

CURRICULUM VITAE

Michelle J. Kelley

Associate Professor

Reading Education

School of Teaching, Learning, and Leadership

College of Education and Human Performance

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ACADEMIC BACKGROUND

- Ed.D. UNIVERSITY OF FLORIDA- Gainesville, Florida
2001 Dissertation: A Cross-Case Analysis of Effective Reading Teachers of At-Risk Intermediate Students
 Emphasis: Reading, At-risk Learners, and Curriculum & Instruction
- Ed.S UNIVERSITY OF FLORIDA- Gainesville, Florida
1999 Educational Leadership
- M.Ed. UNIVERSITY OF SOUTHERN MAINE, Gorham, Maine
1992 Major: Literacy Education
- BA. UNIVERSITY OF MAINE, Orono, Maine
1988 Major: History
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PROFESSIONAL EXPERIENCE

Universities

- 2011-to date **Associate Professor of Reading Education**, School of Teaching, Learning, and Leadership, University of Central Florida, Orlando, Florida.
- 2005-2011 **Assistant Professor of Reading Education**, School of Teaching, Learning, and Leadership, University of Central Florida, Orlando, Florida.
- 2003-2005 **Instructor and Visiting Assistant Professor of Reading Education**, Department of Teaching and Learning Principles, University of Central

Florida, Orlando, FL.

2001-2003 **FLaRE** (Florida Literacy and Reading Excellence Center) **Area V Coordinator**, University of Central Florida.

Public Schools

2000-2001 **Literacy Support Teacher**, Red Bug Elementary, Casselberry, FL.
1994-2000 **Classroom Teacher (5th Grade)**, Red Bug Elementary, Casselberry, FL
1991-1994 **Classroom Teacher (5th Grade)**, Helen Thompson School, West Gardiner, ME.

PROFESSIONAL CERTIFICATIONS

Educational Leadership (Elementary)-State of Florida
Reading K-12- State of Florida
Elementary Education 1-6- State of Florida
ESOL Endorsed- State of Florida

HONORS AND AWARDS

UCF Teaching Incentive Program Award, 2015-2016; 2009-2010.

UCF Women Faculty Excellence in Academic Partnerships, 2017; 2013.

Faculty Fellow for Inclusive Pre-Service Education, 2016.

Learning Magazine's Teachers' Choice Award for Professional Development, 2014.

UCF Morgridge 21st Century Faculty Fellow, 2010-2011.

UCF College of Education Excellence in Undergraduate Teaching Award, 2009.

Facebook Author of the Month for International Reading Association, June 2009.

Disney Teacherrific Award, 1995, 1999 and 2000.

RESEARCH AND CREATIVE ACTIVITIES

Research Foci:

- (a) increasing engagement through metacognition in elementary and middle school students and evaluating the efficacy of independent reading with school-age students,
- (b) providing professional development for pre-service and in-service teachers further developing their efficacy in reading instruction and assessment.

Publications

Books and Chapters (refereed)

National/International

Kelley, M. & Clausen-Grace, N. (2017). Differentiating independent reading (pp. 141-153). In *Comprehensive literacy basics: An anthology*. North Mankota, MN: Capstone Professional.

Wilson, N. & **Kelley, M.** (2017). Avid readers in high school: Are they really reading for pleasure? (Ch. 5). In *Teaching young adult literature today: Insights, considerations, and perspectives for the classroom teacher*. 2nd Ed. Eds. Judith A. Hayn & Jeffrey S. Kaplan. Lanham, MD: Rowman & Littlefield.

Kelley, M. & Clausen-Grace, N. (2015). *Teaching text features to support comprehension: A Revised Edition*. North Mankota, MN: Capstone Professional.

Kelley, M. & Clausen-Grace, N. (2013). *Comprehension shouldn't be silent: From strategy instruction to student independence*. (2nd ed.). Newark, DE: International Reading Association.

Kelley, M., & Clements, T. (2013). Coaching for success: UCF enrichment programs in literacy. In *Advanced Literacy Practices: From Clinic to the Classroom*. Eds. Evan T. Ortlieb & Earl H. Cheek, Jr. Bingley, UK: Emerald Group.

Kelley, M. & Clausen-Grace, N. (2012). *Reading the whole page: Teaching and assessing text features to meet K-5 common core standards*. Gainesville, FL: Maupin Press.

Kelley, M., Wilson, N., & Koss, M. (2012). Using young adult literature to motivate and engage the disengaged (Ch. 5). In *Teaching Adolescent Literature Today*. Eds. Judith A. Hayn & Jeffrey S. Kaplan.

Kelley, M. & Clausen-Grace, N. (2010). *R⁵: A sustained silent reading makeover that works* (Ch. 10). In *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Eds. Elfrieda H. Hiebert & D. Ray Reutzel. Newark, DE: International Reading Association.

Invited.

Kelley, M. & Clausen-Grace, N. (2008). *R⁵ in your classroom: A Guide to differentiating independent reading and developing avid readers*. Newark, DE: International Reading Association.

Acceptance Rate of 33%.

Kelley, M. & Clausen-Grace, N. (2007). *Comprehension shouldn't be silent: From strategy instruction to student independence*. Newark, DE: International Reading Association.

Acceptance Rate of 33%.

Kelley, M. (2003). *Scaffolding Students' Comprehension and Guiding Students Towards Independence in Reading* (Lesson 6). Florida Online Reading and Professional Development. Orlando, FL: University of Central Florida.

Invited. Note, this module has since been revised and blended with other content. Contact Dr. Zygouris-Coe for confirmation.

Kelley, M. (2003). *Strengthening Vocabulary Development* (Lesson 5). Florida Online Reading and Professional Development. Orlando, FL: University of Central Florida.

Invited. Note, this module has since been revised and blended with other content. Contact Dr. Zygouris-Coe for confirmation.

Kelley, M. & Wilder, S. (2002). *Tearing down the walls that divide: School and community partnerships in the teaching of reading and writing* (Ch. 9). In *ACEI Special Topics in Elementary Education*.

Invited.

Journal Articles (refereed)

National/International

Kelley, M. & Wenzel, T. (2017, in press). *Identifying Effective Pre-Service Teacher Behaviors During a Parent-Teacher Reading Conference in a Virtual Environment (TeachLive™)*. *ALER Yearbook Volume 39: Literacy: The Critical Role of Teacher Knowledge*.

Kelley, M. & Clausen-Grace, N. (2010). Using a Text Feature Walk to purposefully guide students through expository text. *Reading Teacher*, 64 (3), 191-195.

Acceptance Rate of 15%.

Wilson, N., & **Kelley, M.** (2010). Are avid readers lurking in your Language Arts classroom? Myths of the avid reader. *Reading Horizons*, 50 (2), 99-112.

Acceptance Rate of 20%.

Kelley, M. & Clausen-Grace, N. (2009/2010). Facilitating engagement by differentiating independent reading. *Reading Teacher*, 63(4),313-318.

Acceptance Rate of 15%.

Kelley, M. & Decker, E. (2009). The current state of motivation to read among middle school students. *Reading Psychology*, 30(5), 466-485.

Acceptance Rate of 20% (publication with Graduate Assistant).

Kelley, M. & Clausen-Grace, N. (2008). From picture walk to text feature walk: Guiding students to strategically preview text. *Journal of Content Area Reading*, 7(1), 9-32.

Acceptance Rate range of 20-50%.

Kelley, M. & Clausen-Grace, N. (2008). Ensuring transfer of strategies by using a Metacognitive Teaching Framework. *Voices from the Middle*, 15, 23-31.

Acceptance Rate of 14%.

Clausen-Grace, N. & **Kelley, M.** (2007). You can't hide in R⁵: Redesigning independent reading to be more strategic and engaging. *Voices from the Middle*, 14, 38-49.

Acceptance Rate of 14%. Note, I was first author on this article, but when it went to print the editor made an error. No proofs were sent to me to edit.

Kelley, M. & Clausen-Grace, N. (2006). R⁵: The SSR makeover that transformed readers. *Reading Teacher*, 60, 148-159.

Acceptance Rate of 10%.

National (Invited and Non-Refereed Publications)

Kelley, M., & Clausen-Grace, N. (2014). Q & A books: Teaching students to read and write informational texts. *IRA e-ssentials*, International Reading Association, DOI: 10.1598/e-ssentials.8057.

Kelley, M. (2008-2005). Curriculum connections: Professional materials review.

School Library Journal.

State (Refereed publications)

Kelley, M. (2016). Using a Text Feature Walk to scaffold close reading. *Utah Journal of Literacy*, 19, 37-40.

Kelley, M. & Clausen-Grace, N. (2008). To read or not to read: Connecting independent reading to direct instruction. *Florida Reading Quarterly*, 44, 6-11.
Acceptance Rate of 30%.

Kelley, M. & Verkler, K. (2007). Teaching isn't a job: Promoting professional development before they graduate. *FATE On-Line Journal*, 1, 7.
Acceptance Rate of 75% (only presenters at conference can submit, blind review).

Kelley, M. & Zygouris-Coe (September, 2006). Increasing pre-service teachers' self-efficacy and knowledge of reading assessments. *FATE On-Line Journal*.
Acceptance Rate of 75% (see above).

State (Invited publications)

Kelley, M. (2010). Art in reading: From picture books to graphic novels. Teachers on the Cutting Edge. *Florida Reading Association*.

Kelley, M. (2007). Comprehension: Responding to informational text. Teachers on the Cutting Edge. *Florida Reading Association*.

Kelley, M. (2006). Literacy Leadership. Teachers on the Cutting Edge. *Florida Reading Association*.

Other Publication Contributions/Creative Works

Brown, J. (2015). *UCF Elementary Education Students Learn and Teach Simultaneously at Area Schools*. UCF Today. <http://today.ucf.edu/ucf-elementary-education-students-learn-teach-simultaneously-area-schools/>. This article was a collaborative effort to highlight the Professor in Residence Model I employ at Stenstrom Elementary School with UCF students and school-based faculty.

Kelley, M., & Clausen-Grace, N. (2009). *A study guide for comprehension shouldn't be silent: From strategy instruction to student independence*. Newark, DE: International Reading Association.

International Reading Association (2008). Creating a home reading program. Podcast

<http://www.reading.org/resources/podcasts/index.html>.

Kelley, M. (2008). How to create a successful at-home reading program: An exclusive special report for IRA member. Newark, DE: International Reading Association.

Children's Books

I wrote the following children's books as part of two projects. One project sought to create high interest non-fiction books for pre-school and kindergarten students. The second project sought to develop a series of books for intermediate-aged students on simple machines with science curricular connections.

Kelley, M. (2006). *Just like me*. Rourke Publishing.

Kelley, M. (2006). *Rules, rules, rules*. Rourke Publishing.

Kelley, M. (2006). *Different places, different words*. Rourke Publishing.

Kelley, M. (2006). *Jobs*. Rourke Publishing.

Kelley, M. (2007). *Inclined Planes*. Fitzgerald Books.

Kelley, M. (2007). *Levers*. Fitzgerald Books.

Kelley, M. (2007). *Pulleys*. Fitzgerald Books.

Kelley, M. (2007). *Screws*. Fitzgerald Books.

Kelley, M. (2007). *Wedges*. Fitzgerald Books.

Kelley, M. (2007). *Wheels*. Fitzgerald Books.

Papers Presented at Professional Conferences (Refereed)

The focus of my presentations has been on disseminating the research I have conducted to a larger audience.

International Conferences

Kelley, M., & Clausen-Grace, N. (2017). *In Your Own Words: A Comprehensive Unit on Summarizing and Paraphrasing*. International Literacy Association. Orlando, Florida.

Kelley, M., & Wenzel, T. (2017). *The Effects of a TeachLivE Virtual Classroom Laboratory on Pre-Service Teacher Parent-Teacher Conferencing Skills*. International Literacy Association. Orlando, FL.

Kelley, M., & Clausen-Grace, N. (2016). *Using the Text Feature Walk Structure to Help Student Closely Read Informational Text*. International Literacy Association.

Boston, Massachusetts.

Kelley, M., & Clausen-Grace, N. (2014). *Teaching Students to Effectively Read and Write Informational Text*. International Reading Association. New Orleans, Louisiana.

Kelley, M., & Clausen-Grace, N. (2012). *Meeting the Challenges of the Common Core: Teaching Text Features in the Elementary School Classroom*. International Reading Association. Chicago, Illinois.

Kelley, M., & Clausen-Grace, N. (2011). *Engaging Students in Meaningful Independent Reading Practices Both In and Out of School*. International Reading Association. Orlando, Florida.

Kelley, M. et al. (2010). R⁵: A sustained silent reading makeover. *In revisiting silent reading: New directions for teachers, administrators, and researchers institute*. International Reading Association. Chicago, Illinois.

Kelley, M., & Clausen-Grace, N. (2010). *Do they use it when it counts? Helping student transfer metacognitive reading strategy lessons to independent use*. International Reading Association. Chicago, Illinois.

Kelley, M. (2009). *Making Thinking Visible: Using a Metacognitive Teaching Framework to Explicitly Teach Comprehension Strategies*. International Reading Association. Minneapolis, Minnesota.

Spalding, L. & **Kelley, M.** (2009). *From Application to Presentation: Empowering Preservice Teachers to be Professional Developers*. International Reading Association. Minneapolis, Minnesota.

Kelley, M., & Clausen-Grace, N. (2009). *Part II Professional Development Series: Cultivating Avid Readers Through Engaging Practices*. International Reading Association. Phoenix, Arizona.

Kelley, M., Wegmann, S. & Clausen-Grace, N. (2008). *Part II Professional Development Series: Finding the story in the words: Using digital storytelling to teach vocabulary*. International Reading Association. Atlanta, Georgia.

Kelley, M. & Spalding, L. (2008). *HAPPY Hour: The Professional development of pre-service educators on tap*. International Reading Association. Atlanta, Georgia.

Kelley, M., Clausen-Grace, N., Grace, J. (2007). *R⁵: The Independent Reading Makeover Which Transformed Fake Readers into Engaged Readers*. International Reading Association. Toronto, Canada.

Kelley, M. (2003). *Making a difference in reading: The Florida literacy and reading excellence center*. International Reading Association. Orlando, Florida.

Kelley, M. (2001). *Red bug reads*. International Reading Association, New Orleans, Louisiana.

Kelley, M. (1998). *In pursuit of the impossible dream: Every student on grade level fourth grade*. International Reading Association. Orlando, Florida.

National Conferences

Kelley, M., Hutchinson, C, Spalding, L., Brooks, L., Reyes, M., Hoffman, E., Little, M.,

& Roberts, S. (2017). *Turns out there IS an I in Team: Working together to prepare pre-service teacher candidates for inclusive settings*. Association of Teacher Educator's Annual Conference. Orlando, Florida.

Kelley, M., & Wenzel, T. (2016). *The Effects of a TeachLivE Virtual Classroom Laboratory on Pre-Service Teacher Parent-Teacher Conferencing Skills*. Association of Literacy Educators and Researchers. Myrtle Beach, SC.

Kelley, M. (2015). *Service Learning in an Elementary School: Employing a Professor in Residence Model*. Professors of Reading and Teacher Education. St. Louis, MO.

Kelley, M. (2014). *Service Learning Full Circle: Employing a Professor in Residence Model*. Association of Literacy Educators and Researchers. Delray Beach, FL.

Kelley, M., Clausen-Grace, N., & Grace, J. (2013). *Teaching Students to Effectively Read and Write Informational Texts*. National Council of Teachers of English. Boston, MA.

Kelley, M. (2013). *Teaching Students to Effectively Read and Write Informational Texts*. Association of Literacy Educators and Researchers. Dallas, TX.

Kelley, M. (2012). *Meeting the Challenges of the Common Core: Teaching Text Features in the Elementary School Classroom*. Association of Literacy Educators and Researchers. Grand Rapids, MI.

Kelley, M. & Clements, T. (2011). *Campers + Clinicians = Confidence: The Impacts of a Developing University Reading Clinic on the Self-Efficacy of Graduate and Undergraduate Education Students*. Association of Literacy Educators and Researchers, Richmond, VA.

Kelley, M., Clements, T., & Alloway, K., (2011). *Campers + Clinicians = Confidence: The impacts of a Developing University Reading Clinic on the Self-Efficacy of Graduate and Undergraduate Education Students*. Association of Teacher Educators, Orlando, Florida.

Kelley, M. (2009). *The Effects of Metacognitive Instruction on Teacher Knowledge and Students' Engagement*. Association of Literacy Educators and Researchers, Charlotte, NC.

Kelley, M. (2008). *Finding out what kids think about R⁵: A survey of fourth graders*. College Reading Association. Sarasota, FL.

Kelley, M. (2007). *HAPPY Hour : Professional development for and by pre-service teachers*. American Association of Teacher Educators. New York, NY.

Kelley, M., Clausen-Grace, N., & Grace, J. (2007). *R⁵: A structured independent reading block which promotes engagement, motivation, and strategic reading*. National Council of Teachers of English. New York, NY.

Regional Conferences

Kelley, M. & Clements, T. (2011). *The Impact of Participation in a University Reading Clinic on the Self-Efficacy of Graduate and Undergraduate Education Students*. Eastern Educational Research Association Conference. Sarasota, Florida.

Kelley, M. & Clausen-Grace, N. (2008). *Part I Professional Development Series: How can we make sure they are reading? Differentiating independent reading to engage readers*. 19th West International Reading Association Regional Conference. Seattle, Washington.

Kelley, M., Wegmann, S. & Clausen-Grace, N. (2007). *Part I Professional Development Series: Finding the story in the words: Using digital storytelling to teach vocabulary*. Rocky Mountain International Reading Association Regional Conference. Billings, Montana.

Kelley, M. (2007). *The effects of a structured independent reading block on fourth graders' metacognition and motivation*. Eastern Educational Research Association. Clearwater, Florida.

State Conferences

Kelley, M., Hutchinson, C., Little, M., Hoffman, E., & Pratt Marrett, C. (2017). *Preparing Pre-Service Candidates for Inclusive Settings*. Florida Association of Teacher Education. Saint Leo, FL.

Kelley, M. (2013). *Meeting the Challenges of the Common Core: Teaching Text Features in the Elementary School Classroom*. UCF Literacy Symposium. Orlando, Florida.

Kelley, M. & Clausen-Grace, N. (2012). *Meeting the Challenges of the Common Core: Teaching Text Features in the Elementary School Classroom Institute*. Florida Reading Association. Orlando, FL.

Kelley, M. (2012). *Meeting the Challenges of the Common Core: Teaching Text Features in the Elementary School Classroom*. Orange County Public Schools In Service Day, Orlando. Florida.

Kelley, M. & Clausen-Grace, N. (2011). *Guiding Student Through Expository Text with the Text Feature Walk*. Florida Reading Association. Orlando, FL.

Kelley, M. & Clausen-Grace, N. (2010). *Spotlight On At-Home Reading*. Florida Reading Association. Orlando, FL.

Kelley, M. (2010). *Comprehension Shouldn't Be Silent*. Florida Literacy Coaches Association Symposium .Orlando, FL.

Kelley, M. & Clausen-Grace, N. (2009). *Developing Avid Readers through Engagement*. Florida Reading Association. Orlando, FL.

Kelley, M. & Clausen-Grace, N. (2008). *R⁴: A meaningful and painless at-home reading program*. Florida Reading Association. Orlando, FL.

Kelley, M., Clausen-Grace, N., & Blackburn, M. (2008). *Making Metacognitive Teaching Relevant through Reflective Professional Development*. Just Read! Conference. Orlando, FL.

Kelley, M. (2008). *Florida Nationally Board Certified Teachers Conference*. Orlando,

FL.

Kelley, M. & Clausen-Grace, N. (2007). *Making magic: Meaningful reading, writing, and content connection.* Florida Reading Association. Orlando, FL.

Kelley, M. & Verkler, K. (2007). *HAPPY Hour: Professional development of pre-service teachers on tap.* Florida Association of Teacher Educators. Orlando, FL. Paper presentation.

Kelley, M. (2006). *Increasing pre-service teachers self-efficacy and knowledge of reading assessments.* Florida Association of Teacher Educators. Orlando, FL. Paper presentation.

Kelley, M. (2006). *Beyond surface learning.* Florida Reading Association. Orlando, Florida. Pre-institute.

Kelley, M. (2006). Florida Nationally Board Certified Teachers Conference. Orlando, FL.

Kelley, M. (2005). *You can't hide in here! Transforming fake readers into engaged readers by unlocking thinking.* Florida Reading Association. Orlando, Florida. Pre-institute.

Kelley, M. (2005). *Kick it up a notch: Transforming fake readers into engaged readers.* Florida Council on Elementary Education (FCEE), Orlando, Florida.

Kelley, M. (2004). *Kick it up a notch: Transforming fake readers into engaged readers.* FRA, Orlando, Florida.

Invited Presentations

International

Kelley, M. & Clausen-Grace, N. (2014). *Featured Speaker: Teaching Students to Effectively Read and Write Informational Texts.* International Reading Association. New Orleans, Louisiana.

Kelley, M. & Clausen-Grace, N. (2014). *Unlocking The Power of Metacognition: Teaching Students to Effectively Read and Write Informational Text.* Manitoba Reading Association. Winkler, Canada.

Kelley, M. & Clausen-Grace, N. (2012). *The Metacognitive Teaching Framework and R⁵.* Manitoba Reading Association. Winnipeg, Canada.

Kelley, M. & Clausen-Grace, N. (Feb., 2010). *The Metacognitive Teaching Framework and R⁵*. Vancouver School District. Vancouver, Canada. .

State

Kelley, M. (2017). *Teaching Text Features to Support Comprehension and Facilitate Informational Writing*. ESI Summer Institute, UCF.

Kelley, M. (2016). *Teaching Text Features to Support Comprehension*. ESI Summer Institute, UCF.

Kelley, M. (2015). *Comprehension Shouldn't Be Silent*. Florida Literacy Coaches Association Conference, UCF.

Kelley, M. & Clausen-Grace, N. (2012). *Meeting the Challenges of the Common Core: Teaching Text Features in the Elementary School Classroom*. Seminole County Literacy Coaches, Oviedo. Florida.

Kelley, M. & Clausen-Grace, N. (2012). *Part I: Teaching with the MTF and Part II: Independent reading*. South Central Reading Council. Harrisburg, PA.

Kelley, M. & Clausen-Grace, N. (2011). *Guiding Student Through Expository Text with the Text Feature Walk*. Duvall Reading Association. Jacksonville, FL.

Kelley, M. & Clausen-Grace, N. (2011). *Differentiating independent reading and developing avid readers*. Florida Literacy Coaches Association. Orlando, FL.

Kelley, M. & Clausen-Grace, N. (Oct., 2010). *R⁵: Differentiating Independent Reading*. Keystone Reading Association Conference. Hershey, Pennsylvania.

Kelley, M. & Clausen-Grace, N. (Sept., 2010). *The Metacognitive Teaching Framework*. State of Pennsylvania, Reading First Grant Best Practices in Comprehension Institutes.

Kelley, M. & Clausen-Grace, N. (June and Aug., 2010). *The Metacognitive Teaching Framework and R⁵*. State of Pennsylvania, Reading First Grant Best Practices in Comprehension Institutes.

Kelley, M. & Clausen-Grace, N. (April, 2010). *R⁵ in Your Classroom*. Florida Association of Teacher Educators Meeting at the UCF Book Festival. Orlando, Florida.

Kelley, M. (Feb., 2010). *Differentiating Independent Reading*. Florida Reading Association Hot Topics Conference. Saint Petersburg, Florida.

Kelley, M. & Clausen-Grace, N. (Nov., 2009). *Making Thinking Visible*. Arkansas Reading Association Annual Conference. Little Rock, Arkansas.

Grants and Other Funded Projects

Funded Projects

(2017-to date): **Project Melts** (Micro-credentialing of English Learner Teaching Skills) 5 yr. Federal Grant (\$2,441,766)

My Role: Development and Implementation Team

Objective: To develop 10 online modules demonstrating research-based teaching skills that support English learners' engagement and language development that leads to the micro credentialing of pre-service educators for each of the 10 modules. My specific role is to assist with 1 of the modules related to reading assessment of English Language Learners. This will also include simulation in TeachLive to demonstrate mastery of reading assessment.

(2016-2017): **TJEEI, Implementing Intensive Intervention in Reading and Mathematics to Improve Student Learning** (\$15,000)

My Role: Consultant and Investigator

Objective- The purpose of this project is to improve the subject matter knowledge, pedagogical content knowledge, and data use in mathematics and reading used by undergraduate and graduate students to improve K-12 student learning through the implementation of intensive interventions with individual K-12 students, specifically students with disabilities (SWDs) and at risk students (ARSs). I served as a consultant on this project assisting with all phases of the project, including the implementation of the math clinic modeled after our successful reading clinic and the evaluation of the project.

(2015): Florida Department of Education, **Developing a Model Inclusive Pre-Service Educational Program** \$50,000

My Role: Development Team and Participant

Objective- To improve and enhance teacher preparation and improve teacher candidates' knowledge, skills, and dispositions to meet the academic and behavioral needs of students with exceptional needs. My specific responsibilities included, but

was not limited to involvement in the development and evaluation of the project, personal learning, and the alignment and revision of one of our reading courses required of all elementary education majors to reflect inclusive principles and understandings.

(2008-2014): **Book Trust at UCF** (\$90,000)

My Role: Development and Co-Principal Investigator

Objective- Assist Book Trust in implementation of project in Orange County Public Schools beginning August 2008. In cooperation with Lee-Anne Spalding I assisted in the design of an evaluation, longitudinal in nature, to determine the effects of participation in Book Trust on first grade students in high-needs schools. This project is tangentially connected to the Morgridge International Reading Center.

(2010-2011)): TJEEI **Establishing the “UCF Reading Clinic” to Prepare Exemplary Literacy Educators and Foster Collaboration** (\$6998)

My Role: Principal Investigator

Objective- The goal of this project is to gather data from existing university and college reading clinics and continue the pursuit of a permanent reading clinic on the UCF campus.

(2009-2010): TJEEI **Establishing the “UCF Reading Clinic” to Prepare Exemplary Literacy Educators and Foster Collaboration** (\$7,500)

My Role: Principal Investigator

Objective- The goal of this project is to gather data from existing university and college reading clinics and begin planning for a permanent reading clinic on the UCF campus beginning with a pilot during the summer of 2010.

(2007-2008): TJEEI **Developing a Cadre of Teachers Using the Metacognitive Teaching Framework (MTF)** (\$6,000) –

My Role: Principal Investigator

Objective- This research study focused on determining the effects on teacher knowledge as a result of professional development in metacognitive instruction. In addition the researcher sought to determine if a difference existed in students' levels of engagement as a result of metacognitive instruction.

(2005-2006): TJEEI **Reading Assessment and Corrective Instruction Project** (\$6,500)

My Role: Co-Principal Investigator with Dr. Zygouris-Coe

Objective- This research study examined the preparation of pre-service teachers in assessment and corrective reading instruction. This study carried implications for teacher preparation and student achievement.

Independent Research Projects

2015-to date **Pre-Service Teacher Education on Parent-Teacher Conferencing in a TeachLivE Virtual Classroom Laboratory**

My Role- Co- Investigator and Researcher-Participant

Objective- This research project has four primary objectives: 1) To examine the efficacy of pre-service teachers' (PSTs) as it pertains to conducting parent teacher conferences (PTCs) before and after participating in virtual rehearsal (i.e., practice with feedback in an immersive environment) in the TeachLivE™ laboratory related to increasing targeted parent/teacher conferencing strategies. 2) To compare the perceived self-efficacy of PSTs with observed behaviors before and after virtual rehearsals of PTCs. 3) To identify PSTs behaviors which align with suggested PTC strategies. 4) To compare the efficacy of PSTs who participate in parent/teacher conferencing virtual rehearsal to the efficacy of PSTs who do not participate in parent/teacher conferencing virtual rehearsal.

2011- to date **Employing a Reading Assessment and Intervention Service Learning Project with Pre-Service Teachers**

My Role- Co-Investigator-Participant

Objective-This project focused on designing a structured reflection assignment for students connected to the current pilot service-learning components for RED 4519. We created an assessment tool (rubric) used for the evaluation of a structured reflection assignment designed to help us determine the effectiveness of service-learning components used in RED 4519 both at public school site (a Professor in Residence Model) and an on-campus reading clinic offered in the fall and spring semesters..

2006-2007 **A Comparison of Middle and High School Avid Readers: Graphic Novels versus Traditional Texts.**

My Role: Co- Investigator and Researcher-Participant

Objective- This project sought to determine if a difference existed in the level of engagement, motivation, and strategic reading ability of middle and high school avid readers. Students self-reported as Graphic Novel readers will be compared to those identified as Traditional Literature avid readers.

2006-2007 **The Effects of a School-wide Homeroom Reading Program on Students' Motivation and Engagement.**

My Role: Principal Investigator and Researcher-Participant

Objective- This project involved evaluating the effectiveness of a homeroom reading program in a middle school. Observations were made in every homeroom. A Motivation to Read Survey was completed by every student participating and this was compared to their responses in the spring. Students identified as disengaged readers by homeroom teachers were interviewed and observed. And SRI and FCAT data was available.

2004-2007 Using Metacognition to Unlock Thinking

My Role: Principal Investigator and Researcher-Participant

Objective- This project evolved from initially an action research project on metacognition to the development of a Metacognitive Teaching Framework. I worked in a classroom once a week for three years as we developed and refined materials related to this project. We collected informal and formal data to determine effectiveness. We have presented locally and internationally on this project and had several articles and books in publication based on our outcomes.

WORKSHOPS, INSTITUTES, AND SEMINARS**Workshop Presentations****University**

Kelley, M. (2016) Text Feature Instruction to Support Students' Reading and Writing. UCF Literacy Symposium.

Kelley, M., & Clausen-Grace, N. (2014) Teaching Students to Effectively Read and Write Informational Texts. UCF Literacy Symposium.

Kelley, M. (2013) Meeting Challenges of Common Core. UCF Literacy Symposium.

Kelley, M. & others (2011). RTI Round Table. UCF Literacy Symposium.

Kelley, M. & Kaplan, J. (2011) So you want to be a writer? UCF HAPPY Hour.

Kelley, M. (2010) So you want to be a writer? UCF HAPPY Hour.

Kelley, M. (2010) We love professional organizations. UCF HAPPY Hour.

Kelley, M. & Clausen-Grace, N. (2007) Enticing kids to read. UCF Literacy Symposium.

Kelley, M. (2006) Using Think-aloud to teach questioning. UCF Literacy Symposium.

Kelley, M. (2006) Integrating Children's Literature into Content. UCF HAPPY Hour.

Kelley, M. (2006) We love professional organizations. UCF HAPPY Hour.

Kelley, M. (2005) Transforming Fake Readers. UCF Literacy Symposium.

Kelley, M. (2005) Engaging students with text. UCF HAPPY Hour.

Kelley, M. (2005) Fun with fluency. UCF HAPPY Hour.

Local

Kelley, M. (2015) Invited. Stenstrom Elementary, Oviedo, FL. Focus: Professional Learning Communities by Grade Level and Full Faculty PD in Text Feature Integration.

Kelley, M. (2013-2014) Invited. St. Charles Borromeo Elementary, Orlando, FL. Focus: Assessment and Text Feature Integration.

Kelley, M. (2012-2014) Invited. Winter Springs Elementary, Winter Springs, FL. Focus: Common Core.

Kelley, M. (2012-2013) Invited. Columbia Elementary, Orlando, FL. Focus: Common Core.

- Kelley, M.** (2011-13) Invited. Carillon Elementary, Oviedo, FL. Focus: Family Literacy.
- Kelley, M.** (2011) Invited Consultant. Carillon Elementary, Oviedo, FL. Focus: Teaching Comprehension.
- Kelley, M.** (2010) Invited Consultant. Carillon Elementary, Oviedo, FL. Focus: Teaching Comprehension.
- Kelley, M.** (2010) Invited Professional Development. Jackson Heights Middle School, Oviedo, FL. Focus: Using Textbooks Effectively in Content Areas.
- Kelley, M.** (2005) Invited Consultant. Lake Mary Elementary, Lake Mary, FL. Focus: Analyzing Data.
- Kelley, M.** (2005) Invited Consultant. Keeth Elementary, Casselberry, FL. Focus: Independent Reading.
- Kelley, M.** (2005) Invited Consultant. Carillon Elementary, Oviedo, FL. Focus: Analyzing Data.
- Kelley, M.** (2002-2004) Invited Consultant. Grand Avenue, Orlando, FL. Focus: Developing a Literacy Council.

TEACHING

Courses Taught at the University of Central Florida Graduate

2005- 2017 Various Sections
RED 6846 *Reading Practicum- On Campus Reading Clinic, Course Shepherd*

RED 6846 is designed to provide graduate students in Reading Education with evaluation and instructional practices for individualization of reading instruction in a school setting. Students are required to conduct a parent interview and produce a case report. The primary goals of this course are to provide educators with experiences and "tools" for becoming a facilitating reflective practitioner, providing corrective reading instruction, and evaluating the effectiveness of assessments, strategies, and instruction for challenged readers. Particular emphasis is placed on a) effective reading assessments, b) diagnosis and evaluation, and c) corrective instruction in reading.

RED 6845M *Advanced Evaluation and Instruction in Reading- Course Shepherd*
This course is intended for graduate students completing an advanced

degree in reading education. This course is a prerequisite for and taken as a block with RED 6846. Administration and interpretation of formal and informal evaluation strategies, instructional techniques contributing to reading achievement, case study preparation, and parent involvement are all topics addressed in this course. This is a mixed-mode course.

RED 6116M Trends in Literacy Education

This course is specifically designed for graduate students completing an advanced degree in education. The purpose of this course is to study trends in reading research and practice. Through an analysis of both current research that has direct implications for practice and limitations on what the research community can say about the reading process and the teaching of reading, educators gain a better understanding of their own practices. This is a mixed-mode course.

RED 6336 Reading in the Content Area

The primary goals of this course are to provide graduate students with strategies and "tools" for becoming a facilitating reflective practitioner, teaching reading across content areas, and helping them discover that content area learning is made richer when reading, writing, speaking, and listening are taught together. Particular emphasis is placed on:

- a) a balanced approach to reading,
- b) specific reading and comprehension strategies for content reading,
- c) the role of reflection in helping students to think critically,
- d) reading for diverse students, and
- e) the use of appropriate texts and media.

RED 7797 Theoretical Processes of Reading Comprehension

This course is designed to acquaint students with the theoretical processes related to comprehension. Factors within the reader, the teacher, the text and the task are explored, as well as the interplay between these skills and factors, all which impact comprehension. Reading comprehension assessment, format and the implications for instruction are investigated. Major issues and research related to comprehension, including effective teaching techniques are investigated.

Courses Taught at University of Central Florida Undergraduate

2005-2017 Various Sections

RED 4519 Diagnostic and Corrective Reading- Course Shepherd

This course is designed to acquaint prospective reading educators with the nature of diagnostic and corrective procedures to be used in the elementary school classroom. The over-all desired outcome is the preparation of a teacher of reading who is prepared to provide differentiated instruction for his/her students. Course content and activities will help students (1) select, understand, and use assessment instruments, both formal and informal, for purposes of student, program, and self evaluation and (2) select appropriate methods and materials that are consistent with the assessment process.

- RED 4942M *Practicum for Assessment and Instruction of Reading- Course Shepherd*
This course is designed to have pre-service teachers in a supervised setting employ the assessment tools they have learned in previous course work and design instruction based on their results. In addition the UCF student implements instruction and evaluates their effectiveness in a field-based setting. This is a mixed-mode course.

Dissertation, Thesis, Publication Mentoring, and Independent Studies

Doctoral Dissertation and Thesis Committees

Member of Committees

Alexander C. Boivin, "The Effects of Resistance Training Frequency on Muscle Hypertrophy and Strength in Healthy Trained Individuals: A Literature Review", HIM 2016, defended 2016.

Sarah Park, 2013 (member).

Jocelyn Baldrige Downs, "An Investigation of the Relationship between the use of Disciplinary Texts and Achievement on End of Course Exams in High School History Classes", Ed.D. 2013-2014 (member).

Cherie Behrens, "The Relationship between Reading Coaches' Utilization of Data Technology and Teacher Development", Ed.D. 2011- 2012 (member).

Lindsey Blackwell, "The Integration of Information and Communication Technologies in the Content Areas and Adolescent Motivation", M.Ed.- defended 2010 (member).

Sabrina Greenwell, "An Exploratory Parallel Case Study Comparing the Teaching Practices of Reading Endorsed vs. Non-Reading Endorsed Secondary English Language Arts Teachers", Ed.D., 2008-defended 2009 (member).

Chair or Co-Chair

Adam Ulenski, "Developing and Validating the Roles and Responsibilities of an Elementary Literacy Coach Self-Efficacy Instrument", Ed.D. 2016-2017 (co-chair).

Lee-Anne Spalding, "The Impact of Access to Books on the Reading Motivation and Achievement of Urban Elementary Students", Ed.D. 2011- 2012 (co-chair).

Katy Cortelyou, "Exploring the Role of Teacher Knowledge and the teaching of Beginning Reading At-Risk First Graders", Ed.D. 2011- 2012 (co-chair).

Rebecca Mordente, Honors in Major, defended Fall 2010.

Erin McCarthy, Honors in Major, defended Fall 2007.

Publication Mentoring

Shalander Samuels, EdD Student- publication

Samuels, S. (Spring, 2016). Reading Intervention Programs and Middle School Teachers' and Students' Needs. *Reading in the Middle*, 8 (1).

Adam Ulenski, EdD Student- publication

Ulenski, A. (2016). Literacy Transitions: Recommendations to Support Elementary Students as they Enter Middle School Grades. *Reading in the Middle*, 8 (1).

Independent Studies

Adam Ulenski, EdD Candidate, Fall and Summer 2016.

Loudes Smith, PhD Candidate, Summer 2014.

Jillian Gourwitz, PhD Candidate, Summer 2012.

David Riggs, PhD Candidate, Summer 2009.

Robin Smith, Summer 2006.

Program Development

During the fall of 2016 I moved a new Elementary Education Program and a new course successfully through the appropriate University committees. This program took many years of planning and the input of stakeholders in the community. Serving as the Elementary Education Coordinator from 2014-2016 I was also able to institute a consistent subcommittee structure to promote shared leadership and the participation of faculty members. I was a contributing member of a team who sought and received the Reading Endorsement from the State for our Undergraduate Elementary Education Program. I am the course shepherd for RED 4519, RED 4942 (our undergraduate reading practicum), RED 6845, and RED 6846. In addition, I worked on the Ph.D. in Reading Course Sequence and was responsible for the development of the comprehension course for this program. I completed the IDL course to teach on-line and developed one module for the reading comprehension course as well as created a modified course for RED 4942, RED 6116, and RED 6845. I have revised our syllabi related to the reading endorsement at the undergraduate and graduate level to reflect the new Reading Endorsement Competencies, specifically I have worked on RED 4519 and 4842. I have also served on the Elementary Education Leadership Team which has been charged with redesigning our Elementary Education Program which will be implemented summer 2017.

PROFESSIONAL SERVICE

Reviewer**International**

Reviewer, International Reading Association 56th Annual Conference Presentation Proposals, 2010.

Reviewer, International Literacy Association Books, 2009 to date.

National

Co-Editor of Journal, *Literacy Research and Instruction* (ALER), 2011-2017.

Reviewer, *Literacy Research and Instruction* (ALER), 2011-2017.

Reviewer, *Association of Literacy Educators and Researchers* (ALER) Annual Conference, 2015-to date.

Reviewer, *Professors of Reading Teacher Educators* (PRTE) Annual Conference, 2015.

Developmental Reviewer, Pearson Publishers, 2012.

Developmental Reviewer, Holcomb Hathaway Publishers, 2011 to date.

Reviewer, *Journal of Teacher Education* (JTE), Volume 61, 2008

Professional Materials Review *School Library Journal* -2004-2008.

State

Reviewer. Florida Reading Association (FRA), 2007-2009.

Reviewer, Florida Association for Teacher Educators (FATE), 2006.

Professional Organization Involvement**International**

Government Relations Committee, International Reading Association 2008-2010.

International Reading Association's Advocacy Award Subcommittee, 2009-2010.

Member, International Literacy Association-1990-to date.

National

Member of Publications Committee, Association of Literacy Educators and Researchers- 2011-2016.

Co-Chair of Professional Standards Committee, Association of Literacy Educators and Researchers- 2009-2012.

Membership Committee, Association of Literacy Educators and Researchers- 2008-2010.

Member, Professors of Reading Teacher Educators- 2006-to date.

Member, Content Area Reading Special Interest Group IRA- 2006-2008.

Member, National Council of Teachers of English- 2007-2008.

Member, Eastern Educational Research Association- 2006-2007.

State

Government Relations Chair, Board of Directors, Florida Reading Association 2008-2010.

Family Literacy Chair, Board of Directors, Florida Reading Association 2005-2008.

Membership Chair, Board of Directors, Florida Reading Association 2004- 2005.

Member, Florida Reading Association 1994-to date.

Member, Florida Association for Teacher Educators 2006-2008.

University of Central Florida Committees and Service

University

Faculty Senate, Vice Chair and Committee on Committees Chair, 2017-2018.

Faculty Senate University Excellence in Professional Service Award, Reviewer, 2017

Faculty Senate University Athletic Advisory Committee, 2016-2017.

Faculty Senate Committee on Committees, 2014-2015; 2016-2017.

Faculty Senate Ad Hoc Committee Reviewing SPIs, 2017.

UCF Undergraduate Curriculum & Standards Committee, 2014-2016.

UCF Commencement Committee and Emiratis Committee- 2014-2015.

Summer Conferences Faculty Center for Teaching and Learning- 2010-13; 2015-2017.

Winter Conference Faculty Center for Teaching and Learning- 2009.

Faculty Senate – 2014-2018; 2008-2010.

Academic Calendar Committee - 2006-2009.

Grant Evaluator, Office of Faculty Affairs Mentorship Grants- 2009.

College of Education and Human Performance

Faculty Fellow in Inclusion, 2015-2016.

Technology Committee, 2015-to date.

Undergraduate Admission and Retention Committee, 2012-2015.

Coyle Committee Member, 2011-2012.

RTI SIG Member, 2011-2012.

TIP Selection Committee Member, 2011; 2016.

Morgridge 21st Century Faculty Fellow, 2010-2011.

College of Education Redesign Initiative Funding- Reading Team, 2010.

Undergraduate Curriculum & Standards Committee - 2009-2011; 2013-2015.

Graduate Curriculum & Standards Committee - 2007-2009.

Library Materials Committee - 2005-2006.

School of Teaching, Learning, and Leadership

Elementary Education Program Recruitment Sub Committee, 2016 to date.

Elementary Education Program Communications Sub Committee, 2015 to date.

Elementary Education Program Assessment Sub Committee, 2012 to date.

Member, Reading Instructor Search Committees, 2014, 2015, 2017.

Member, Elementary Education Council, 2013-to date.

Elementary Education Program Coordinator, 2014-2016.

Member, Professional Development Schools Governance Council & Consortium, 2014 to date.

Member, Partners in Elementary Education (PIEE), 2010 to date.

Member, Dissertation Committee- Jocelyn Baldrige Downs, 2013-2014.

Co-Chair, Dissertation Committee- Lee-Anne Spalding, 2012.

Member, Dissertation Committee- Cherie Behrens, 2011-2012.

Co-Chair, Dissertation Committee- Katy Cortelyou, 2011-2012.

Chair, Honors in Major- Rebecca Mordente, 2010.

Member, Honors in Major- Lia Gregory, 2009.

Member, Dissertation Committee- Sabrina Greenwell, 2008-2009.

Course Shepherd (RED 4519, 4942, and 6845) to faculty and adjunct faculty, 2007 to date.

Chair, Honors in Major- Erin McCarthy, 2007.

Mentor, Lead Scholar- Sarah Compher, Fall 2006.

Chair, Elementary Education Visiting Instructor Search Committee, 2009.

Advisor-Undergraduate and Graduate Students 2005-2007.

Proctor-Masters Exams, 2006.

Evaluator-Masters Exams, 2005; 2006; 2008-to date.

Member, KnightEd Talks (formerly HAPPY Hour) Committee, 2005 to date.

KnightEd Talks (formerly HAPPY Hour) Scholarship Selection Committee, 2010 to date.

Member, Elementary Education Instructor Search Committees, 2009, 2011, 2012, 2013, 2015.

Member, Elementary Education Assistant/Associate Professor Search Committee, 2010-2011.

Member, Secondary Social Studies Education Search Committee, 2006.

Member, Social Studies Search Committee, 2004.

Selected Examples of Service to Community

Professor in Residence, Evans Elementary, 2017

Professor in Residence, Stenstrom Elementary, 2014-2016

Professor in Residence, Carillon Elementary, 2011-2014

Member, Urban Institute Team (OCPS), 2007.

Member, Jackson Heights Middle School Literacy Council, 2006-2009.