Award (1993)  
Undergraduate School of Education Teaching Award (1993)  
Outstanding Leadership in Literacy Research (International Reading Association) (1992,  
for securing an Elva Knight grant)  
Certificate of Appreciation for Teaching (Four time recipient by Campus III Latin  
American Students (1991 & 1992)