

CURRICULUM VITAE

VASSILIKI (“VICKY”) I. ZYGOURIS-COE

University of Central Florida

School of Teacher Education

College of Community Innovation and Education

Orlando, FL 32816-1250

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UCF CCIE Faculty Profile: <https://ccie.ucf.edu/profile/?smid=2887>

EDUCATIONAL BACKGROUND

Doctor of Philosophy, December 1997
University of Florida, Gainesville, Florida
Major: Curriculum and Instruction

Master of Education (Thesis), September 1984
University of London, London, England
Major: Psychology of Education
Minor: Sociology of Education

Diploma in Education (D.Ed.), September 1983
University of London, London, England
Major: Psychology of Education
Minor: Sociology of Education

Bachelor of Education, June 1982
Arsakios College, Athens, Greece
Major: Elementary Education (Certification in Grades 1-6)

ACADEMIC POSITIONS

Professor (with Tenure)

(2013-present)

- *Summer 2019-Summer 2021:*
Associate Director,
School of Teacher Education
- *Fall 2019-Spring 2020: Secondary*
Education Program Coordinator
- *Fall 2018-present: Affiliate Faculty,*
UCF Learning Science Faculty Cluster

University of Central Florida
School of Teacher Education
College of Community Innovation &
Education
Orlando, FL 32816-1250

Sample responsibilities include teaching graduate level courses; developing courses and coordinating the Ph.D. in Reading Education track; co-developing courses for the Ed.D. program; collaborating on university- and college-wide initiatives; contributing to graduate and undergraduate program development; overseeing adjunct instructors for five graduate courses; mentoring junior faculty; revising promotion & tenure standards at the college and unit levels; advising undergraduate, graduate, and doctorate degree students; advising minority undergraduate level students; serving as dissertation chair; serving on thesis committees; maintaining active research agenda and scholarly publications; securing external funding; collaborating in interdisciplinary large external funding projects; serving as editor for a national journal and associate editor for two state journals; and, participating in professional, university, college, school, and programmatic related service.

Associate Professor (with Tenure)
(2005-2012)

University of Central Florida
School of Teaching, Learning, and
Leadership,
College of Education and Human
Performance,
Orlando, Florida 32816-1250

Responsibilities included teaching undergraduate and graduate level courses; coordinating the Ph.D. in reading education track; functioning as principal investigator and director of a large-scale statewide project; overseeing adjunct instructors for three graduate courses; advising undergraduate, graduate, and doctorate degree students; advising minority undergraduate level students; serving as dissertation chair; serving on thesis committees; maintaining active research agenda and scholarly publications; securing external funding; serving as editor for a national journal and associate editor for two state journals; functioning as research coordinator and fellow for a statewide project; developer of a large college-wide literacy conference; and, participating in professional, university, college, school, and programmatic related service.

Assistant Professor (tenure-earning)
(2000-2005)

University of Central Florida
School of Teaching, Learning, and
Leadership
College of Education,
Orlando, Florida 32816-1250

Responsibilities included teaching undergraduate and graduate level courses; functioning as principal investigator and director of a large-scale statewide project; overseeing adjunct instructors for one undergraduate and one graduate course; advising undergraduate, graduate, and doctorate degree students; serving as dissertation chair; maintaining active research agenda and scholarly publications; securing external funding; functioning as research coordinator and fellow for a statewide project; developer of a large college-wide literacy conference; and, participating in professional, university, college, school, and programmatic related service.

Visiting Assistant Professor

University of Central Florida

(1999-2000)

School of Teaching, Learning, and
Leadership
College of Education,
Orlando, Florida 32816-1250

Responsibilities included teaching undergraduate and graduate level courses; supervisor of elementary education student field experiences; and, participating in professional, college, school, and programmatic related service.

Visiting Assistant Professor
(1997-1999)

University of Florida
School of Teaching and Learning
College of Education, 140 Norman Hall,
Gainesville, FL 32611

Responsibilities included teaching undergraduate and graduate level courses; supervisor of elementary education student field experiences; co-developer of a large action research conference for Master's level students; and, participating in professional, college, school, and programmatic related service.

Graduate Teaching Assistant
(1993-1997)

University of Florida
School of Teaching and Learning
College of Education, 140 Norman Hall,
Gainesville, FL 32611

Responsibilities included teaching undergraduate level courses; instructor; supervisor of elementary education student field experiences; and, participating in professional, college, school, and programmatic related service.

Faculty Associate
(1990-1993)

The Johns Hopkins University
School of Education
3400 N. Charles Street
Baltimore, MD 21218

Responsibilities included teaching graduate (M.A.T.) level courses and participating in professional, college, school, and programmatic related service.

Research Coordinator
(1989-1991)

The Johns Hopkins University
Department of Epidemiology & Public
Health (currently: Johns Hopkins
Bloomberg School of Public Health
Department of Epidemiology)
615 North Wolfe Street, W6508
Baltimore, Maryland 21205

Responsibilities included research; functioning as research coordinator for a longitudinal developmental research study ("Baltimore, What's Happening") that focused on identifying at-risk factors for teenage dropout, pregnancy, and other at-risk behaviors; administering clinical interviews with minors and their parents, testing participants, assisting in the development of research instruments, training and supervising interviewers; collecting and analyzing data; and, acting as liaison between JHU and participating families/subjects.

Adjunct Instructor
(Jan. 1989-Aug. 1989)

College of Notre Dame
(currently: Notre Dame of Maryland
University)
Department of Psychology
4701 North Charles Street
Baltimore, Maryland 21210

Responsibilities included teaching graduate level courses and participating in professional related service.

Senior Lecturer
(1989-1992)

Towson State University
(currently: Towson University)
8000 York Road
Towson, Maryland 21252-0001

Responsibilities included teaching undergraduate and graduate level courses; developing core bibliography for educational psychology courses for NCATE Review; supervising elementary and secondary education student teaching interns; supervising PEACE CORPS interns in the M.A. program; and, participating in professional, college, and programmatic related service.

Graduate Seminar Leader
(1984-1987)

The University of London
Institute of Education
Department of Child Development,
Educational Psychology, & Special Needs
20 Bedford Way
London WC1H 0AL, UK

Responsibilities included teaching graduate level seminars and assisting in development of graduate seminars in language and literacy, educational psychology, human growth and development, and special education; and, participating in professional, college, and programmatic related service.

EDUCATIONAL EXPERIENCE

August 2013-present

Professor of Reading Education in the School of Teacher Education, College of Community Innovation and Education, University of Central Florida

August 2005-2012

Associate Professor of Reading Education in the School of Teaching, Learning, and Leadership, College of Education and Human Performance, University of Central Florida
Principal Investigator & Developer of State-wide Literacy Program(s)

August 2000-July 2005

Assistant Professor of Reading Education in the Department of Teaching & Learning Principles, College of Education, University of Central Florida

	Principal Investigator & Developer of State-wide Literacy Program(s)
August 1999-July 2000	Visiting Assistant Professor of Reading Education in the Department of Teaching & Learning Principles, College of Education, University of Central Florida
August 2000-July 2007	Research Coordinator for the Florida Literacy and Reading Excellence (FLaRE) Center at the University of Central Florida
August 1997-July 1999	Visiting Assistant Professor of Curriculum and Instruction in the School of Teaching & Learning, College of Education, University of Florida
August 1993-July 1997	Instructor and Field Experiences Supervisor in the School of Teaching & Learning, College of Education, University of Florida
August 1990-July 1993	Faculty Associate in the Department of Education, The Johns Hopkins University
August 1989-August 1991	Research Coordinator in the Department of Epidemiology and Public Health, The Johns Hopkins University
August 1989-August 1992	Senior Lecturer and Field Experiences Supervisor in the Department of Education & Psychology, Towson State University
January 1989-August 1989	Adjunct Instructor in the Psychology Department, College of Notre Dame, (currently: Notre Dame University of Maryland)
September 1984-May 1987	Graduate Seminar Leader in the Department of Child Development, Educational Psychology, & Special Needs at the Institute of Education, University of London

PROFESSIONAL LICENSURE & CERTIFICATIONS

General Elementary Education (1-6), Greece
 ESOL Endorsement (60-hour in-service training), Florida

HONORS, AWARDS, AND RECOGNITION

2023

- **Co-Principal Investigator** (Ceballos, M., Mihai. F., Nutta, J., & **Zygouris-Coe, V.**) (2022-2027). US DOE OELA: *English-Learner Infused Training and Experience (ELITE) Program for Early and Primary Learning Educators* (\$2.6 million).
- **Co-Principal Investigator** (Gao, S., **Zygouris-Coe, V.**, Bai, H., & Nutta, J.) (2020-2023). NSF IUSE: *Intersection of Science, Second Language, and Literacy Acquisition (ISSLLA): A Practice-Based, Interdisciplinary Teacher Preparation Program* (\$300,000.00).
- **Invited**, Advisory Board Member, **NSF BCSEER: IID: Probing at the Interpretation, Implementation and Assessment of Information Literacy in Science Education Classroom by K-12 Teachers in the United States** (Grant total: \$341,230.00).
- **Invited**, Reviewer of the **International Reading Association (IRA) National Programs of Distinction** (M.Ed. programs for the preparation of literacy professionals).
- **Invited** (among 25 national literacy leaders) to participate in the **2023 What's Hot in Literacy Survey**, Association of Literacy Educators and Researchers (ALER).
- **Received Online Quality Designation** of the FL State University System (SUS) for two new and fully online graduate level courses: RED 6336: Content Area and Disciplinary Literacy, RED 6337: Reading in Secondary School.
- **Quality Designation for Online Courses** within the FL State University System (SUS) by the *Center for Distributed Learning at UCF* for 2 courses: RED 6336: Content Area and Disciplinary Literacy, RED 6337: Reading in Secondary School.

2022

- **Co-Principal Investigator** (Ceballos, M., Mihai. F., Nutta, J., & **Zygouris-Coe, V.**) (2022-2027). US DOE OELA: *English-Learner Infused Training and Experience (ELITE) Program for Early and Primary Learning Educators* (\$2.6 million).
- **Co-Principal Investigator** (Gao, S., **Zygouris-Coe, V.**, Bai, H., & Nutta, J.) (2020-2023). NSF IUSE: *Intersection of Science, Second Language, and Literacy Acquisition (ISSLLA): A Practice-Based, Interdisciplinary Teacher Preparation Program* (\$300,000.00).
- **Invited**, Advisory Board Member, **NSF BCSEER: IID: Probing at the Interpretation, Implementation and Assessment of Information Literacy in Science Education Classroom by K-12 Teachers in the United States** (Grant total: \$341,230.00)
- **Invited**, Reading Standing Committee, Member, **National Assessment of Educational Progress (NAEP) 2026 Reading Assessment Framework**, a prestigious group of literacy scholars and ETS, to provide leadership into the new national assessment of reading progress of students in grades 4, 8, 12.

- **Invited**, Reviewer Lead of the **International Reading Association (ILA) National Programs of Distinction** (M.Ed. programs for the preparation of literacy professionals).
- **Invited** (among 25 national literacy leaders) to participate in the **2022 What's Hot in Literacy Survey**, Association of Literacy Educators and Researchers (ALER).

2021

- **Co-Principal Investigator** (Gao, S., Zygouris-Coe, V., Bai, H., & Nutta, J.) (2020-2023). NSF IUSE: *Intersection of Science, Second Language, and Literacy Acquisition (ISSLLA): A Practice-Based, Interdisciplinary Teacher Preparation Program* (\$300,000.00).
- **Invited**, Reading Standing Committee, Member, **National Assessment of Educational Progress (NAEP) 2026 Reading Assessment Framework**, a prestigious group of literacy scholars and ETS, to provide leadership into the new national assessment of reading progress of students in grades 4, 8, 12.
- **Invited**, Reviewer Lead of the **International Reading Association (ILA) National Programs of Distinction** (M.Ed. programs for the preparation of literacy professionals).
- **Invited** (among 25 national literacy leaders) to participate in the **2021 What's Hot in Literacy Survey**, Association of Literacy Educators and Researchers (ALER).
- **Received the UCF Digital Learning Course Redesign Initiative (DL CRI) Extension** (\$4,500.00—Summer 2021 through Spring 2022) for Master's in Reading Education program development.

2020

- **Co-Principal Investigator** (Gao, S., Zygouris-Coe, V., Bai, H., & Nutta, J.) (2020-2023). NSF IUSE: *Intersection of Science, Second Language, and Literacy Acquisition (ISSLLA): A Practice-Based, Interdisciplinary Teacher Preparation Program* (\$300,000.00).
- The Brenda S. Townsend **Service Legacy Award** for leadership and service to the American Reading Forum (ARF) National Literacy Professional Organization.
- **Research Mentoring Award**, Office of Research, University of central Florida. (\$3,000.00)
- 2019-2020 **Faculty Research Dissemination and Travel Grant**, University of Central Florida, College of Community Innovation & Education (\$1,000.00).
- **Invited** as Reviewer Lead of the **International Reading Association (ILA) National Programs of Distinction** (M.Ed. programs for the preparation of literacy professionals).
- **Invited** (among 500 National Researchers) to participate in the **National Survey of Evidence in Education**. (Research4Schools, National Funded Project, University of Delaware).

- **Invited** (among 25 national literacy leaders) to participate in the *2020 What's Hot in Literacy Survey*, Association of Literacy Educators and Researchers (ALER).

2019-2020

- **Co-Principal Investigator** (Strawser, M., & Zygouris-Coe, V.). *Research to Practice Communications and Community Engagement Plan*. UCF Downtown Interdisciplinary Research Initiative (DIRI) (\$7,000.00).
- **National recognition**, featured article related to receiving the 2018 Albert J. Mazurkiewicz Award, *Awards are Products of Teamwork*, In A. Babino, N. Cossa, J.J. Araujo, & R.D.Johnson (Eds.), *Educating for a Just Society: The 41st Association of Literacy Educators and Researchers Yearbook* (pp. 99-100). Louisville, KY: Association of Literacy Educators and Researchers.
- **National recognition**, featured, historical, article related to receiving the 2018 Albert J. Mazurkiewicz Award and literacy leadership, in McClanahan, B. J., Lisenbee, P. S., Linek, W., M., & Jampole, E. (2019). *Ten-Year Retrospective of the Association of Literacy Educators and Researchers (2008-2018)* (pp. 348-363).
- **Research Mentoring Award**, Office of Research, University of Central Florida. (\$3,000.00)
- **Invited** (among 25 national literacy leaders) to participate in the *2019 What's Hot in Literacy Survey*, Association of Literacy Educators and Researchers (ALER).
- **Invited Grant Faculty** for Development of Professional Development for Elementary Teacher Leaders on Literacy for K-5 Gifted and underserved low-income English Language Learners. Project: *ELEVATE (English Learner Excellence eVolving through Advanced Teacher Education)* funded by Jacob K. Javits USDOE.

2018

- **The Albert J. Mazurkiewicz Award, Association of Literacy Educators & Researchers (ALER)**. A national award for significant contributions to ALER to acknowledge special services and/or significant contributions to the progress and growth of the ALER Association by personal example and leadership.
- **Excellence in Graduate Teaching Award, College of Community Innovation and Education, University of Central Florida**. The Excellence in Graduate Teaching Award recognizes outstanding graduate teaching at the University of Central Florida.

- **Invited Program Reviewer** (2018-present) by the International Literacy Association, National Recognition for the Preparation of Specialized Literacy Professionals Program.
- **Invited** (among 25 national literacy leaders) to participate in the *2018 What's Hot in Literacy Survey*, Association of Literacy Educators and Researchers (ALER).
- **Invited Grant Faculty** for Development of Professional Development for Elementary Teacher Leaders on Literacy for K-5 Gifted and underserved low-income English Language Learners. Project: *ELEVATE (English Learner Excellence eVolving through Advanced Teacher Education)* funded by *Jacob K. Javits USDOE*.

2017

- **Scholarship of Teaching and Learning Award (SoTL), University of Central Florida.** The Scholarship of Teaching and Learning Award recognizes outstanding teaching and scholarship at the University of Central Florida.
- **The Schell Award for Innovative Writing Instruction in the Disciplines, University of Central Florida.** This award is given annually to one faculty member who has demonstrated commitment to and success in improving student learning through theoretically and pedagogically sound discipline-specific writing instruction in his or her courses.
- **Co-Principal Investigator (Gao, S., & Zygoris-Coe, V.) (2017-2018).** *Learning to Teach Science to all Students: Integrating literacy in science teaching through an elementary science methods course.* Brinson Foundation (\$3,500.00).
- **Invited Grant Faculty** for Development of Professional Development for Elementary Teacher Leaders on Literacy for K-5 Gifted and underserved low-income English Language Learners. Project: *ELEVATE (English Learner Excellence eVolving through Advanced Teacher Education)* funded by *Jacob K. Javits USDOE*.

2016

- **Excellence in Professional Service Award, College of Education and Human Performance, University of Central Florida.** The Excellence in Professional Service Award recognizes outstanding service to the field, college, and university levels at the University of Central Florida.
- **Induction into the Scroll & Quill Society, University of Central Florida.** This society is based on two prestigious faculty clubs established in the 1980s to honor faculty members who brought recognition to the university through: (a) The Quill, to recognize authored books and (b) The Scroll, to recognize significant and sustained peer reviewed publications in national and international journals.

- **Principal Investigator** *Identifying Characteristics and Practices of Inspirational K-12 Teachers in Florida*. T. Denny Sanford (\$5,000.00).
- **Invited Grant Faculty** for Development of Professional Development for Elementary Teacher Leaders on Literacy for K-5 Gifted and underserved low-income English Language Learners. Project: *ELEVATE (English Learner Excellence eVolving through Advanced Teacher Education)* funded by Jacob K. Javits USDOE.

2015

- **Teaching Incentive Program Award, College of Education, University of Central Florida**. The Teaching Incentive Program Award recognizes outstanding undergraduate and graduate teaching and program contributions at the University of Central Florida.

2014

- **Principal Investigator (Zygouris-Coe, V., Smith, L., deNoyelles, A., & Braible, J.)** (2014). *Improving Graduate Students' Digital Literacy Skills through Flipboard*. Grant awarded by the UCF Information Fluency office (\$1,000.00).
- **Nominee for the UCF Doctorate Student Mentoring Award**. This award recognizes faculty for their mentorship of doctorate students at the University of Central Florida.

2012

- **Scholarship of Teaching and Learning Award, University of Central Florida**. The Scholarship of Teaching and Learning Award recognizes outstanding teaching and scholarship at the University of Central Florida.
- **Principal Investigator (Zygouris-Coe, V., & Cardullo, V.*, & Wilson, N.)** (2012-2013). The University of Central Florida Toni Jennings Exceptional Education Institute Special Initiative Award—Comprehension of Digital-Based Text: *Exploring the Transference of Effective Reading Strategies from Print-Based Text to Digital-Based Text* (\$4,329.00).

2011

- **Distinguished Researcher Award, College of Education, University of Central Florida**. The Distinguished Researcher Award recognizes outstanding research at the University of Central Florida.
- **Mary L. Collins Award for Excellence in Teacher Education 2011**. This Award for Excellence in Teacher Education is designed to recognize significant and substantial contribution to teacher education in Florida by the Florida Association of Teacher Educators.

- **Faculty Fellow, Morgridge International Reading Center, University of Central Florida.** The MIRC Faculty Fellows are distinguished faculty selected to assist the international center in its literacy mission and goals.
- **Faculty Fellow, Florida Literacy and International Reading (FLaIR) Faculty Fellow, University of Central Florida.** As partners with the Morgridge International Reading Center, the FLaRE Faculty Fellows serve as a catalyst for research and a conduit for information to improve pre-K–20 instruction at a state, national, and international level.
- **Nominee for the UCF Doctorate Student Mentoring Award.** This award recognizes faculty for their mentorship of doctorate students at the University of Central Florida.
- **Co-Principal Investigator (Swan, B., & Zygouris-Coe, V.) (2011-2013).** Grant on *College and Career Readiness*. USDOE FIPSE grant with Trident Technical College (TTC) in South Carolina. (The grant is in the amount of \$750, 000.00 with an evaluation and consultation in course development sub-contract for \$40,000.00).

2010

- **Award for Innovative Excellence in Teaching, Learning, and Technology, The International Conference on Teaching & Learning.** The Award for Innovative Excellence in Teaching, Learning, and Technology celebrates the contributions of experienced full-time faculty who have contributed in the most highly creative ways to teaching, learning, and technology.
- **Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$850,000.00).
- **Faculty Fellow, Morgridge International Reading Center, University of Central Florida.** The MIRC Faculty Fellows are distinguished faculty selected to assist the international center in its literacy mission and goals.
- **Nominee** for the UCF Doctorate Student Mentoring Award. This award recognizes faculty for their mentorship of doctorate students at the University of Central Florida.

2009

- **Research Millionaire Club Award, University of Central Florida.** The Research Millionaire Club Award is awarded to faculty members who have earned over a million dollars in funded research.
- **Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$850,000.00).

- **Faculty Fellow** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Faculty Fellows are distinguished faculty appointed to support the center's statewide research and K-20 mission and goals.

2008

- **Excellence in Professional Service Award, College of Education, University of Central Florida.** The Excellence in Professional Service Award recognizes outstanding service to the field, college, and university levels at the University of Central Florida.
- **Research Millionaire Club Award, University of Central Florida.** The Research Millionaire Club Award is awarded to faculty members who have earned over a million dollars in funded research.
- **Women of Prominence Award: Women Making History Award, University of Central Florida.** The Women of Prominence Award recognizes women faculty whose research and scholarship is making history at the University of Central Florida.
- **Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$850,000.00).
- **State (and UCF) Representative for the National Reading First Higher Education Consortium.** Faculties from around the nation were invited (and recommended by the state's department of education) to join this national think tank and develop curriculum and research in reading teacher education.
- **Faculty Fellow** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Faculty Fellows are distinguished faculty appointed to support the center's statewide research and K-20 mission and goals.

2007

- **Distinguished Researcher Award, College of Education, University of Central Florida.** The Distinguished Researcher Award recognizes outstanding research at the University of Central Florida.
- **Research Millionaire Club Award, University of Central Florida.** The Research Millionaire Club Award is awarded to faculty members who have earned over a million dollars in funded research.
- **Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$1,000,000.00).

- **State (and UCF) Representative for the National Reading First Higher Education Consortium.** Faculty from around the nation were invited (and recommended by the state's department of education) to join this national think-tank and develop curriculum and research in reading teacher education.
- **Research Coordinator** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Research Coordinator is a recognition given to a faculty member who coordinated research efforts and products for the FLaRE Center at the University of Central Florida.
- **Faculty Fellow** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Faculty Fellows are distinguished faculty appointed to support the center's statewide research and K-20 mission and goals.

2006

- **Scholarship of Teaching and Learning Award, University of Central Florida.** The Scholarship of Teaching and Learning Award recognizes outstanding teaching and scholarship at the University of Central Florida.
- **Excellence Award for Curriculum Development, The Florida Association for Supervision and Curriculum Development.** This Excellence Award recognizes college professors in the state of Florida who have made outstanding contributions to quality educational practices that enhance the growth and development of all educators and students.
- **Research Millionaire Club Award, University of Central Florida.** The Research Millionaire Club Award is awarded to faculty members who have earned over a million dollars in funded research.
- **Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$1,000,000.00).
- **Research Coordinator** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Research Coordinator is a recognition given to a faculty member who coordinated research efforts and products for the FLaRE Center at the University of Central Florida.
- **Faculty Fellow** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Faculty Fellows are distinguished faculty appointed to support the center's statewide research and K-20 mission and goals.

2005

- **Teaching Incentive Program Award, College of Education, University of Central Florida.** The Teaching Incentive Program Award recognizes outstanding

undergraduate and graduate teaching and program contributions at the University of Central Florida.

- **Research Millionaire Club Award, University of Central Florida.** The Research Millionaire Club Award is awarded to faculty members who have earned over a million dollars in funded research.
- **Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$1,000,000.00)
- **Co-Principal Investigator** for the Toni Jennings Exceptional Education Institute Reading Preparing Qualified Teachers in Reading: Focus in reading assessment grant (\$6,500.00).
- **Co-Principal Investigator** for the AT & T Literacy Support for Underprivileged Students literacy grant (\$2,000.00)
- **Research Coordinator** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Research Coordinator is a recognition given to a faculty member who coordinated research efforts and products for the FLaRE Center at the University of Central Florida.
- **Faculty Fellow** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Faculty Fellows are distinguished faculty appointed to support the center's statewide research and K-20 mission and goals.

2004

- **Research Initiative Award, College of Education, University of Central Florida.** The Research Initiative Award recognizes outstanding research accomplishments at the University of Central Florida.
- **Excellence Award for Curriculum Development, The Florida Association for Supervision and Curriculum Development.** This Excellence Award recognizes college professors in the state of Florida who have made outstanding contributions to quality educational practices that enhance the growth and development of all educators and students.
- **Research Millionaire Club Award, University of Central Florida.** The Research Millionaire Club Award is awarded to faculty members who have earned over a million dollars in funded research.
- **Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$ 1,000,000.000).

- **Principal Investigator** for the Teacher Knowledge, Instructional Practice, and Student Performance grant, awarded by the Florida State University, Learning Systems Institute (\$152, 952).
- **Principal Investigator** for the Toni Jennings Interdisciplinary Reading and Assessment Reading Clinic grant (\$6,500.00), awarded by the Toni Jennings Exceptional Education Institute at the University of Central Florida.
- **Research Coordinator** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Research Coordinator is a recognition given to a faculty member who coordinated research efforts and products for the FLaRE Center at the University of Central Florida.
- **Faculty Fellow** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Faculty Fellows are distinguished faculty appointed to support the center's statewide research and K-20 mission and goals.
- **Nominee** for the Orlando Sentinel *Women of Magic* Award. The Award recognizes women who have made significant contributions to their community.

2003

- **Orange County Reading Council Service Award** for commitment to literacy learning and development (March 2003). The Orange County Reading Council Award recognizes an educator for his/her contributions to the field of literacy.
- **Busy Educator Award** for the Florida Online Reading Professional Development (FOR-PD) Project (October 2003). The Busy Educator Award is given to websites (i.e., the FOR-PD Project Website), which benefit Busy Educators.
- **Millionaire's Club Award, University of Central Florida.** The Research Millionaire Club Award is awarded to faculty members who have earned over a million dollars in funded research.
- **Co-Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (\$ 1,990,974.00) (2002-2003).
- **Research Coordinator** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Research Coordinator is a recognition given to a faculty member who coordinated research efforts and products for the FLaRE Center at the University of Central Florida.

2001-2002

- **Co-Principal Investigator** for the Florida Reading Online Professional Development (FOR-PD) FLDOE Grant (2002-2003) (\$1,990,974.00).

- **Research Coordinator** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Research Coordinator is a recognition given to a faculty member who coordinated research efforts and products for the FLaRE Center at the University of Central Florida.

1999-2000

- **Young Researcher Award by the International Journal of Qualitative Studies in Education.** Article: *Action Research: A Situated Perspective* (2000). The Young Researcher Award recognizes a young researcher's scholarship by the International Journal of Qualitative Studies.
- **Research Coordinator** for The Florida Literacy and Reading Excellence (FLaRE) Center, University of Central Florida. The FLaRE Research Coordinator is a recognition given to a faculty member who coordinated research efforts and products for the FLaRE Center at the University of Central Florida.
- **Ph.D. Dissertation was selected by The University of Florida (1999), Office of News and Public Affairs as an innovative study.** An interview about my study was released at the state and throughout the nation via newspapers and radio announcements. (See <http://news.ufl.edu/1999/01/21/body-language/>)

Academic Scholarships

- | | |
|-----------|--|
| 1984-1986 | Academic Scholarship for Postgraduate Studies, Alexandros S. Onasis Public Benefit Foundation, Greece. |
| 1982-1984 | Academic Scholarship for Undergraduate Achievement, Hellenic State Scholarship Foundation, Greece. |
| 1981-1982 | Outstanding Achievement and Performance Award, Arsakios Teachers' College, Greece. |

RESEARCH AND SCHOLARLY ACTIVITIES

Research Interests & Focus

- Literacy Education and K-12 Teacher Preparation and Development
- Disciplinary Literacy (Grades 6-12)
- Digital Literacies, Online Learning/Online Teacher Professional Development

Dissertation

Zygouris-Coe, V. (1997). *Students' interpretations of teacher evaluations in two fourth-grade language arts classrooms.* (Doctoral dissertation, University of Florida, 1997). (UMI No. 9824186).

Books

*Current or Past Graduate Student

Zygouris-Coe, V., & Woodhall, C.* (Book was in publishing stage during Summer 2021. Publisher officially informed us on March 2, 2022, that they would not move forward with the book publication due to budget cuts.). *Disciplinary literacy strategies that support science learning in grades 7-12.* Arlington, VA: National Science Teachers Association (NSTA) Press.

Zygouris-Coe, V. (2015). *Teaching discipline-specific strategies in grades 6-12: Preparing students for college, career, and workforce demands.* New York, NY: Routledge.

Zygouris-Coe, V. (1996). Study Guide for McCown, Driscoll, & Roop: *Educational psychology: A learning-centered approach to classroom practice* (2nd Ed.). Upper Saddle River, NJ: Allyn & Bacon.

Books Chapters (Refereed & Invited)

*Current or Past Graduate Student **Invited

**Invited

Zygouris-Coe, V. (June, 2022). Developing literacy knowledge through active learning in an online graduate-level course. In J. Keengwee (Ed.), *Handbook of Research on Active Learning and Student Engagement in Higher Education* (pp. 174-202). Hersey, PA: IGI Global.

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**Invited

Gao, S., & **Zygouris-Coe, V.** (2021). Preparing secondary science teachers to teach all students, including English language learners, for success in the 21st century. In M. Attwater (Ed.), *International Handbook of Research on Multicultural Science Education*, (pp. 1-26), New York, NY: Springer.

https://link.springer.com/content/pdf/10.1007%2F978-3-030-37743-4_40-2.pdf

Brock, C., **Zygouris-Coe, V.**, Hayden, A., Montgomery, J., Kniss, L., & Muir, K. (2021). Literacy and the disciplines. In S.A. Parson, & M. Vaughn (Eds.), *Principles of Effective Literacy Instruction, K-5* (pp. 181-200). New York, NY: Guilford Press.

Van Allen, J.*, & **Zygouris-Coe, V.** (2020). Preparing teachers to integrate digital tools that support students' online research and comprehension skills. In S. Keengwe & G.

Onchwari (Eds.). *Handbook of Research on Literacy and Digital Technology Integration in Teacher Education*. (pp. 30-47). Hersey, PA: IGI Global.

Smith, L.*, & **Zygoris-Coe, V.** (2019). Theoretical and practical concerns regarding digital texts in literacy instruction. In Sullivan, P. M., Lantz, J. L., & Sullivan, B.A. (Eds.). *Handbook of Research on Integrating Digital Technology with Literacy Pedagogies*. (pp. 53-72). Hersey, PA: IGI Global.

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Cardullo, V.*, **Zygoris-Coe, V.**, & Wilson, N. S. (2015). The benefits and challenges of mobile learning and ubiquitous technologies. In Keengwe, J. (Ed.). *Promoting active learning through the integration of mobile and ubiquitous technologies* (pp. 1-24). Hersey, PA: IGI Global.

Zygoris-Coe, V. (2013). Promoting collaborative learning in online teacher education. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 145-166). Hersey, PA: IGI Global.

Zygoris-Coe, V. (2013). A model for online instructor training, support, and professional development. In L. Kyei-Blankson & S. Keengwe (Eds.), *Virtual mentoring for teachers: Online professional development practices* (pp. 97-121). Hersey, PA: IGI Global.

Wilson, N., **Zygoris-Coe, V.**, Cardullo, V.*, & Fong, J. (2013). Pedagogical frameworks of e-reader technologies in education. In S. Keengwe, (Ed), *Pedagogical applications and social effects of mobile technology integration* (pp. 1-24). Hersey, PA: IGI Global.

Zygoris-Coe, V. (2012). Infusing EL content into category 3+ courses: Developing and implementing curriculum, instruction, and assessment for language arts and literacy: Developmental reading. In J.W. Nutta, K. Mokhtari, & C. Strebel (Eds.), *Preparing*

every teacher to reach English language learners: A practical guide for teacher educators (pp. 213-226). Cambridge, MA: Harvard Education Press.

Zygouris-Coe, V., & Swan, B. (2010). Challenges of online teacher professional development communities: A statewide case study in the United States. In J. O. Lindberg, & A. D. Olofsson (Eds.), *Online learning communities and teacher professional development: methods for improved education delivery* (pp. 114-133). Hersey, PA: IGI Global.

Zygouris-Coe, V. (2009). Reading development in first language. In A. E. Brice and R. G. Brice (Eds.), *Language development in monolingual and bilingual acquisition* (pp. 222-264). Columbus, OH: Pearson Merrill Prentice Hall.

Blair, T. R., & **Zygouris-Coe, V.** (2003). Balanced literacy: Research-Based Practice for Student (pp. 125-132), *Other Ways of Seeing: Diversity in Language and Literacy. European Conference on Reading Yearbook, Vol. II.* Reading Association of Ireland. Dublin: Ireland.

Zygouris-Coe, V., & Blair, T. R. (2001). *Balanced literacy programs in the elementary schools.* In B. Cope & M. Kalantzis (Eds.), *Learning for the future: Proceedings of the Learning Conference 2001.* Common Ground Publishing Pty Ltd. Melbourne: Australia.

PEER-REVIEWED BOOK CHAPTERS

The Florida Department of Education, faculty from Barry University, Florida Atlantic University, Florida International University, Nova Southeastern University, University of Central Florida, University of Florida, and University of West Florida, and school district literacy experts reviewed the following chapters on an annual basis (2003-2010). They were used to provide training for 43,433 preK-12 educators who participated in the statewide Florida Online Reading Professional Development (FOR-PD) literacy program; to date, the program is still being utilized by FL school districts.

Zygouris-Coe, V. (Summer, 2010). *Introduction to developmental reading* (10th ed.) (Chapter 1, pp. 1-30). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygouris-Coe, V., & Very-Sidoran, L. (Summer, 2010). *Reading and learning to read* (10th ed.) (Chapter 2, pp. 31-56). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygouris-Coe, V., & Very-Sidoran, L. (Summer, 2010). *Exemplary reading instruction* (10th ed.) (Chapter 3, pp. 57-82). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Fine, J., Miller, L., & Very-Sidoran, L. (Summer, 2010). *Language and Print-Rich Environments* (10th ed.) (Chapter 4, pp. 83-113). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Henry, A., Kerr, K., Phillips, C., Robles-de Mendez, W., & Very-Sidoran, L. (Summer, 2010). *Phonemic Awareness and Phonics* (10th ed.) (Chapter 5, pp. 114-156). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Wilson, J., & Very-Sidoran, L. (Summer, 2010). *Bringing Students and Text Together* (10th ed.) (Chapter 6, pp. 157-190). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Camp, D., Kelley, M., & Very-Sidoran, L. (Summer, 2010). *Vocabulary Development & Instruction* (10th ed.) (Chapter 7, pp. 191-237). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Kelley, M., Mercer, C., Lane, H., & Very-Sidoran, L. (Summer, 2010). *Fluency and Comprehension Instruction* (10th ed.) (Chapter 8, pp. 238-273). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Camp, D., Glass, C., & Very-Sidoran, L. (Summer, 2010). *Integrating Reading and Writing across the Curriculum* (10th ed.) (Chapter 9, pp. 274-308). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Wilson, J., Bolling, C., West, G., & Very-Sidoran, L. (Summer, 2010). *Teaching for Understanding in the Content Areas* (10th ed.) (Chapter 10, pp. 309-347). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Perez-Prado, A., & Very-Sidoran, L. (Summer, 2010). *Literacy Instruction and Non-native Speakers of English* (10th ed.) (Chapter 11, pp. 348-392). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Warner, J., & Very-Sidoran, L. (Summer, 2010). *Instruction for Striving Readers* (10th ed.) (Chapter 12, pp. 393-425). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Guevernmont, K., & Very-Sidoran, L. (Summer, 2010). *Assessment* (10th ed.) (Chapter 13, pp. 426-459). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygoris-Coe, V., Collins, M., & Taylor, R. (Summer, 2010). *Becoming an Effective Literacy Leader* (10th ed.) (Chapter 14, pp. 460-490). Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Publications in Refereed Journals

*Current or Past Graduate Student **Invited

National & International Refereed Journals

Zygouris-Coe, V., Beeghly, K., & Gao, S. (Submitted for publication, May 2, 2023). Disciplinary literacy in secondary science teacher preparation: A systematic literature review. *Journal of Science Teacher Education*.

Otero, K., Gao, S., **Zygouris-Coe, V.**, Nutta, J. (Submitted for publication, May 1, 2023). Preparing preservice secondary science teachers to work with multilingual learners' ideas: a case study of a community of practice using TeachLivE. *Contemporary Issues in Technology and Teacher Education (CITE) Journal*.

Mitchell, M., & **Zygouris-Coe, V.** (Submitted for publication, April 8, 2023). An examination of secondary English Language Arts and Social Studies teachers' perceptions of effective literacy practices in their content area classrooms. *Literacy Research and Instruction (LRI) Journal*.

Zygouris-Coe, V. (Submitted for Publication, February 15, 2023). Strengthening student reading motivation and engagement with C.A.R.E. *The Reading Teacher*, TBD.

Gao, S., Hall, J.*, **Zygouris-Coe, V.**, & Grysko, R.* (Published May 2022). Understanding the role of science-specific literacy strategies in supporting science Teaching and student learning: A case study of preservice elementary teachers in a science methods course that integrated a disciplinary literacy framework. *The Electronic Journal for Research in Science & Mathematics Education*, 26(1), 33-55.

Zygouris-Coe, V., Nolen, K., & Ferrante, P. (2021). Cultivate a culture of coaching. *Learning Forward*, 42(5), 38-41.

Kelly-Howard, K.*, & **Zygouris-Coe, V.** (2021). Literacy coaching and digital writing instruction. *Literacy Today*, 39(2), 22-23.

Lopas, C.*, & **Zygouris-Coe, V.** (2021). Resources to support English language learners' engagement in digital literacies. *Literacy Today*, 38(4), 54-55.

Lopas, C.*, & **Zygouris-Coe, V.**, Grysko, R., & Gao, S. (2021). Writing to learn in science: Accommodations to support English language learners' writing skills and science content learning in grade 5. *The Reading Teacher*, 74(5), 617-630.
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Brock, C., **Zygouris-Coe, V.**, Muir, K., Kniss, L., & Hayden, A. (2020). Disciplinary literacy instruction: A review of “Read, Write, Inquire: Disciplinary Literacy in Grades 6-12”, *Journal of Adolescent & Adult Literacy (JAAL)*, 64(1), 114-118.

Telesca, L.*, Ehren, B., Hahs-Vaughn, D., **Zygouris-Coe, V.**, & Pak-Hin King, A. (2020). The effect of metalinguistic sentence combining on eighth-grade students’ understanding and written expression of comparison and contrast in science. *Journal of Speech, Language, and Hearing Research*, 63(9), 3068-3083.

Grote-Garcia, S., Ortlieb, E., Pletcher, B., Manderino, M., **Zygouris-Coe, V.**, Araujo, J., & Babino, A. (2020). Building bridges between research and practice: Reflecting upon the results of the 2019 What’s Hot in Literacy survey. *ALER 2020 Yearbook*, 42, 93-110.

Grysko, R.*, & **Zygouris-Coe, V.** (2020). Supporting disciplinary literacy and science learning in grades 3-5. *The Reading Teacher*, 73(4), 485-499. DOI:10.1002/trtr.1860.

Zygouris-Coe, V., & Roberts, S. (2019). A situated framework for socialising a scholarship mindset with doctoral students. *International Journal of Doctoral Studies*, 14, 567-580.

Crawford, P., Roberts, S., & **Zygouris-Coe, V.** (2019). Addressing 21st century crises through children's literature: Picturebooks as partners for teacher educators. *Journal of Early Childhood Teacher Education*, 40(1), 44-56. [Invited publication in a Theme Issue: *Preparing Early Childhood Teachers to Assist Children Who Are Caught in Disasters.*]

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2019). Expert readers using an iPad to Learn: Implications about the role of metacognition in teaching and learning with iPads. *Ubiquitous Learning: An International Journal* 12(3): 1-8. doi:10.18848/1835-9795/CGP/v12i03/1-8.

Wilson, N., Cardullo, V., & **Zygouris-Coe, V.** (2019). Teaching and Learning with iPads. *Ubiquitous Learning: An International Journal*.
<https://doi.org/10.18848/18359795/CGP/v12i03/1-8>

Van Allen, J.*, & **Zygouris-Coe, V.** (2019). Supporting the development of upper elementary school students’ online research and comprehension skills through a reframed guided reading framework. *Journal of Literacy and Technology*, 20(2), 25-60.

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Literacy Educators and Researchers Yearbook (pp. 255-272). Louisville, KY: Association of Literacy Educators and Researchers.

Cardullo, V.*, **Zygoris-Coe, V.**, & Wilson, N. (2018). Technology and the preparation of students. *International Journal of Advanced Pervasive and Ubiquitous Computing*, 30(3), 38-69.

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Wilson, N. S., Cardullo, V.*, & **Zygoris-Coe, V.** (2017). Redefining literacy in the digital age. *American Reading Forum Annual Yearbook*, 37. 1-21. Retrieved from http://www.americanreadingforum.org/yearbook/17_yearbook/papers/Redefining_Literacy_In_The_Digital_Age.pdf

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Wilson, N. S., **Zygoris-Coe, V.**, & Cardullo, V.* (2014). Trying to make sense of E-readers. *Journal of Reading Education*, 39(3), 36-42.

Miller, M. G.*, Hahs-Vaughn, D. L., & **Zygoris-Coe, V.** (2014). A confirmatory factor analysis of teaching presence within online professional development. *Journal of Asynchronous Learning Networks*, 18(1). Retrieved from <http://jaln.sloanconsortium.org/index.php/jaln/article/view/333>

Ferreira, P.*, & **Zygoris-Coe, V.** (Fall 2013). Concept mapping for supporting students' comprehension development in a seventh-grade science classroom. *Journal of Reading Education*, 38(1).

Zygouris-Coe, V., & Goodwiler, C. (2013). Language and literacy demands of content area courses in the era of the common core state standards: Teachers' perspectives and the role of the SLP. *Perspectives on School Based Issues*, 16(14), 61-67.

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Sinatra, R., **Zygouris-Coe, V.**, & Dasinger, S. (2012). The need for vocabulary intervention programs for low-income children. *Reading & Writing Quarterly*, 28(4), 333-357.

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Zygouris-Coe, V., Swan, B., & Ireland, J.* (2009). Online learning and quality assurance. *International Journal on E-Learning*. 8(1), 127-146.

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Zygoris-Coe, V., Pace, B., Malecki, C., & Weade, R. (2001). Action research: a situated perspective. *International Journal of Qualitative Studies in Education*, 14(3), 399-412. [**Article received the Young Researcher Award by QSE.**]

Invited Refereed Publications

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Zygoris-Coe, V. (2018). Action for literacy through teacher preparation, professional partnerships. Association of American Colleges of Teacher Education (AACTE), *EdPrep Matters Blog*, July 17, 2018, Retrieved from <http://edprepmatters.net/2018/07/action-for-literacy-through-teacher-preparation-professional-partnerships/>

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Zygoris-Coe, V. (2015). Lingering questions about reading text on the iPad. *Reading Today Online/Literacy Daily*. Retrieved from <https://www.literacyworldwide.org/blog/literacy-daily/2015/10/30/lingering-questions-about-reading-text-on-the-ipad>

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Zygoris-Coe, V. (2013). Online learning for literacy educators. *Technology in Literacy Education Newsletter* (a Special Interest Group of the International Reading Association), 1-6.

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Zygouris-Coe, V. (2010). Time to act: The integration of content instruction and literacy development in the secondary grades. Perspectives Section, Associate Editor. *Florida Educational Leadership Journal*, 10(2), 4-6.

Zygouris-Coe, V. (2010). What does mentoring mean to me? Fostering student development. *UCF Faculty Focus: Themed Issue on Mentoring*, 9(2), 7-8. Available online at: <http://www.fctl.ucf.edu/Publications/FacultyFocus/>

Zygouris-Coe, V. (2010). Disciplinary literacy demands and instruction. Perspectives Section, Associate Editor. *Florida Educational Leadership Journal*, 9(1), 5-8.

Zygouris-Coe, V. (2009). Dwelling in questions about adolescent English language learners. Perspectives Section, Associate Editor. *Florida Educational Leadership Journal*, 9(2), 5-8.

Zygouris-Coe, V. (2008). Professional learning communities: Building literacy capacity, collaborative inquiry, and student success. Perspectives Section, Associate Editor. *Florida Educational Leadership Journal*, 8(2), 5-8.

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Zygoris-Coe, V. (2004). Principles of effective reading assessment. Perspectives Section, Associate Editor. *Florida Educational Leadership Journal*, 5(1), 17-20.

State Refereed Journals

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provided a synthesis of research—they were disseminated in print and electronic format to all state and national preK-12 educators, university faculty, researchers, policy-makers, and parents; they provided a practical synthesis of research on each topic. They were reviewed by faculty representatives from 11 state universities.

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Non-Refereed Publications

Zygouris-Coe, V. (Fall 2010). Statement of personal philosophy on mentoring doctoral students. *UCF Graduate Studies Student Materials*. (Dr. Max Poole, Editor). Orlando, FL: University of Central Florida.

Other Professional Publications (non-refereed)

Research-Based Monthly Reading Strategies

From January 2004-August 2010 I developed a monthly research-based reading strategy for prek-12 educators and published it online through the Florida Department of Education, Florida Reading Online Professional Development Project. Strategies were

made available to all preK-12 educators in Florida (50,000+ monthly readership at the state and national levels) and the public through the Internet. Several of these strategies were adopted up and posted on the <http://www.readwritethink.org/> (An International Reading Association and National Council of Teachers of English partnership that provides educators and students access to the highest quality practices and resources in reading and language arts instruction.) and several school districts' websites around the nation. Strategies were available online at: <http://forpd.ucf.edu/strategies/archive.html>

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Zygouris-Coe, V. (November/December, 2009). *Insert and text coding*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (July/August, 2009) *Inverted triangle*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (March, 2009). *Six thinking hats*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (January, 2009). *R.A.F.T.* Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (September, 2009). *Contextual analysis*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (July-August, 2008). *Writing frames*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (May, 2008). *Associate & illustrate*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (April, 2008). *Storytelling using PACE*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (March, 2008). *Phased-cued text*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (January, 2008). *Word analogies*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (April, 2005). *Survey, question, read, review, recite, reflect*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

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Zygouris-Coe, V. (August, 2004). *Word builder reading strategy*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (September, 2004). *Story mapping reading strategy*. Florida Department of Education, Florida Online Reading Professional Development. Orlando, FL: University of Central Florida.

Monthly Research State Column

I wrote a monthly research article titled, "Breaking News in Research." This column was published electronically from 2001-2006 via the Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center's Online Family Literacy and Reading Connection and it was made available to all preK-12 state and national teachers (20,000+ monthly readership), the Florida Department of Education, administrators, literacy leaders, faculty members, policy makers, and other interested parties in literacy. Column was available online at: http://FLaRE.ucf.edu/FLaRE_News_And_Events.htm

Zygouris-Coe, V. (February, 2006, Volume 6, Issue #46). *Revisiting the concept of a print-rich environment*. Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (November, 2005, Volume 5, Issue #43). *Engaging and motivating readers*. Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (April, 2005, Volume 5, Issue # 39). *Family literacy*. Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (April, 2004, Volume 4, Issue #30). *The three most common questions about reading fluency (Grades preK-3)*. Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (March, 2004, Volume 4, Issue #29). *The three most common questions about reading fluency (Intermediate grades and beyond)*. Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (February, 2004, Volume 4, Issue #28). *What is robust vocabulary instruction?* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (November, 2003, Volume 4, Issue #25). *What matters for effective assessment?* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (April, 2003, Volume 3, Issue #24). *Revisiting the role of the media specialist.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (March, 2003, Volume 3, Issue #23). *How to take the struggle out of the struggling reader.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (March, 2003, Volume 3, Issue #22). *The reading and writing connection.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (March, 2003, Volume 3, Issue #21). *Let's not leave any young reader behind!* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (November, 2002, Volume 2, Issue #20). *Reading and children's literature.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (October, 2002, Volume 2, Issue #19). *What do adolescents need so they don't stay behind?* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (September, 2002, Volume 2, Issue #18). *Is your reading instruction evidence-based?* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (May, 2002, Volume 2, Issue #17). *Technology and literacy.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (April, 2002, Volume 2, Issue #16). *Connecting reading and writing.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (March, 2002, Volume 2, Issue #15). *Helping struggling readers.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygoris-Coe, V. (February, 2002, Volume 2, Issue #14). *Refining ideas about FCAT preparation.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (January, 2002, Volume 2, Issue #13). *You are the best agent of change.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (December, 2001, Volume 1 Issue #12). *How to make meaning stick.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (November, 2001, Volume 1, Issue #11). *Literacy for all learners.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (October, 2001, Volume 1, Issue #10). *What's needed for effective vocabulary development?* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (September, 2001, Volume 1, Issue #8). *Family literacy is everybody's business.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (April, 2001, Volume 1, Issue #7). *Starting out right.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (February, 2001, Volume 1, Issue #5). *What schools can do to ensure a balanced reading program.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Zygouris-Coe, V. (January, 2001, Volume 1, Issue #4). *Elements of effective reading instruction.* Florida Department of Education, Florida Literacy and Reading Excellence (FLaRE) Center. Orlando, FL: University of Central Florida.

Instructional Literacy Materials

From 2005-2008 I developed literacy instructional materials (in the form of classroom size posters) that were designed to support preK-12 educators' literacy instruction and help students improve their reading. They included effective literacy strategies for phonemic awareness, vocabulary, fluency, comprehension, and reading, in general. These materials were sought after by thousands of educators in the state of Florida. They were placed in thousands of classrooms in Florida to support reading instruction; over 45,000 of these instructional materials were disseminated in Florida K-12 schools.

Elementary Grade Level Instructional Materials (PreK–5 Grades)

- *Alphabet upper case poster*
- *Alphabet lower case poster*

- *100 words I need to know*
- *Good habits for reading*
- *What to do when I don't know a word*
- *Word builder*
- *Story map*

Secondary Grade Level Instructional Materials (6-12 Grades)

- *Good habits for reading*
- *What to do when I don't know a word*
- *Word builder*
- *Story map*
- *Cubing*
- *Making connections*

State Literacy Annotated Bibliographies

I was invited by the Florida Department of Education to write annotated bibliographies for research dissemination purposes on the following topics. They were made available to state teacher, researchers, policy makers, and preK-12 educators through the Florida Literacy and Reading Excellence (FLaRE) Center.

- *Balanced Reading Instruction for Pre-K-3rd Grades (2000-2001)*
- *Emergent Literacy (2000-2001)*
- *Phonemic Awareness (2000-2001)*
- *Literacy for the Limited English Proficiency (LEP) Students (2000-2001)*
- *Family Literacy (2000-2001)*

Literacy Newsletter

I contributed a monthly column (research and literacy instruction emphasis) to the Florida Online Reading Professional Development (FOR-PD) monthly literacy newsletter (August 2005-August 2010). This newsletter was designed to equip FOR-PD participants, facilitators, and many other Florida educators in literacy (preK-12 grades). The newsletter included research-based information on literacy, practice, children's literature, young adult literature, teacher professional books, and much pertinent literacy information. 43,433 preK-12 educators received our Literacy Newsletter. This Newsletter received National attention in 2005--FOR-PD was featured on MiddleWeb Site and also featured in the Stenhouse newsletter. FOR-PD's Literacy Newsletter was available at: <http://forpd.ucf.edu/newsletter/index.aspx>

e-Facilitator Newsletter

I contributed a monthly column (research on online learning and facilitation as well as literacy) to the FOR-PD Fundamentals of Facilitation (FFF). The newsletter contained articles that covered pertinent information about online learning and literacy for FOR-

PD facilitators; over 350 facilitators received the newsletter. The FFF e-Newsletter was available at: <http://forpd.ucf.edu/facilitators/fff/index.html#>

FOR-PD Update: A Newsletter for FL State Policy-Makers

From August 2005-December 2005, July 2007-January 2008, and January 2009-August 2010, I was responsible for writing a monthly newsletter that covered research, project news, as well as informed FL DOE, university faculty, and all Florida school district representatives about the FOR-PD project. The FOR-PD Update provided a comprehensive summary of key project elements, activities, resources, evaluation, and significance. The FOR-PD Update was available at: <http://forpd.ucf.edu/publications/update/index.html>

Other Professional Publications (non-refereed)

- Sung, S., Puig, E., Little, M., **Zygouris-Coe, V.**, & Hopp, C. (2012-present). *Reading and comprehending text for secondary school students*. A series of online videos for students and teachers. The Morgridge International Reading Center 21st Century Literacies Series. University of Central Florida, Orlando: FL.
- Andersen, N., & **Zygouris-Coe, V.** (2008). *Research and Practice for monolingual and bilingual students*. A Reading and ESOL module for ESOL educators, available at the University of South Florida, TAPESTRY website: <http://tapestry.usf.edu/video-lectures.html> (Invited)
- **Zygouris-Coe, V.** (2006-2010). Development of 14 video sessions on literacy topics for the Florida Online Reading Professional Development (FOR-PD) Project; Statewide online dissemination. Topics included the following:
 - *Introduction to literacy*
 - *Reading and learning to read*
 - *Exemplary reading instruction*
 - *Language- and print-rich environments*
 - *Phonemic awareness and phonics*
 - *Engaging students with text*
 - *Vocabulary development and instruction*
 - *Fluency and comprehension development and instruction*
 - *Integrating reading and writing across the curriculum*
 - *Teaching for understanding in the content areas*
 - *Literacy Instruction and Non-Native Speakers of English*
 - *Instruction for Striving Readers*
 - *Assessment*
 - *Becoming an Effective Literacy Leader*

- **Zygouris-Coe, V.** (2002-2003). Featured speaker on Florida’s reading initiatives and the Florida Online Reading Professional Development (FOR-PD) Project. Video was distributed to all (67) school districts in Florida.
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Grants and External Funding

**Current or Past Graduate Student*

Principal Investigator for funded projects in reading from 2003-present in the amount of: **\$10,838,923.00**. Cumulative grant and external funding activities have placed **Dr. Zygouris-Coe** in the **top 10%** of the University of Central Florida’s Research Millionaires Club.

- Ceballos, M., Mihai. F., Nutta, J., & **Zygouris-Coe, V.** (2022-2027). US DOE OELA: *English-Learner Infused Training and Experience (ELITE) Program for Early and Primary Learning Educators (\$2.6 million)*—Role: Co-Principal Investigator.
- Gao, S., **Zygouris-Coe, V.**, Bai, H., & Nutta, J. (2020-2023). NSF IUSE: *Intersection of Science, Second Language, and Literacy Acquisition (ISSLLA): A Practice-Based, Interdisciplinary Teacher Preparation Program (\$300,000.00)*—Role: Co-Principal Investigator.
- **Zygouris-Coe, V.**, (2020). *Research Mentoring Award*. UCF, Office of Research: **\$3,000.00.**
- Strawser, M., & **Zygouris-Coe, V.** (2019-2020). *Research to Practice Communications and Community Engagement Plan*. UCF Downtown Interdisciplinary Research Initiative (DIRI): **\$7,000.00--Role: Co-Principal Investigator.**
- **Zygouris-Coe, V.**, (2019). *Research Mentoring Award*. UCF, Office of Research: **\$3,000.00.**
- Gao, S., & **Zygouris-Coe, V.** (2017-2018). *Learning to Teach Science to all Students*. Brinson Foundation: **\$3,500**—Role: Co-Principal Investigator.
- **Zygouris-Coe, V.** (2016). *Identifying Characteristics and Practices of Inspirational K-12 Teachers in Florida*. T. Denny Sanford: **\$5,000.00**—Role: Principal Investigator.
- **Zygouris-Coe, V.**, Smith, L.*, deNoyelles, A., & Braible, J. (2014). *Improving Graduate Students’ Digital Literacy Skills through Flipboard*. Grant awarded by the UCF Information Fluency office: **\$1,000.00. Role: Co-Principal Investigator.**
- Swan, B., & **Zygouris-Coe, V.** (2011-2013). *College and Career Readiness*. A three-year subcontract for evaluation, course development, and research by a USDOE FIPSE grant with Trident Technical College (TTC) in South Carolina. (The grant is in the amount of **\$750, 000.00** with an evaluation and consultation in course development sub-contract for **\$40,000.00**). Role: Co-Principal Investigator.
- **Zygouris-Coe, V.**, & Cardullo, V.*, & Wilson, N. (2012-2013). The University of Central Florida Toni Jennings Exceptional Education Institute Special Initiative Award—Comprehension of Digital-Based Text: *Exploring the Transference of*

- Effective Reading Strategies from Print-Based Text to Digital-Based Text*--
\$4,329.00 Role: Co-Principal Investigator.
- **Zygouris-Coe, V., & Cardullo, V.*** (2010-2011). The University of Central Florida Toni Jennings Exceptional Education Institute Special Initiative Award—Comprehension of Digital-Based Text: *Exploring the Transference of Effective Reading Strategies from Print-Based Text to Digital-Based Text*--**\$5,168.00** Role: Co-Principal Investigator.
 - **Zygouris-Coe, V.** (2009-2010). *Florida Online Reading Professional Development (FOR-PD)*. **\$850,000.00**—Role: Principal Investigator.
 - **Zygouris-Coe, V.** (2008-2009). *Florida Online Reading Professional Development (FOR-PD)*. **\$850,000.00**—Role: Principal Investigator
 - **Zygouris-Coe, V.** (2007-2008). *Florida Online Reading Professional Development (FOR-PD)*. **\$1,000,000.00**—Role: Principal Investigator.
 - **Zygouris-Coe, V.** (2006-2007). *Florida Online Reading Professional Development (FOR-PD)*. **\$1,000,000.00**—Role: Principal Investigator.
 - **Zygouris-Coe, V.** (2005-2006). *Florida Online Reading Professional Development (FOR-PD)*. **\$1,000,000.00**—Role: Principal Investigator.
 - **Zygouris-Coe, V.** (2004-2005). *Florida Online Reading Professional Development (FOR-PD)*. **\$1,000, 000.00**—Role: Principal Investigator.
 - **Zygouris-Coe, V., & Kelley, M.** (2005-2006). *Toni Jennings Exceptional Education Institute Special Initiative Award—Preparing Qualified Teachers in Reading: Focus on Reading Assessment*. **\$6,500.00**--Role: Co-Principal Investigator.
 - **Kelley, M., & Zygouris-Coe, V.** (2005-2006). *AT & T Grant, Literacy Support for Underprivileged Students*. **\$2,000.00**--Role: Co-Principal Investigator.
 - **Baumbach, D., & Zygouris-Coe, V.** (2003-2204). *Florida Online Reading Professional Development (FOR-PD)*. **\$1,990, 974.00**—Role: Co-Principal Investigator.
 - **Zygouris-Coe, V., and Hahs-Vaughn, D.** (2003-2004). *Teacher Knowledge, Instructional Practice, and Student Performance: A Research Study*. **\$154, 952.00**—Role: Principal Investigator.
 - **Zygouris-Coe, V., Blair, T., & Blanes, M.** (2003-2004). *Interdisciplinary Reading and Assessment Clinic*. **\$6,500**—Role: Co-Principal Investigator
 - **Robinson, S., West, G., Blair, T., Zygouris-Coe, V., Crawford, P., & Roberts, S.** (2000-2001). *The Florida Literacy and Reading Excellence (FLaRE) Center*. **\$932,000**—Role: Member of writing team, developer of reading research reports, and coordinator of research; I did not include this amount and additional contributions of my work toward the FLARE Center’s funding in my total external funding record.

Grants/External Funding Submitted (decision pending)

- **Ceballos, M., Mihai, F. M., Nutta, J. W., & Zygouris-Coe, V.** (Submitted April 27, 2022). *Project English Learner Infused Training and Experience (ELITE) Program for Early and Primary Learning Educators* (a 5-year program: 2022-2027). U.S. Department of Education, Office of English Language Acquisition (OELA). **\$2,603,976**--Role: Co-Principal Investigator.

- Randles, C. (Submitted March 2022). *Probing at the Interpretation, Implementation and Assessment of Information Literacy in Science Education*. National Science Foundation. (NSF), BCSER, IID. **\$347,673**—Role: Advisory Board Member.

Grants/External Funding Submitted (unfunded)

- Ceballos, M., Nutta, J. W., **Zygouris-Coe, V.**, Concha, M., & Muñiz, C. *FACE Value Project* (Fall 2021). UCF Office of Research SEED Funding Proposal (Internal Application). \$69,777—Role: Co-Principal Investigator.
- Ceballos, M., Mihai, F., Nutta, J., Purmensky, K., & **Zygouris-Coe, V.** (Submitted April 22, 2021). *Puentes and Pathways to Biliteracy and Biculturalism*. USDOE, Office of English Language Acquisition (OELA), National Professional Development (NPD). **\$2,760,331.00**--Role: Co-Principal Investigator.
- Strawser, M., **Zygouris-Coe, V.**, Bryer, T., & Sellnow, D. (Summer, 2020). *Vision for a Research-Centered Pilot Project*. National Science Foundation (NSF): SCC-CIVIC-PG Track B Culture-Centered Crisis Resilience: A Co-Participatory Research Approach. **\$49,999.00**--Role: Co-Principal Investigator.
- Strawser, M., & **Zygouris-Coe, V.** (Summer, 2020). *Research-to-Practice Communication Strategies*. William T. Grant Foundation. **\$250,000.00**--Role: Co-Principal Investigator.
- Strawser, M., & **Zygouris-Coe, V.** (Spring, 2020). *UCF Center for Public Scholarship*. UCF Downtown Interdisciplinary Research Initiative (DIRI). **\$50,234.00**--Role: Co-Principal Investigator.
- **Zygouris-Coe, V.**, Gao, S., Bai, H., & Wahid, P. (Summer, 2019). *DTI: STEMLit Academy: Building Career Pathways for Female High School Students Through Mentoring in University Research Labs and Disciplinary Literacy Workshops*. National Science Foundation (NSF). **\$1,454,355.04**—Role: Principal Investigator.
- **Zygouris-Coe, V.**, & Wahid, P. (2019). *Researching an intervention model that bridges female high school minority students' interest and knowledge of STEM career pathways*. University of Central Florida, Seed Funding Program: ER1 Exploratory Award Committee. **\$39,225.00**--Role: Principal Investigator.
- Cardullo, V.*, **Zygouris-Coe, V.**, Wilson, N. S., Hahs-Vaughn, D., & Azevedo, R. (Summer, 2018). *Exploration of the Metacognitive Factors that Impact Young Adolescents' Digital Reading and Writing*. Institute of Educational Sciences (IES), **\$1,340,000.00**—Role: Co-Principal Investigator.
- **Zygouris-Coe, V.**, Bai, H., Gao, S., & Wahid, P. (Summer, 2018). *Strategies: STEM Mentoring and Literacy Academy (SMLA): Engaging Underserved High School Students in University Research Lab Mentoring Experiences and Literacy Workshops*. National Science Foundation (NSF). \$1,140,841.00—Role: Principal Investigator.
- **Zygouris-Coe, V.**, Zemliansky, P., & Bai, H. (2017). Evidence-based instruction in disciplinary academic written argumentation as a bridge between high school and college, career, and civic readiness. Spencer Foundation: **\$50,000.00**—Role: Co-Principal Investigator.

- Cardullo, V.*, **Zygouris-Coe, V.**, Wilson, N.S. (Fall 2016). *Exploring the Role of Digital Learning Devices on Eighth-Grade Students' Reading, Writing, and Science Learning in Title One Schools*. Institute of Educational Sciences (IES), **\$1,499,000.00**—Role: Co-Principal Investigator.
- Wahid, P., & **Zygouris-Coe, V.** (Fall 2015). *Targeted interventions through skilled peer mentoring in university STEM research labs for promoting STEM college and career readiness in high school students*. National Science Foundation (NSF). **\$1,062,277.00**—Role: Co-Principal Investigator.
- Owens, T., **Zygouris-Coe, V.**, & Dixon, J. (2001-2013). *Florida-Resources in Standards Education (FL-RISE)*. **\$10,978,077.72**—Role: Co-Principal Investigator.
- **Zygouris-Coe, V.**, Swan, B., & Bai, H. (2009). (**\$1,000,00.00**): *Connecting Secondary Teachers' Knowledge Development About Scientifically Based Reading Research (SBRR) and Instruction to Student Achievement: The Development of Secondary Teachers' Reading Knowledge Assessment (STReKA)*. The US DOE, Institute of Educational Studies (IES). (**\$1,000,000.00**)--Role: Co-Principal Investigator.
- **Zygouris-Coe, V.**, & Swan, B. (2008). (**\$1,000,00.00**): *Connecting Secondary Teachers' Knowledge Development About Scientifically Based Reading Research (SBRR) and Instruction to Student Achievement: The Development of Secondary Teachers' Reading Knowledge Assessment (STReKA)*. The US DOE, Institute of Educational Studies (IES). (**\$1,000,000.00**)--Role: Co-Principal Investigator.
- **Zygouris-Coe, V.** (2008-2009). *The Impact of Professional Development on Content Area Teachers' Knowledge about Reading and the Factors that Affect Implementation in Instruction*. Grant submitted to FL DOE/FLaRE Center. **\$50,000.00**—Role: Principal Investigator.

Papers Presented at Refereed Professional Conferences

*Current or Past Graduate Student **Invited Keynote Presentation

International

Beeghly, K., Gao, S., **Zygouris-Coe, V.**, Nutta, J., Bai, H. (2023). *A qualitative look at how a community of practice used TeachLive to prepare preservice secondary science teachers to use language in a science classroom*. [Individual Paper Presentation]. Association for Science Teacher Education (ASTE), January 11-14, 2023, Salt Lake City, UT.

Otero, K., Gao, S., **Zygouris-Coe, V.**, Nutta, J., Bai, H. (2023). *A qualitative look at how a community of practice used TeachLive to prepare preservice secondary science teachers to use language in a science classroom*. [Individual Paper Presentation]. Association for Science Teacher Education (ASTE), January 11-14, 2023, Salt Lake City, UT.

Gao, S., **Zygouris-Coe, V.**, Nutta, J., Bai, H., & Brendel, K.* (2022). *Examining secondary preservice teachers' understanding of a trifocal approach integrated in a science method course*. Virtual Presentation at the American Educational Research Association (AERA), April 21-26, 2022, San Diego, California.

Gao, S., **Zygouris-Coe, V.**, Nutta, J., Brendel, K*., Bai, H. (2022). *Intersection of Science, Second Language, and Literacy Acquisition (ISSLA): An innovative collaboration between interdisciplinary teacher education faculty during year 1*. Individual Paper Presentation at the Annual Conference of the Association of Science Teacher Education (ASTE). January 5-8, 2022, Greenville, SC.

**Invited Keynote Presentation

Zygouris-Coe, V. (2021). *Re-envisioning literacy teaching and learning in today's digital landscapes*. 4th International (Virtual) Conference Literacy and Contemporary Society, May 12-13, 2021, Cyprus.

McCurdy, R.* , Gao, S., **Zygouris-Coe, V.**, Cruz-Dieter, K.* , & Grysko, R.* (2021). *Learning to integrate science-specific literacy in science teaching: A study of elementary preservice teachers*. A research poster presentation at the International Association for Research in Science Teaching (NARST), April 7-10, 2021. (A Virtual Conference due to COVID-19 pandemic)

Zygouris-Coe, V., Grysko, R.* , Gao, S., & McCurdy, R.* (2020). *Disciplinary literacy in the science classroom*. A research presentation at the International Literacy Association (LRA) Annual Conference, October 15-20, 2020, Columbus, Ohio. (Conference canceled due to COVID-19 pandemic)

Van Allen, J.* , & **Zygouris-Coe, V.** (2020). *Science tools for a digital age: Developing elementary students' inquiry and digital reading skills*. A presentation at the International Literacy Association (ILA) Annual Conference, October 15-20, 2020, Columbus, Ohio. (Conference canceled due to COVID-19 pandemic)

Wilson, N., Adams, B., **Zygouris-Coe, V.**, & Cardullo, V.* (2020). *Asynchronous collaborative reading*. A presentation at the International Literacy Association (ILA) Annual Conference, October 15-20, 2020, Columbus, Ohio. (Conference canceled due to COVID-19 pandemic)

Sisk, D., Kaplan, S., Maker, J., **Zygouris-Coe, V.**, Anderson, E., & Knoell, D. (2020). *Can accelerating and enriching literacy for culturally & linguistically diverse students increase achievement? The answer is a resounding "yes!"* A workshop presentation at the International Literacy Association (ILA) Annual Conference, October 15-20, 2020, Columbus, Ohio. (Conference canceled due to COVID-19 pandemic)

Grysko, R.* , **Zygouris-Coe, V.**, Gao, S., McCurdy, R.* , & Gruz-Deiter, K.* (2020). *Teaching science as argument: An intervention study in an elementary science methods course*. A research poster presentation at the 2020 Annual Meeting of the American

Educational Research Association (AERA), April 17-21, 2020, San Francisco, CA.
(Conference canceled due to COVID-19 pandemic)

Grady, K.*, McCurdy, R.*, Gao, S., Grysko, R.*, & **Zygouris-Coe, V.** (2020). *Science methods course enriching elementary PSTs' understanding of science and reformed pedagogy*. A paper presentation at the International Association for Research in Science Teaching (NARST), March 15-18, 2020, Portland, OR. (Conference canceled due to COVID-19 pandemic)

McCurdy, R.*, Gao, S., **Zygouris-Coe, V.**, Grysko, R.*, & Gruz-Deiter, K.* (2020). *Learning to integrate science-specific literacy in science teaching: A study of elementary preservice teachers*. A paper presentation at the International Association for Research in Science Teaching (NARST), March 15-18, 2020, Portland, OR. (Conference canceled due to COVID-19 pandemic)

Gao, S., **Zygouris-Coe, V.**, Grysko, R.*, & McCurdy, R.*, & Cruz-Deiter, K*. (2020). *The integration of disciplinary literacy in an elementary science methods course: An innovative model for strategic collaborations between science education and literacy faculty*. A paper presentation at the Association of Science Teacher Educators (ASTE) Annual Conference, January 8-11, 2020, San Antonio, TX.

Sisk, D., Anderson, E., Kaplan, S., Knoell, D., Maker, J., Mora Flores, E., & **Zygouris-Coe, V.**, (2019). *Can accelerating and enriching literacy for culturally & linguistically diverse students increase achievement? The answer is a resounding "YES!"* International Literacy Association (ILA), Annual Conference, October 10-13, 2019, New Orleans, LA.

Cardullo, V.*, Wilson, N., & **Zygouris-Coe, V.** (2019). *Implementing digital literacies: Pre-service teachers learning to instruct students in the same strategies that they utilize as digital learners?* International Literacy Association (ILA), Annual Conference, October 10-13, 2019, New Orleans, LA.

Zygouris-Coe, V. (2019). *Learning from the past for the future: The role of disciplinary literacy for 21st century teaching and learning*. An invited presentation at the 21st European Conference on Literacy, August 4-7, 2019, Copenhagen, Denmark.

Gao, S., Hall, J.*, Grysko, R.*, & **Zygouris-Coe, V.** (2019). *Learning to teach English language learners through a disciplinary literacy infused science methods course*. American Educational Research Association (AERA), April 4-9, 2019, Toronto, Canada.

Gao, S., **Zygouris-Coe, V.**, Grysko, R.*, & Hall, J.* (2019). *Elementary preservice teachers learning to teach ELLs through a disciplinary literacy integrated science methods course*. A Worldwide Organization for Improving Science Teaching and Learning through Research (NARST), Annual International Conference, March 31-April 4, 2019, Baltimore, MD.

Cardullo, V.*, Wilson, N., & **Zygouris-Coe, V.** (2019). *Implementing digital literacies: Do pre-service teachers instruct students in the same strategies that they utilize as digital*

learners? Society for Information Technology and Teacher Education International Conference (SITE), March 18-22, 2019, Las Vegas, NV.

Crawford, P., Roberts, S., & **Zygouris-Coe, V.** (2019). *Exploring female characters enacting social justice in 21st century Caldecotts, 2000-2018*. Presentation at the International Society for the Social Studies (ISSS) Conference, February 21-22, 2019, Orlando, FL.

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2018). *Learning with technology: Identifying skills and strategies*. International Literacy Association (ILA), July 20-23, 2018, Technology in Literacy Education Special Interest Group, Annual Conference, Houston, TX.

Zygouris-Coe, V. (2018). *Pedagogical tools for teaching disciplinary literacy in the subject areas*. European Literacy Policy Network (ELINET) Symposium, July 23-24, 2018, University of Cologne, Germany.

Zygouris-Coe, V., (2018). *The role of literacy in 21st century teaching and learning: Themes, issues, and new directions*. 20th Annual International Conference on Education, Athens Institute for Education and Research (ATINER), May 21-24, 2018, Athens, Greece.

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2018). *Learning with technology: Revealing the metacognitive behaviors and literacy processes of pre-service and in-service teachers*. Society for Information Technology & Teacher Education (SITE) International Conference, March, 2018, Alexandria, VA.

Cardullo, V.*, Wilson, N. S., **Zygouris-Coe, V.**, & Wang, C. (2018). *i-MARSI iPad metacognitive awareness of reading strategies inventory: Using an inventory to survey students' cognitive monitoring of strategies*. Society for Information Technology & Teacher Education (SITE) International Conference, March 2018, Alexandria, VA.

Wilson, N. S.*, **Zygouris-Coe, V.**, & Cardullo, V.* (2017). *Expert readers using an iPad to Learn: Implications about the role of metacognition in teaching and learning with iPads*. 10th International Conference on e-Learning and Innovative Pedagogies, May 27, 2017, Toronto, Canada.

Wilson, N. S.*, **Zygouris-Coe, V.**, & Cardullo, V.* (2017). *Metacognitive strategies, navigation, reading and writing on the iPad for science learning*. Technology Special Interest Group, International Literacy Association (ILA) Annual Conference, July 15-17, 2017, Orlando, FL.

Sisk, D., Damico, N., Jennings-Towle, K., Spalding, L., Walters, C., & **Zygouris-Coe, V.** (2017). *Teaching traits of joyful independent growth to identify creative and gifted diverse students*. An institute presentation at the International Literacy Association (ILA) Annual Conference, July 15-17, 2017, Orlando, FL.

Wilson, N.S., Cardullo, V.*, & **Zygouris-Coe, V.** (2016). *Students reading digital text using e-readers*. Paper presented at International Literacy Association (ILA), July 9-11, 2016, St. Boston, MA.

Cardullo, V.*, Wilson, N.S., & **Zygouris-Coe, V.** (2015). *Technology in literacy education*. Paper presented at International Literacy Association (ILA), July 18-20, 2015, St. Louis, MO.

Wilson, N.S., Cardullo, V.*, & **Zygouris-Coe, V.** (2015). *Integrating E-readers into the secondary classroom*. Workshop presented at International Literacy Association, (ILA), July 18-20, 2015, St. Louis, MO.

Zygouris-Coe, V. (2014). *Promoting critical thinking in secondary science classes through accountable talk*. A 90-minute workshop presented at International Reading Association (IRA), May 9-14, 2014, New Orleans, LA.

Zygouris-Coe, V., Wilson, N. S, & Cardullo, V.* (2014, May). *Teaching and learning with E-Readers: Promoting deep learning or deep trouble?* A paper presentation at International Reading Association (IRA), May 9-14, 2014, New Orleans, LA.

Zygouris-Coe, V. (2012). *Collaborative learning in an online teacher education course: Lessons learned*. A paper presentation at the 2012 International Conference on Information Communication Technologies in Education (ICICTE), July 4-7, 2012, Rhodes, Greece.

Cardullo, V. M.*, Wilson, N. S, & **Zygouris-Coe, V.** (2012, May). *Comprehension and motivation with e-readers and traditional text*. A paper presentation at the International Reading Association (IRA) Annual Conference, Chicago, IL.

Zygouris-Coe, V. (April). *Evaluation of professional development programs: From design to implementation*. A paper presentation at the annual Meeting of the American Educational Research Association, April 13-17, 2012, Vancouver, Canada.

Cardullo, V.*, **Zygouris-Coe, V.,** & Wilson, N. (2012). *Comprehension and motivation with e-readers and traditional text*. A research paper presentation at the 57th Annual Convention of the International Reading Association, April 29-May 2, 2012, Chicago, IL.

Woodhall, C.*, & **Zygouris-Coe, V.** (2012). *A disciplinary focus on reading in science*. A paper presentation at the 2012 International Conference of The Association for Science Teacher Education (ASTE), January 4-7, 2012, Clearwater, FL.

Wilson, N. S., Cardullo, V.*, & **Zygouris-Coe, V.** (2011, December). *Investigating how students comprehend using e-readers and traditional text*. American Reading Forum, Sanibel Island, Florida.

Wilson, N. S., Cardullo, V., & **Zygouris-Coe, V.** (2011, December). *Investigating how students comprehend using e-readers and traditional text*. Literacy Research Association Conference, Jacksonville, Florida.

Zygouris-Coe, V. (July, 2011). *Supporting teacher education efforts through large-scale online professional development*. A paper presentation given at the 2011 International Conference on Information Communication Technologies in Education (ICICTE), July 7-9, 2011, Rhodes, Greece.

Zygouris-Coe, V., & Swan, B. (2011). *Assessing the impact of professional development to support content area teachers' knowledge and instructional needs in reading*. A paper presentation at the Annual Meeting of the American Educational Research Association (AERA), April 8-12, 2011, New Orleans, LA.

Zygouris-Coe, V., & Venturino, P.* (2011). *Discipline-specific reading instructional practices in the secondary grades*. A research presentation at the International Reading Association (IRA): 56th Annual Convention May 8-11, 2011, Orlando, FL.

Zygouris-Coe, V. (2010). *Lessons learned from large-scale online professional development*. A paper presentation at the 16th Annual Sloan-C International Conference on Online Learning, November 3-5, 2010, Orlando, FL.

Zygouris-Coe, V. (2010). *Developing and evaluating online teacher professional development communities on a large scale*. A paper presentation at the World Conference on E-Learning in Corporate, Government, Health Care, and Higher Education (E-Learn) Conference, October 18-20, 2010, Orlando, FL.

Zygouris-Coe, V., & Swan, B. (2009). *The role of online learning on teacher knowledge and instructional practice*. Presentation at the 4th International Conference on Interdisciplinary Social Sciences, July 8-11, 2009. Athens, Greece.

Zygouris-Coe, V., & Swan, B. (2009). *Developing and supporting secondary teachers' knowledge about reading and reading instruction: A statewide tale*. International Reading Association (IRA): 54th Annual Convention North Central, May 3-7, 2009, Minneapolis, MN.

Zygouris-Coe, V., & Crawford, P. (2009). *Got history?: An examination of attitudes, content knowledge, and perceptions related to historical fiction in a children's literature preservice course*. A paper presentation at the International Society for Social Studies (ISSS), February 26-27, 2009, Orlando, FL.

Zygouris-Coe, V., & Swan, B. (2009). *Developing and supporting secondary teachers' knowledge about reading and reading instruction: A statewide tale*. International Reading Association (IRA): 54th Annual Convention West, February 21-25, 2009, Phoenix, AZ.

Zygouris-Coe, V., Whitehead, C., & Swan, B. (2008). *A model for online facilitator selection, retention, and monitoring of success.* Presentation at the Annual Sloan-Consortium International Conference on Online Learning, November 5-7, 2008, Orlando, FL.

Zygouris-Coe, V., Whitehead, C., & de Urquiza, S. (2008). *Developing quality online facilitation through strategic, personal, and on-time mentoring support.* Poster presentation at the Annual Sloan-Consortium International Conference on Online Learning, November 5-7, 2008, Orlando, FL.

Zygouris-Coe, V. (May, 2008). *Developing content area teachers' knowledge about engaging all learners with literacy.* Presentation at the 53rd Annual Convention of the International Reading Association (IRA) Annual Conference, Atlanta, GA.

Huh, J.*, **Zygouris-Coe, V.,** Thomas, A., & Swan, B. (March, 2008). *Monitoring the effectiveness of professional development through quality assurance.* A paper presentation at the Annual Meeting of the American Educational Research Association, New York, NY.

Zygouris-Coe, V., & Swan, B. (March, 2008). *The impact of a statewide online reading professional development on content area teachers' knowledge and practice in secondary schools.* A paper presentation at the Annual Meeting of the American Educational Research Association (AERA), New York, NY.

Wang, P.*, Huh, J.*, & **Zygouris-Coe, V.** (November, 2007). *Key factors affecting student satisfaction of course facilitator in online professional development.* Concurrent session presented at the annual meeting of the Sloan-C International Conference on Online Learning, Orlando, FL.

Zygouris-Coe, V., Swan, B., & Glass, C. (November, 2007). *A study of the impact of professional development on 2,000 preK-12 teachers' reading knowledge and instructional practice.* A research-in-progress report presented at the 57th Annual National Reading Conference, Austin, TX.

Zygouris-Coe, V., Swan, B., & Huh, J.* (November, 2007). *Systemizing quality assurance for online learning & teaching in large-scale professional development.* Presentation at the Sloan-C International Conference on Online Learning, Orlando, FL.

Zygouris-Coe, V., Whitehead, C., & Swan, B. (November, 2007). *Sustaining online facilitator knowledge and skills.* Presentation at the Sloan-C International Conference on Online Learning, Orlando, FL.

Chen, Y.*, **Zygouris-Coe, V.,** & Hirumi, A. (October, 2007). *Evaluating the quality of asynchronous online discussions in a statewide reading professional development project.* Concurrent session presented at the annual meeting of the AECT International Conference, Anaheim, CA.

Zygoris-Coe, V., Swan, B., & Glass, C. (October, 2007). *A 21st century perspective: Using a client-centered/responsive approach to evaluating a large-scale online teacher professional development.* A paper presentation at the E-Learn 2007--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Quebec City, Quebec.

Zygoris-Coe, V., & Glass, C. (May, 2007). *Professional development without boundaries: The role of online professional development in building and sustaining teacher expertise in reading instruction.* Presentation at the 52nd International Reading Association Annual Conference (IRA), Toronto, Canada.

Zygoris-Coe, V., Glass, C., & Smith, L.* (May, 2007). *Literacy within content area boundaries: A model for building content area teachers' literacy knowledge, instruction, and student learning.* Presentation at the 52nd International Reading Association Annual Conference (IRA), Toronto, Canada.

Zygoris-Coe, V., Swan, B., & Glass, C. (March, 2007). *Online professional development with 25,000 K-12 educators: Reality, myth, or just mere madness?* A paper presentation at the 18th Annual Society for Information Technology & Teacher Education (SITE) International Conference, San Antonio, TX.

Zygoris-Coe, V., Glass, C., Swan, B. A., & Lewis, N. (November, 2006). *Can an online professional development project impact teacher knowledge and student achievement?* A paper presentation at the 12th annual Sloan-Consortium International Conference on Asynchronous Learning Networks, Orlando, FL.

Zygoris-Coe, V. (September 2006). *Helping students move from facts to understanding.* A paper presentation given at the Reading Association of Ireland Conference, Dublin, Ireland.

Lewis, N., Strelbel, C.*, & **Zygoris-Coe, V.** (2006). *Evaluation and self-study: Not such strange bedfellows.* Paper presentation given at the *Sixth International conference on Self-Study of Teacher Education Practices*, (June 27-July 1, 2006), Hestonmonceux Castle, East Sussex, England.

Zygoris-Coe, V. (April, 2006). *Literacy within content area boundaries: A model for building content area teachers' literacy knowledge, instruction, and student learning.* A paper presentation given at the Annual International Reading Association (IRA) Annual Convention, Chicago, IL.

Zygoris-Coe, V., & Glass, C. (2006). *Knowledgeable teachers, successful students: Building and sustaining teacher expertise for reading instruction.* A paper presentation given at the 51st Annual International Reading Association Convention, April 29-May 4, 2006, Chicago, IL.

Robinson, S., **Zygouris-Coe, V.**, Little, V., Nelson, L., Puig, E., & Scharlach, T. (2006). *Improving reading instruction K-12: An integrated approach to professional development*. A paper presentation given at the 51st Annual International Reading Association Convention, International Reading Association, April 29-May 4, 2006, Chicago, IL.

Zygouris-Coe, V., Bedwell, W., & Galloway, A. (2005). *Supporting and transforming powerful online learning through quality assurance*. A paper presentation given at the 11th SLOAN-C International Conference on Asynchronous Learning Networks, November 17-19, 2005, Orlando, FL.

Yao, Y.*, Tao, Y.*, **Zygouris-Coe, V.**, & Baumbach, D. (2005). *Evaluation of literacy log and discussion board postings in online learning*. A paper presentation given at the Association for Education Communications and Technology (AECT) Annual International Convention, October 18-22, 2005, Orlando, FL.

Zygouris-Coe, V. (2005). *Teacher preparation, teacher knowledge, quality and student achievement*. A paper presentation given at the Fifth International Conference on Knowledge, Culture and Change in Organizations, July 19 – 22, 2005, Rhodes, Greece.

Baumbach, D., Fielder, R.*, Bedwell, W., McWilliams, C., & **Zygouris-Coe, V.** (2004). *Online staff development: Lessons learned*. A paper presentation given at the 10th SLOAN-C International Conference on Asynchronous Learning Networks, November 12-15, 2004, Orlando, FL.

Baumbach, D., **Zygouris-Coe, V.**, & Long, G. (2004). *Building a community of online facilitators to support a large-scale online staff development effort*. A paper presentation at the Society for Information Technology and Teacher Education (SITE) Conference, March 1-6, 2004, Atlanta, GA.

Zygouris-Coe, V., Baumbach, D., & Long, G. (2004). *Educating teachers of reading through the FOR-PD project*. A paper presentation at the 49th Annual International Reading Association (IRA) Annual Conference, May 2-6, 2004, Reno, NV.

Long, G., Baumbach, D., & **Zygouris-Coe, V.** (2003). *If we build it will they come? The development and implementation of an online professional development system for preservice and in-service teacher certification*. A paper presentation at E-Learn 2003: World Conference on E-Learning in Corporate, Government, Healthcare & Higher Education, November 7-11, 2003, Phoenix, AZ.

Baumbach, D., Long, G., & **Zygouris-Coe, V.** (2003). *Facilitation with felicity: Building a community of online mentors*. A paper presentation at the 9th Sloan-C International Conference on Asynchronous Learning Networks (ALN), November 13-16, 2003, Orlando, FL.

Baumbach, D., **Zygouris-Coe, V.**, & Long, G. (2003). *The Florida Online Reading Professional Development project*. A paper presentation at the Annual Society for

Information Technology and Teacher Education (SITE) Conference, March 24-28, 2003, Albuquerque, NM.

Zygoris-Coe, V. (2003). *Literacy and teacher education in transition: Challenges and possibilities*. Presented at the International Learning Conference, University of London, Institute of Education, July 15-18, 2003, London, England.

Zygoris-Coe, V., & Baumbach, D. (2003). *A new era in building teachers' literacy knowledge and strengthening student achievement*. Presented at the International Learning Conference, University of London, Institute of Education, July 15-18, 2003, London, England.

Long, G., **Zygoris-Coe, V., & Baumbach, D.** (2003). *The Florida Online Professional Development project: Lessons learned*. A paper presentation at the International Society for Technology in Education (ISTE), June 29-July 2, 2003, Seattle, WA.

Williams, N., Wood, S., Heubach, K., **Zygoris-Coe, V.,** Fine, J., Olliff, C., Ray, L., McGill-Franzen, Gutknecht, B., & Harris, D. (2003). *Building capacity in teacher education: The right to well-prepared teachers*. A paper presentation at 48th Annual Convention of the International Reading Association (IRA), May 4-8, 2003, Orlando, FL.

Zygoris-Coe, V., & Striplin, P. (2003). *Making a difference in reading: The Florida Literacy and Reading Excellence (FLaRE) center*. A paper presentation at 48th Annual Convention of the International Reading Association (IRA), May 4-8, 2003, Orlando, FL.

Zygoris-Coe, V., Baumbach, D., & Long, G. (2003). *The Florida Online Reading Professional Development project*. A paper presentation at 48th Annual Convention of the International Reading Association (IRA), May 4-8, 2003, Orlando, FL.

Zygoris-Coe, V. (2002). *Learning to teach reading by mentoring elementary school students*. A paper presentation at the 47th Annual International Reading Association (IRA) Convention, April 28-May 3, 2004, San Francisco, CA.

Zygoris-Coe, V., & Blair, T. (2001). *Balanced literacy programs in the elementary schools*. Presentation at the Eighth International Literacy and Education Research Network Conference on Learning, July 4-8, 2001, Spetses, Greece.

Blair, T., & **Zygoris-Coe, V.** (2001). *Balanced literacy: Research-based practice for student learning*. Presentation at the 12th European Conference on Reading, July 1-4, 2001, Dublin, Ireland.

Zygoris-Coe, V. (1999). *The teaching of action research re-examined*. Presentation at the Annual Educational Research Association (AERA) Meeting, April 19-23, 1999, Montreal, Canada.

National

***Invited Keynote Presentation*

McVee, M., Brock, C., Robertson, D., Fang, Z., **Zygouris-Coe, V.** (Proposal Submitted on February 14, 2023). *Review of disciplinary literacies research*. To be Presented at the 2023 Literacy Research Association (LRA), November 29-December 2, 2023, Atlanta, GA.

Wirtz, C., & **Zygouris-Coe, C.** (2023). *Act, observe, reflect, plan: Improving my practice of joint reflection with preservice teachers through action research*. Presentation at the Association of Teacher Educators (ATE), March 25-29, 2023, Jacksonville, FL.

Mitchell, M. & **Zygouris-Coe, V.** (2022). *An examination of secondary English Language Arts and Social Studies teachers' perceptions of effective literacy practices in Their content area classrooms*. American Reading Forum (ARF) Annual Conference, December 7-10, 2022, Saint Petersburg Beach, FL.

Lopas, C., & **Zygouris-Coe, V.** (2022). *Engaging elementary preservice teachers in reflection for, in, and on practice during an approximation of practice in TeachLivE using sentence frames for English Language Learners*. Presentation at the Literacy Research Association (LRA), November 29–December 3, 2022, Phoenix, AZ.

Crawford, P., Gao, Y., Hill, T., Hasagawa, M., Killngsworth Roberts, & **Zygouris-Coe, V.** (2022). *Looking for ourselves and finding others*. Annual Conference, Association of Literacy Educators and Researchers (ALER), November 3-5, 2022, Denver, CO.

Lopas, C., & **Zygouris-Coe, V.** (2022). *Reflect! Reflect! Reflect! Understanding how reflection is used within teacher preparation and how we might enhance our practice to develop preservice teachers into reflective practitioners*. Presentation at the Association of Teacher Educators (ATE), July 29–August 2, 2022, Nashville, TN.

Zygouris-Coe, V. (2021). *Literacy across and within the academic disciplines*. Presented at the University of Wyoming, College of Education, Literacy Research Center & Clinic, Fall Virtual Literacy Conference, September 18, 2021, Laramie, Wyoming.

Kelly, K.*, & **Zygouris-Coe, V.**, (2020). *Lessons learned from a review of diverse literature in The Reading Teacher (2015-2020)*. Presentation at the American Reading Forum (ARF) Annual Virtual (un)Conference, December 9-10, 2020, Sanibel Island, FL.

Grysko, R.*, **Zygouris-Coe, V.**, Gao, S., Roberts, S., Fang, Z., Moorman, G., & Wilson, N. (2019). *Using argument as a bridge between literacy and science teaching and learning: A problems court*. Presentation at the American Reading Forum (ARF) Annual Conference, December 11-14, 2019, Sanibel Island, FL.

Zygouris-Coe, V., Grysko, R.*, Gao, S., & Hall, J.* (2019). *Multiple voices, common goal: Disciplinary experts co-constructing knowledge about the role of disciplinary literacy in science teaching and learning*. A highlighted research presentation at the

Literacy Research Association (LRA) Annual Conference, December 4-7, 2019, Tampa, FL.

Grote-Garcia, S., Ortlieb, E., Pletcher, B., Manderino, M., Mokhtari, K., & **Zygouris-Coe, V.** (2019). *What's hot in literacy and what to do about it--Building bridges between research and practice: Results of the 2019 What's Hot in Literacy Survey*. An Invited Panel Presentation at the 2019 Annual Conference, Association of Literacy Educators and Researchers (ALER), November 7-10, 2019, Corpus Christi, TX.

Crawford, P., Roberts, S., & **Zygouris-Coe, V.** (2019). *Building bridges with global children's literature*. A presentation at the 2019 Annual Conference, Association of Literacy Educators and Researchers (ALER), November 7-10, 2019, Corpus Christi, TX.

Grysko, R.*, **Zygouris-Coe, V.**, & Gao, S. (2019). *Scientific explanations as a bridge between literacy and science: Results from an intervention study in a preservice elementary science course*. A presentation at the 2019 Annual Conference, Association of Literacy Educators and Researchers (ALER), November 7-10, 2019, Corpus Christi, TX.

Cardullo, V.*, Wilson, N., & **Zygouris-Coe, V.** (2018). *Leveraging of technological resources in Title One schools and the development of preservice teachers' professional identities*. American Reading Forum (ARF) Annual Conference, December 5-8, Sanibel Island, FL.

Smith, L.*, & **Zygouris-Coe, V.** (2018). *Teachers as confident literacy leaders: Supporting in-service and preservice teachers with effectively choosing and using open educational resources (OERs) to support students' comprehension of content*. American Reading Forum (ARF) Annual Conference, December 5-8, Sanibel Island, FL.

Wilson, N., **Zygouris-Coe, V.**, & Cardullo, V.* (2018). *Learning with technology: Understanding learners' metacognitive behaviors*. American Reading Forum (ARF) Annual Conference, December 5-8, Sanibel Island, FL.

Zygouris-Coe, V. (2018). *Disciplinary literacy, discourse, and social justice in grades 6-12*. Association of Literacy Educators and Researchers (ALER) Annual Conference, November 8-11, Louisville, KY.

Crawford, P., Roberts, S. K., & **Zygouris-Coe, V.** (2018). *Exploring strong female characters in children's literature for social justice*. Association of Literacy Educators and Researchers (ALER) Annual Conference, November 8-11, 2018, Louisville, KY.

Wenzel, T., Olan, E., Andreasen, J., **Zygouris-Coe, V.**, & Berry, L.* (2018). *Preservice teachers' perceptions of the role and function of lesson plans*. Association of Teacher Educators (ATE) Annual Conference, February 16-20, Las Vegas, NE.

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2017, December). *Determining adult science experts' metacognitive moves when completing academic tasks on the iPad*. American Reading Forum (ARF) Annual Conference, Sanibel Island, FL.

Zygouris-Coe, V., Wilson, N. S., Kohen, A., Fang, Z., Chapman, S., Shanahan, L., & Moorman, G. (2017, December). *The what and how of disciplinary literacy-lessons learned and unanswered questions: A problems court*. American Reading Forum (ARF) Annual Conference, Sanibel Island, FL.

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2017, December). iPad use for academic reading and writing purposes in science: Learning from experts in the field. Literacy Research Association (LRA) Annual Conference, Tampa, FL.

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2017). iPad use for academic reading and writing purposes in science: Learning from experts in the field. Association of Literacy Educators & Researchers (ALER), November 2-5, 2017, St. Petersburg, FL.

Zygouris-Coe, V., Grysko, R.*, & Kennedy, A.* (2017, November). *Developing knowledge about disciplinary literacy from the literature and from practice*. A paper presentation at the Association of Literacy Educators and Researchers (ALER) Annual Conference, November 2-5, 2017, St. Petersburg, FL.

Roberts, S. K., Crawford, P. A., & **Zygouris-Coe, V.** (November 4, 2017). *Engaging readers through picturebooks depicting 21st century crises*. Presented at the Association of Literacy Educators and Researchers (ALER) 61st Annual Conference, November 2-5, 2017, St. Petersburg, FL.

Zygouris-Coe, V., Berry, L., Wenzel, T., Olan, E., Hutchinson, C. J. (2017). *Redefining the function of lesson plans: A study of preservice teacher candidates' knowledge of lesson plan as genre*. Paper presented at the Association of Teacher Educators, (ATE) Annual Conference, February 10-14, 2017, Caribe Royal, Orlando, FL.

Zygouris-Coe, V., (2017). *Secondary educator preparation and disciplinary literacy*. Paper presented at the Association of Teacher Educators (ATE), February 10-14, 2017, Caribe Royal, Orlando, FL.

Zygouris-Coe, V., Wilson, N., Shanahan, L., McVee, M., Brock, C., Kennedy, A., Moorman, G., & Meyer, C. (2016). *Four courses of action to disciplinary literacy for all learners*. A Problems Court Research Presentation, American Reading Forum (ARF) Annual Conference, December 9-12, 2016, Sanibel Island, FL.

Wilson, N., Cardullo, V.*, & **Zygouris-Coe, V.** (2016). *Redefining literacy in the digital age*. A research paper presentation, American Reading Forum (ARF) Annual Conference, December 9-12, Sanibel Island, FL.

Ulenski, A.*, & **Zygouris-Coe, V.** (2016). *Developing and validating a new instrument to measure elementary literacy coaches' self-efficacy*. A research paper presentation at

the American Reading Forum (ARF) Annual Conference, December 9-12, Sanibel Island, FL.

Cardullo, V.*, Wilson, N., & **Zygouris-Coe, V.** (2016). *Assessing metacognitive reading strategies: iMARS*. A research paper presentation at the Literacy Research Association annual conference, November 30-December 3, 2016, Nashville, TN.

Zygouris-Coe, V. (2016). *Disciplinary literacy, teacher knowledge, and instruction: Lessons learned*. Paper presentation at the Association of Literacy Educators & Researchers Research (ALER) Annual Conference, October 31-November 4, 2016, Myrtle Beach, SC.

Zygouris-Coe, V. (2016). *Writing in discipline-specific ways*. Paper presented at the Wyoming Literacy Conference, September 24, 2016, University of Wyoming, Laramie, WY.

Zygouris-Coe, V., Meyer, C. & Wilson, N. S., & Moorman, G. (2015). *Disciplinary literacy: Addressing the language and literacy needs of all learners in grades 6-12—A Problems Court*. Paper Presented at the American Reading Forum (ARF) Annual Conference, December 9-12, 2015, Sanibel Island, FL.

Cardullo, V.*, Wilson, N. S., & **Zygouris-Coe, V.** (2015). *Strategies used to negotiate reading comprehension using digital learning tools*. Paper Presented at the American Reading Forum (ARF) Annual Conference, December 9-12, 2015, Sanibel Island, FL.

Smith, L. H.*, & **Zygouris-Coe, V.** (2015). *Digital discourse and knowledge development: An examination of academic literacy language used in an online graduate developmental reading course*. Paper Presented at the American Reading Forum (ARF) Annual Conference, December 9-12, 2015, Sanibel Island, FL.

Roberts, S., **Zygouris-Coe, V.**, & Kelley, M. (2015). *Prospective authors and reviewers presentation*. Presentation at the Association of Literacy Educators & Researchers (ALER) Annual Conference, November 5-8, 2015, Costa Mesa, CA.

Zygouris-Coe, V., Moorman, G., Carla M., Stewart, T., & Wilson, N. (2014). *Disciplinary literacy: Providing perspective on practice and policy: A problems court*. A paper presentation at American Reading Forum (ARF) Annual Conference, December 10-13, 2014, Sanibel Island, FL.

Wilson, N. S., **Zygouris-Coe, V.**, Cardullo, V.*, Grisham, D., Smetana, L., & Wolsey, T. D. (2014). *Looking back, looking forward: The integration of technology to support literacy in the classroom*. Paper Presented at American Reading Forum Annual Conference, December 10-13, 2014, Sanibel Island, FL.

Zygouris-Coe, V. & Smith, L.* (2014). *Historical aspects of an online Graduate course in reading: Reflecting on a decade of instruction*. A paper presentation at American Reading Forum Annual Conference (ARF), December 10-13, 2014, Sanibel Island, FL.

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2014). *Looking back, looking forward: The integration of technology to support literacy in the classroom*. A paper presentation at American Reading Forum (ARF) Annual Conference, December 10-13, 2014, Sanibel Island, FL.

Wilson, N.S., **Zygouris-Coe, V.**, & Cardullo, V.* (2014, December). *Exploring iPad technology integration in middle grades science classroom: M-TPACK as a framework to build students' science and digital literacy*. Paper Presented at Literacy Research Association (LRA), Marco Island, FL.

Wilson, N. S., **Zygouris-Coe, V.**, & Cardullo, V.* (2014). *Exploring iPad technology integration in middle grades science classroom: M-TPACK as a framework to build students' science and digital literacy*. A paper presentation at the Association of Literacy Educators & Researchers Research Annual (ALER) Annual Conference October 30-November 2, 2014, Delray Beach, FL.

Smith, L.*, & **Zygouris-Coe, V.** (2014). *Developing a literacy culture in an online graduate reading development course*. A paper presentation at the Association of Literacy Educators & Researchers Research Annual (ALER) Annual Conference October 30-November 2, 2014, Delray Beach, FL.

Zygouris-Coe, V., Moorman, G., Carla M., Stewart, T., & Wilson, N. (2013, December). *The common core state standards, disciplinary literacy, and implications for content area teachers: A problems court*. A paper presentation at American Reading Forum (ARF) Annual Conference, Sanibel Island, FL.

Cardullo, V.*, **Zygouris-Coe, V.**, & Wilson, N. S. (2013, December). *Features of the iPad that support text complexity of nonfiction digital text*. A paper presentation at American Reading Forum (ARF) Annual Conference, Sanibel Island, FL.

Zygouris-Coe, V. & Smith, L.* (2013, December). *Looking back, looking forward in a graduate reading education course: Solving problems of practice*. A paper presentation at American Reading Forum (ARF) Annual Conference, Sanibel Island, FL.

Wilson, N. S., Cardullo, V.*, & **Zygouris-Coe, V.** (2013, November). *Effective practices for implementing iPads in the middle grades classroom* roundtable in *Best Practice and Research from the National Professors of Middle Level Education*. A paper presentation at the Association of Middle Level Educators, Minneapolis, MN.

Wilson, N. S., Cardullo, V.*, Aronson, M., & **Zygouris-Coe, V.** (2013, November). *Informational reading and writing in the age of E-readers and the Common Core State Standards*. A paper presentation at the Association of Middle Level Educators (AMLE) Annual Conference, Minneapolis, MN.

Zygouris-Coe, V. (2013). *Promoting deep learning in secondary science classes through accountable talk*. A paper presentation at the Association of Literacy Educators &

Researchers Research Annual (ALER) Annual Conference October 31-November 3, 2013, Dallas, TX.

Zygoris-Coe, V. (2013). *The language underpinnings of the common core state standards*. An invited featured presentation at the Annual Conference of the American Speech Language and Hearing Association, Schools Conference, July 12-14, 2013. Long Beach, CA.

Soboleski, P., Cochran, L., Cardullo, V.*, Hendricks, C., Thomas, A., Wilson, N. S. & **Zygoris-Coe, V.** (2012). *Transitions and reflections: Transitioning our teaching and learning to make the most of e-reading technologies*. A Problems Court Presented at American Reading Forum (ARF) Annual Conference, December 7-9, 2012, Sanibel Island, FL.

Zygoris-Coe, V., Moorman, G., Carla M., Stewart, T., & Wilson, N. (2012). *Disciplinary literacy discussions: Repositioning literacy in the disciplines to support student literacy and content learning: A problems court*. A paper presentation at American Reading Forum (ARF) Annual Conference, December 7-9, 2012, Sanibel Island, FL.

Zygoris-Coe, V. (2012). *What preparation do reading specialists need to Support content area teachers' (and their students') literacy needs?* A paper presentation at the Association of Literacy Educators & Researchers Research Annual (ALER) Annual Conference, November 1-4, 2012, Grand Rapids, MI.

Zygoris-Coe, V. (2012). *Professional development in reading for content area teachers: Factors that facilitate transformation in knowledge and instruction*. A paper presentation at the Association of Literacy Educators & Researchers Research Annual (ALER) Conference November 1-4, 2012, Grand Rapids, MI.

Wilson, N., **Zygoris-Coe, V.**, & Cardullo, V.* (2012). *Preparing pre-service teachers to use e-readers in the classroom*. A paper presentation given at the National Association of Professors of Middle Level Education Conference, May 14-16, 2012, Memphis, TN.

Wilson, N., **Zygoris-Coe, V.**, & Cardullo, V.* (2011). *Investigating how students comprehend using e-readers and traditional text: Instructional implications*. A paper presentation at the American Reading Forum (ARF) Annual Conference, December 7-10, 2011, Sanibel Island, FL.

Zygoris-Coe, V., & Swan, B. (2011). *Content area teachers in secondary grades and reading: Needs, practice, and reflections*. A paper presentation at the Literacy Research Association (LRA) Annual Conference, November 30-December 3, 2011, Jacksonville, FL.

Wilson, N., **Zygoris-Coe, V.**, & Cardullo, V.* (2011). *Investigating how students comprehend using e-readers and traditional text*. A paper presentation at the Literacy

Research Association (LRA) Annual Conference, November 30-December 3, 2011, Jacksonville, FL.

Zygoris-Coe, V. (2011). *The role of reading instruction in secondary science classrooms*. A paper presentation at the Association of Literacy Educators & Researchers Research Annual (ALER) Annual Conference, November 3-6, 2011, Richmond, VA.

Wilson, N. S., Cardullo, V. M.*, & **Zygoris-Coe, V.** (2011). *Investigating the nature of readers' comprehension when reading with e-readers and traditional text*. A paper presentation at the American Reading Forum (ARF) Annual Conference, December 9-11, 2011, Sanibel Island, Florida.

Zygoris-Coe, V., Swan, B., & Smith, L.* (December, 2009). *Content area teachers and professional development in reading: Knowledge, implementation, and ongoing needs*. A paper presentation at the 59th Annual National Reading Conference (NRC), December 2-5, 2009, Albuquerque, NM.

Zygoris-Coe, V., Huh, J.*, Chen, C.*, & Swan, B. (April, 2009). *The significance of multiple perspectives for assessing the quality of facilitator asynchronous discussions in online courses*. A paper presentation at the American Educational Research Association (AERA) 2009 Annual Meeting, May 13-17, 2009, San Diego, CA.

Zygoris-Coe, V., & Swan, B. (2008). *Content area teachers and reading: From knowledge to implementation*. A paper presentation at the 58th Annual National Reading Conference (NRC) Annual Conference, December 3-6, 2008, Orlando, FL.

Zygoris-Coe, V., & Swan, B. (2008). *Determining the impact of a statewide online reading professional development on content area teachers' knowledge and instructional practice in secondary schools*. A paper presentation at the 53rd Annual Meeting of the Florida Educational Research Association (FERA), November 19-21, 2008, Orlando, FL.

Zygoris-Coe, V., & Swan, B. (2008). *The impact of one reading course on teacher preparation in Florida*. A paper presentation at the College Reading Association (CRA), Golden Anniversary Conference: Mentoring Literacy Professionals for 50 Years, November 6-9, 2008, Sarasota, FL.

Wang, P.*, & **Zygoris-Coe, V.** (2008). *A study of factors affecting online learner satisfaction of a course facilitator in Florida Online Reading Professional*. A paper presentation at the Association for Educational Communications and Technology (AECT) Annual Conference, November 4-8, 2008, Orlando, FL.

Huh, J.*, **Zygoris-Coe, V.**, & Whitehead, C. (2008). *Professional development for facilitators – teaching presence in an online context: Results of course design, implementation, and evaluation*. A paper presentation at the Association for Educational Communications and Technology (AECT) Annual Conference, November 4-8, 2008, Orlando, FL.

Zygouris-Coe, V., Swan, B., & Whitehead, C. (2008). *The Online facilitator: bridging student success and online learning.* A paper presentation at the NACOL's Virtual School Symposium (VSS) 2008, October 26-28, 2008, Phoenix, AZ.

Zygouris-Coe, V. (2008). Member of a Research Pre-Conference Panel. *What online teachers need to know and do: A guide to professional development for online high school teachers.* North American Council for K-12 Online Learning (NACOL), October 26, 2008, Phoenix, AZ.

Zygouris-Coe, V., & Swan, B. (2008). *Impact of statewide online reading professional development on mathematics, science, reading and language arts teachers' knowledge and practice in middle and high schools.* A paper presentation at the American Educational Research Association (AERA) 2008 Annual Meeting, March 24-28, 2008, New York, NY.

Huh, J.*, **Zygouris-Coe, V., Swan, B., & Thomas, A.* (2008).** *Monitoring the effectiveness of professional development through quality assurance.* A paper presentation at the American Educational Research Association (AERA) 2008 Annual Meeting, March 24-28, 2008, New York, NY.

Zygouris-Coe, V., Smith, L., & Swan, B. (2007). *Content area teachers' understanding of comprehension development and instruction.* A paper presentation at the 28th America Reading Forum (ARF) Annual Conference, December 5-8, 2007, Sanibel Island, FL.

Zygouris-Coe, V., & Swan, B. (2007). *A study of the impact of online professional development on 2,000 preK-12 teachers' reading knowledge and instructional practice.* A paper presentation at the 57th Annual Meeting of the National Reading Conference (NRC), November 28-December 1, 2007, Austin, TX.

Zygouris-Coe, V., Swan, B., Edwards, M. (2007). *Changing the course of education through online professional development: The tale of a large-scale statewide project.* A paper presentation at the North American Council for K-12 Online Learning (NACOL), November 4-7, 2001, Louisville, KY.

Zygouris-Coe, V., & Swan, B. (2007). *The role of targeted evaluation process on a statewide professional development project's success.* A paper presentation at the Annual National Evaluation Institute (NEI), October 4-6, 2007, Orlando, FL.

Zygouris-Coe, V., & Glass, C. (June, 2007). *Building and sustaining a successful online professional development course.* A paper presentation at the Annual National Educational Computing Conference (NECC), Atlanta, GA.

Zygouris-Coe, V. (February, 2007). *Vision and large-scale action: Building and sustaining the teacher expertise of 20,000 educators in reading.* A paper presentation at the American Association of Colleges of Teacher Education (AACTE) Annual Meeting. New York, NY.

Zygouris-Coe, V. (2006). *A national challenge, a need for quality teachers, and online professional development*. A paper presentation at the 2006 North American Council for K-12 Online Learning (NACOL)/Virtual School Symposium (VSS), November 5-7, 2006, Plano, TX.

Zygouris-Coe, V., & Glass, C. (2005). *Developing Effective Literacy Leaders through a Process of Change*. A paper presentation at the 37th Annual Conference of the National Council for Staff Development, December 3-7, 2005, Philadelphia, PA.

Zygouris-Coe, V., & Bedwell, W. (2005). *Technology and preparation of PK-12 teachers of millennial students*. A paper presentation at the National Education Computing Conference, June 27-30, 2005, Philadelphia, PA.

Zygouris-Coe, V., & Conway, J.* (2005). *Policy, teacher quality, and reading*. A paper presentation at the National Title I Conference, January 29-February 1, 2005, Atlanta, GA.

Yao, Y.*, Tao, Y.*, **Zygouris-Coe, V.**, Hahs-Vaughn, D., Baumbach, D., & Long, G. (2004). *Qualitative evaluation on facilitators' contributions to online professional development*. A paper presentation at the Association for Educational Communications and Technology, October, 2004, Chicago, IL.

Hahs-Vaughn, D. L., Fiedler, R.*, & **Zygouris-Coe, V.** (2004). *A Hybrid model for evaluating online professional development: Phase I evaluation of the Florida Online Professional Development (FOR-PD) project*. A paper presentation at the Consortium for Research on Educational Accountability and Teacher Evaluation (CREATE) National Evaluation Institute, July, 2004, Colorado Springs, CO.

Zygouris-Coe, V., & Striplin, P. (2002). *Reading and family literacy*. A paper presentation at the 11th Annual National Conference on Family Literacy: Family Literacy Research and Florida's Literacy and Reading Excellence Center, March 3-5, 2002, Albuquerque, NM.

Zygouris-Coe, V., & Blair, T. (2001). *The education of clinic teachers: Convergence of research and best practice*. A paper presentation at the 45th Annual College Reading Association Conference, November 1-4, 2001, Orlando, Florida.

Zygouris-Coe, V., & Striplin, P. (2001). *The Family Literacy and Reading Excellence center*. Presentation at the 46th Annual Convention of the International Reading Association, April 28-May 3, 2001, New Orleans, LA.

Zygouris-Coe, V., & Striplin, P. (2001). *A statewide common goal and shared responsibility: The Florida Literacy and Reading Excellence center*. Presentation at the American Association of Colleges of Teacher Education (AACTE) Annual Conference, March 1-4, 2001, Dallas, TX.

Zygouris-Coe, V. (2001). *Taking action: Redesigning opportunities for education majors and challenged readers*. A paper presentation at the 81st Annual Meeting of the Association of Teacher Educators (ATE), February 17-21, 2001, New Orleans, LA.

Zygouris-Coe, V. (2001). *Preparing teachers to teach all children*. Presentation at the Holmes Partnership Fifth Annual Conference, January 26-28, 2001, Albuquerque, NM.

Zygouris-Coe, V. (1999). *Conversational talk*. A paper presentation at the Qualitative Research in Education Conference (QUIG), January 8-11, 2001, University of Georgia, Athens, GA.

Zygouris-Coe, V., Pace, B., Malecki, C., & Weade, G. (1999). *Action research: A situated perspective*. A paper presentation at the Qualitative Research in Education Conference (QUIG), January 8-11, 1999, University of Georgia, Athens, GA.

Weade, G., Townsend, J., & **Zygouris-Coe, V.** (1996). *Do you see what we see? Representing discourse as data*. A paper presentation at the Qualitative Research in Education Conference (QUIG), January 5-7, 1996, University of Georgia, Athens, GA.

Townsend, J., **Zygouris-Coe, V.,** & Weade, G. (1995). *Multiple perspective analysis of classroom discourse: Assigning meaning to narrative vagueness*. A paper presentation at the Qualitative Research in Education Conference (QUIG), January 4-7, 1995, University of Georgia, Athens, GA.

Regional & State

Gao, S., **Zygouris-Coe, V.,** Nutta, J., Bai, H., Otero, K., Beeghly, K. (2023) *Intersection of Science, Second Language, and Literacy Acquisition (ISSLLA): A Practice-Based, Interdisciplinary Teacher Preparation Program* [Poster Presentation], March 9, 2023, University of Central Florida 2023, Research and Impact Showcase, Orlando, FL.

Zygouris-Coe, V., (2023). *Florida's B.E.S.T. ELA Standards and literacy in secondary grades: Key shifts and a call to action*. Florida Literacy Association (FLA) Annual Conference, January 28-29, 2023, Orlando, FL: Florida Hotel & Conference Center.

Kelly-Howard, K. S*., & **Zygouris-Coe, V.** (2023). *Writing for the future: The case for integrating digital writing in elementary classrooms*. Florida Literacy Association (FLA) Annual Conference, January 28-29, 2023, Orlando, FL: Florida Hotel & Conference Center.

Zygouris-Coe, V., & Kelley, M. (2022). *Rooted in innovation: Reading/literacy specialists' preparation and education at the University of Central Florida, School of Teacher Education*. Florida Association of Teacher Educators (FATE) Annual Conference, December 2-4, 2022, Orlando, FL: University of Central Florida.

Kelly-Howard, K. S*., **Zygouris-Coe, V.**, Damico, N. (2022). *Elementary preservice teacher educators' digital writing knowledge and practices: A qualitative case study*. Florida Association of Teacher Educators (FATE) Annual Conference, December 2-4, 2022, Orlando, FL: University of Central Florida.

Otero, K., Beeghly, K., Gao, S., **Zygouris-Coe, V.**, Nutta, J., Bai, H. (2022). *Using a tri-focal lens to create a lesson for natural selection* [Individual Paper Presentation]. Florida Association of Science Teachers (FAST), October 27-29, 2022, Saint Augustine, FL.

Kelly-Howard, K.*., & **Zygouris-Coe, V.** (2021). *Investigating teacher educators' perceptions of the role of digital literacies and digital writing in an elementary teacher preparation program*. Presentation given at the 2021 Florida Association of Teacher Educators (FATE), December 3-4, 2021, Tampa, FL.

Gao, S., **Zygouris-Coe, V.**, Nutta, J., & Brendel, K* (2021). Exploring physical and chemical change: *Using science-specific literacy tools and English learner accommodations to support all students in a scientific inquiry*. Presentation at the Annual Conference of Florida Association of Science Teachers (FAST), October 21-23, 2021, St. Augustine, FL.

Zygouris-Coe, V., & Kelly, K.* (2020). *Writing pathways for equipping gifted students to make creative leaps in content area learning*. Presentation given at the UCF Advocates for Advanced and Gifted Education (ADAGE) Annual Conference, in collaboration with Project ELEVATE, April 4, 2020, UCF, Orlando, FL. Conference cancelled due to COVID-19.

Zygouris-Coe, V. (2019). *The why and how of disciplinary literacy for student learning in the content areas*. Presentation at the Annual Florida Literacy Association (FLA) Conference, November 2-3, 2019, Orlando, FL.

Grysko, R.*., **Zygouris-Coe, V.**, Gao, S., McCurdy, R.*., & Grady, K.* (2019). *Creating scientific readers and writers in the intermediate grades*. Presentation at the Annual Florida Literacy Association (FLA) Conference, November 2-3, 2019, Orlando, FL.

Zygouris-Coe, V. (2019). *Navigating science teaching and learning through disciplinary literacy (Grades 6-12)*. Presentation at the Annual Florida Science Teachers' Association (FAST) Conference, October 24-26, 2019, St. Augustine, FL.

McCurdy, R.*., Gao, S., **Zygouris-Coe, V.**, & Grysko, R.* (2019). *Exploring erosion using literacy to navigate a pathway to scientific inquiry*. Presentation at the Annual Florida Science Teachers' Association (FAST) Conference, October 24-26, 2019, St. Augustine, FL.

Zygouris-Coe, V. & Woodhall, C.* (2018). *Launching literacy and science learning through science-specific literacy strategies in grades 6-12*. Presentation at the Annual Florida Literacy Association (FLA) Conference, November 2-5, 2018, Orlando, FL.

Woodhall, C.* & **Zygouris-Coe, V.** (2018). *Full STEAM ahead with science-specific literacy strategies to support science teaching and learning in Grades 6-12*. Presentation at the Annual Florida Association of Science Teachers (FAST) October 25-27, 2018, Miami, FL.

Grysko, R.* & **Zygouris-Coe, V.** (2018). *Using the CER framework to support elementary students' engagement in explanation during inquiry-based science*. Presentation at the Annual Florida Association of Science Teachers (FAST) October 25-27, 2018, Miami, FL.

Zygouris-Coe, V., Andreasen, J., Wenzel, T., Olan, E., & Barry, L.* (2017). *Lesson plan as a genre: A research study*. Presentation at the 2017 UCF Summer Faculty Development Conference, May 8-11, 2017, UCF Orlando, FL.

Zygouris-Coe, V., & Korngold, J.* (2017). *Gifted learners: Develop and promote transfer of language and literacy*. Presentation given at the UCF Advocates for Advanced and Gifted Education (ADAGE) Annual Conference, in collaboration with Project ELEVATE, April 22, 2017, UCF, Orlando, FL.

Zygouris-Coe, V., Berry, L.*, Andreasen, J., Olan, E., Hutchinson, C. J. (2017). *A new look at lesson plan writing: Lesson plan as a genre in teacher education*. Florida Association of Teacher Educators (FATE) Annual Meeting, January 27-28, 2017, St. Leo University, St. Leo, FL.

Zygouris-Coe, V. (2016). *Disciplinary literacy*. Invited presentation at the Florida K-12 Reading Supervisors' Meeting, Florida Reading Association (FRA), October 21-22, 2016, Orlando, FL.

Smith, L.* & **Zygouris-Coe, V.** (2016). *Utilizing e-textbooks in the secondary classroom*. Florida Reading Association (FRA) Annual Conference, October 21-22, 2016, Orlando, FL.

Zygouris-Coe, V. (2016). *Disciplinary literacy: Developing knowledge, language, and instructional strategies to support teachers and students' needs*. Florida Reading Association (FRA) Annual Conference, October 21-22, 2016, Orlando, FL.

Zygouris-Coe, V., Andreasen, J., Wenzel, T., & Olan, E., Hutchinson, C., & Barry, L.* (2017). *Lesson plan as a genre: Plans for implementation in preservice education*. Presentation at the 2016 UCF Summer Faculty Development Conference, May 9-12, UCF Orlando, FL.

Zygouris-Coe, V. (2016). *Disciplinary literacy conversations with content area teachers*. Invited Paper Presentation at the Annual Florida Literacy Coaches' Association (FLCA), May 2016, UCF, Morgridge International Reading Center, Orlando, FL.

Zygouris-Coe, V., & Korngold, J.* (2016). *Content language and literacy for high-*

ability and gifted learners. UCF Advocates for Advanced and Gifted Education (ADAGE) Annual Conference, in collaboration with Project ELEVATE, April 2, 2016, UCF, Orlando, FL.

Zygoris-Coe, V. (2016). *Disciplinary literacy in science.* Presentation given at the 18th Annual UCF Literacy Symposium, April 4, 2016, Orlando, FL.

Zygoris-Coe, V., (2016). *Disciplinary literacy and access to specialized academic and literacy knowledge.* Florida Network of Global Studies, February 16, 2016, University of Central Florida, Orlando, FL.

Zygoris-Coe, V. (2015). *Shifts, needs, criticisms, and new opportunities for 21st century teacher preparation.* Florida Association of Teacher Educators (FATE) Annual Meeting, October 16-17, 2015, Gainesville, FL.

Zygoris-Coe, V. (2015). *Literacy coaching for disciplinary teaching and learning.* Florida Reading Association (FRA), October 8-11, 2015, Orlando, FL.

Zygoris-Coe, V. (2015). *Embracing disciplinary literacy for deep content learning in grades 6-12.* Presentation given at the 17th Annual UCF Literacy Symposium, April 1, 2015, Orlando, FL.

Zygoris-Coe, V., & Smith, L.* (2014). *Using the Flipboard application to engage, entice, and excite your content area students with literacy and learning.* A paper presentation given at the Annual Florida Reading Association (FRA) Conference, October 16-19, 2014, Orlando, FL.

Zygoris-Coe, V., & Smith, L.* (2014). *Developing students' digital Literacies through Flipboard in an online reading education course.* A research presentation given at the Annual Information Fluency Conference, University of Central Florida, February 26-27, 2014, Orlando, FL.

Zygoris-Coe, V. (2014). *The Florida standards and teacher preparation: Is there room for teacher educator voices?* A paper presentation at the Annual Florida Association of Teacher Educators (FATE) Conference, October 3-4, Boca Raton, FL.

Zygoris-Coe, V., & Woodhall, C.* (2013). *Disciplinary literacy and the common core in secondary science classrooms.* A paper presentation given at the Annual Florida Reading Association (FRA) Conference, September 25-28, 2013, Orlando, FL.

Zygoris-Coe, V. (2013). *The common core state standards, literacy, and secondary teacher education.* A paper presentation at the Annual Florida Association of Teacher Educators (FATE) Conference, October 10-12, Sarasota, FL.

Zygoris-Coe, V., Wegmann, S., & Puig, E. (2012). *FRA 2012 studies and research: Teaching for disciplinary literacy.* A paper presentation given at the Annual Florida Reading Association (FRA) Conference, October 18-21, 2012, Orlando, FL.

Zygoris-Coe, V. (2012). *The common core state standards and teacher education*. A paper presentation at the Annual Florida Association of Teacher Educators (FATE) Conference, October 5-6, Jacksonville, FL.

Zygoris-Coe, V. (2012). *Promoting student engagement and critical thinking through accountable talk in grades 6-12*. A paper presentation given at the Annual Florida Reading (FRA) Association Conference, October 18-21, 2012, Orlando, FL.

Zygoris-Coe, V. (2012). *Multi-literacies and 21st century teaching and learning: Implications for educators*. An invited presentation given at the 2012 Literacy Coaches Boot-Camp, June 21, 2012, Morgridge International Reading Center, University of Central Florida, Orlando, Florida.

Cardullo, V.*, & **Zygoris-Coe, V.** (2012). *How to read and comprehend text using the iPad*. A research presentation given at the Annual Information Fluency Conference, University of Central Florida, March 14-16, 2012, Orlando, FL.

Zygoris-Coe, V. (2011). *Maximizing student learning outcomes through strategic course experiences*. A paper presentation at the Annual Florida Association of Teacher Educators (FATE) Conference, October 7-9, St. Petersburg, FL.

Zygoris-Coe, V. (2011). *Reading, engagement, and comprehension instructional practices for secondary grades*. A paper presentation given at the Annual Florida Reading Association Conference, September 8-11, 2011, Orlando, FL.

Cardullo, V.*, & **Zygoris-Coe, V.** (2011). *Comprehension of Digital-Based Text: Exploring the Transference of Effective Reading Strategies*. A research presentation given at the Annual Information Fluency Conference, University of Central Florida, March 9-11, 2011, Orlando, FL.

Zygoris-Coe, V. (2010). *Reading in the disciplines: Effective strategies for developing literacy and content knowledge*. A presentation given at the 48th Annual Florida Reading Association (FRA) Conference, September 9-12, 2010, Orlando, FL.

Zygoris-Coe, V., & Smith, L.* (2009). *Conversations & comprehension: How to keep the reader actively and meaningfully involved in the secondary classroom*. A presentation given at the 47th Annual Florida Reading Association (FRA) Conference, September 10-13, 2009, Orlando, FL.

Zygoris-Coe, V. (2009). *Online professional development*. A panel presentation at the Florida Association of Teacher Educators (FATE) Annual Conference, Daytona State College, Daytona, FL, October 9-10, 2009.

Zygoris-Coe, V., & Swan, B. (2008). *Determining the impact of a statewide online reading professional development on content area teachers' knowledge and instructional*

practice in secondary schools. Presentation at the 53rd Annual Meeting of the Florida Educational Research Association (FERA), November 19-21, 2008, Orlando, FL.

Zygouris-Coe, V., & Smith, L.* (2008). *Building and supporting academic comprehension in the secondary grades*. Presentation at the 46th Annual Florida Reading (FRA) Association Conference, September 4-7, 2008, Orlando, FL.

Zygouris-Coe, V., & Swan, B. (July, 2008). *The impact of a statewide professional development project on content area teachers' knowledge about reading and instructional practices*. An invited presentation at the 2008 *Just Read, Florida!* Leadership Conference, Orlando, FL.

Zygouris-Coe, V. (July, 2008). *Proven and promising reading strategies for secondary students: Where do I find them and how can I use them effectively?* A presentation at the 2008 *Just Read Florida!* Leadership Conference, Orlando, FL.

Swan, B., & **Zygouris-Coe, V.** (January, 2008). *Evaluating large-scale online professional development effectiveness*. A presentation at the Florida Educational Technology Conference (FETC), Orlando, FL.

Zygouris-Coe, V., & Whitehead, C. (January, 2008). *Sustaining quality online facilitation through professional development*. A presentation at the Florida Educational Technology conference (FETC) conference, Orlando, FL.

Swan, B., & **Zygouris-Coe, V.** (January, 2007). *Implementing a system of quality assurance checks in a large-scale online professional development course*. A paper presentation at the 19th Annual Conference of the Southeast Evaluation Association (SEA), Tallahassee, FL.

Zygouris-Coe, V., & Smith, L.* (October, 2007). *Questioning the author: The heart of making connections and developing discussion in the language arts classroom*. Presentation at the Florida Council Teachers of English (FCTE) Annual Conference, Orlando, FL.

Zygouris-Coe, V., & Smith, L.* (October, 2007). *Questioning the "content area" author: The magic of making connections and developing discussion in the content areas*. A presentation at the Florida Reading Association (FRA) conference, Orlando, FL.

Glass, C., & **Zygouris-Coe, V.** (October, 2007). *Making magic happen: Engaging students to think critically in the content area*. Presented at the Florida Reading Association (FRA) Annual conference, Orlando, FL.

Smith, L.*, **Zygouris-Coe, V.**, Case, N., & Salamon, J. (October, 2007). *The "fab five": Using literacy strategies to awaken award winning children's literature*. Presentation at the Florida Association of Media Educators (FAME) 2007 conference, Daytona Beach, FL.

Smith, L.*, & **Zygouris-Coe, V.** (August, 2007). *I teach math, not reading: Effective literacy strategies to support mathematics instruction in the classroom*. An invited presentation at the 6th Annual *Just Read, Florida!* Florida Department of Education Educational Leadership Conference, Orlando, FL.

Zygouris-Coe, V., & Swan, B. (August, 2007). *What do I do with all of this knowledge about literacy? An examination of Florida teachers' knowledge and implementation plans*. *Just Read, Florida!* Florida Department of Education Educational Leadership Conference, Orlando, FL.

Zygouris-Coe, V., Smith, L.*, & Glass, C. (August, 2007). *Co-developing literacy leadership: Coaches and teachers collaborating for change in the Classroom*. An invited presentation at the 6th Annual *Just Read Florida!* Florida Department of Education Educational Leadership conference, Orlando, FL.

Smith, L. *, Glass, C., & **Zygouris-Coe, V.** (April, 2007). *Questioning the "content area" author: Developing and constructing meaning in the content areas*. Presentation at the 2007 Annual State Conference of the Secondary Reading Council of Florida, Daytona Beach, FL.

Zygouris-Coe, V., Glass, C., & Smith, L. (April, 2007). *Equipping secondary teachers with effective reading strategies*. Presentation at the 2007 Annual State Conference of the Secondary Reading Council of Florida, Daytona Beach, FL.

Glass, C., Smith, L. *, & **Zygouris-Coe, V.** (April, 2007). *Developing academic vocabulary: Strategies and ideas*. Presentation at the 2007 Annual State Conference of the Secondary Reading Council of Florida, Daytona Beach, FL.

Zygouris-Coe, V., Swan, B., & Glass, C. (April, 2007). *Exploring the impact of professional development on Florida teachers' knowledge of scientifically based reading research*. A paper presentation at the Florida Reading Research Conference (FCRR). University of South Florida (USF), Tampa, FL.

Zygouris-Coe, V., Glass, C., & Whitehead, C. (February, 2007). *Preparing and sustaining online facilitators: Lessons learned*. Presented at the inaugural e-Educators conference, Panama City Beach, FL.

Smith, L. *, **Zygouris-Coe, V.**, & Glass, C. (February, 2007). *Sustaining online learning: How do you select and manage resources for your professional development course?* Presentation at the inaugural e-Educator conference, Panama City Beach, FL.

Zygouris-Coe, V., & Swan, B. (February, 2007). *Evaluating online professional development and the impact on teacher knowledge and student achievement*. Presentation at the inaugural e-Educator conference, Panama City Beach, FL.

Zygouris-Coe, V., Swan, B. A., & Glass, C. (January, 2007). *Exploring the impact of a statewide teacher professional development on teachers' reading knowledge, instructional*

practices, and student achievement. Presentation for the College of Education Annual Faculty Series, University of Central Florida, Orlando, FL.

Zygoris-Coe, V., Swan, B. A., Glass, C., & Lewis, N. (January, 2007). *Implementing a system of quality assurance checks in a large-scale online professional development course.* A paper presentation at the 19th Annual Conference of the Southeast Evaluation Association (SEA), Tallahassee, FL.

Zygoris-Coe, V. (January, 2007). *Vocabulary and writing in the intermediate grades.* An invited presentation given at Red Bug Elementary School, Casselberry, FL.

Zygoris-Coe, V., & Swan, B. (2007). *Exploring the impact of professional development on teacher knowledge, instructional practices, and students' achievement.* A presentation given at the UCF College of Education Faculty Professional Day, January 5, 2007, University of Central Florida, Orlando, FL.

Zygoris-Coe, V., Swan, B. A., Glass, C., & Lewis, N. (November, 2006). *Developing teacher expertise online.* A paper presentation at the annual meeting of the Florida Educational Research Association (FERA), Jacksonville, FL.

Zygoris-Coe, V. (2006). *Helping students turn facts into understanding.* A paper presentation at the annual meeting of the Florida Reading Association (FRA) Annual Conference, October 19-21, 2006, Orlando, FL.

Zygoris-Coe, V. (2006). *Helping students turn facts to understanding.* A workshop at the Florida Reading Association (FRA) Annual Conference, October 19-21, 2006, Orlando, FL.

Zygoris-Coe, V., Swan, B. A., & Smith, L. H.* (October, 2006). *The importance of reading in mathematics—The impact of a large scales reading professional development on mathematics teachers' practice.* A paper presentation at the annual meeting of the Florida Council of Teachers of Mathematics (FCTM), Orlando, FL.

Zygoris-Coe, V., Glass, C., Swan, B. A., & Smith, L.* (September, 2006). *An examination of the impact of a statewide teacher professional development on teachers' reading knowledge, instructional practice, and student achievement.* Presentation for the College of Education Faculty Development Series: Conversations about Scholarship, Teaching and Learning 2006-2007, University of Central Florida, Orlando, FL.

Zygoris-Coe, V. (September, 2006). *Building students' academic vocabulary and comprehension.* An invited presentation (by Superintendent Dr. Vogel) given to the Superintendent's Fall Leadership Day, Seminole County Public Schools, Sanford, FL.

Zygoris-Coe, V. (2006). *Building teachers' capacity in reading.* A presentation given at the UCF Meeting with FOR-PD state-wide Facilitator group, September, 2006, Orlando, FL.

Zygoris-Coe, V., & Swan, B. A. (August, 2006). *An examination of the impact of a statewide teacher professional development on teachers' reading knowledge, instructional practice, and student achievement.* Florida Department of Education Statewide Teacher Education Conference: Assessing Candidates' Performance for Impact on K-12 Student Learning, Central Florida Community College, Ocala, FL.

Zygoris-Coe, V., Glass, C., Lewis, N., & Swan, B. A. (July, 2006). *The impact of the Florida reading endorsement on teacher knowledge and reading expertise.* An invited presentation at the *Just Read Florida!* Leadership Conference, Orlando, FL.

Zygoris-Coe, V., Glass, C., & Pearson, K. (July, 2006). *Resources to help sustain elementary teachers' reading expertise.* An invited presentation at the *Just Read, Florida!* Florida Department of Education Educational Leadership Conference, Orlando, FL.

Zygoris-Coe, V., Glass, C., & Sommers, L. (July, 2006). *Resources to help sustain secondary teachers' reading expertise.* An invited presentation at the *Just Read, Florida!* Florida Department of Education Educational Leadership Conference, Orlando, FL.

Zygoris-Coe, V. (March, 2006). *Development and sustainability of reading capacity.* A paper presentation at the Annual Florida Association for Supervision and Curriculum Development (FASCD), Miami, FL.

Lewis, N., & **Zygoris-Coe, V.** (2006). *Online learning for large-scale teacher professional development.* A paper presentation at the Southeast Evaluation Association, February 1-3, 2006, Tallahassee, FL.

Zygoris-Coe, V. (2006). *Developing the literacy knowledge of preK-12 educators.* A presentation given at the UCF Meeting with Community Colleges in the EPI Program, January 20, 2006, Orlando, FL.

Zygoris-Coe, V. (2005). *How to succeed in the tenure and promotion process.* A presentation given at the monthly UCF College of Education Tenure & Promotion Meeting, December 13, 2005, Orlando, FL.

Zygoris-Coe, V. (2005). *Reading: What we know and what we need to do.* A paper presentation given at the Superintendent's Meeting for Principals, October 20, 2005, Sanford, FL.

Zygoris-Coe, V., & Glass, C. (2005). *Literacy and teacher expertise: The case of an alternative path.* A paper presentation given at the 43rd Annual Conference of the Florida Reading Association (FRA), October 20-23, 2005, Orlando, FL.

Zygoris-Coe, V., & Glass, C. (2005). *Creating print-rich environments to support student literacy success.* A paper presentation given at the 33rd Annual Conference of the Florida Association of Media Educators (FAME), October 19-21, 2005, Orlando, FL.

- Zygouris-Coe, V.** (2005). *Building secondary teachers' literacy expertise*. A presentation given at the Council of Language Arts Supervisors' Fall Conference, October 11-13, 2005, Orlando, FL.
- Zygouris-Coe, V., Puig, E., & Nelson, L.** (2005). *Literacy initiatives for preK-12 educators*. An invited presentation at the 2nd Annual *Just Read, Florida!* Florida Department of Education K-12 Educational Leadership Conference, August, 2005, Orlando, FL.
- Zygouris-Coe, V.** (2005). *Igniting a passion for literacy in our communities*. A presentation given at the East Orlando Vision Series on Community Dialogue in Education, August 31, 2005, Orlando, FL.
- Hahs-Vaughn, D. L., & **Zygouris-Coe, V.** (2005). *Estimating school effects on teachers' knowledge of reading and reading instruction: Using HLM to estimate teacher knowledge in the Florida Online Reading Professional Development (FOR-PD) project*. A paper presentation given at the Florida Reading Research Conference, Florida State University, April 2-3, 2005, Tallahassee, FL.
- Zygouris-Coe, V.** (2005). *Literacy activities and resources for tutoring struggling readers*. A workshop given at the Volunteer Florida, AmeriCorps Program Directors' Conference, February 24, 2005, Orlando, FL.
- Zygouris-Coe, V.** (2005). *The importance of classroom talk for student comprehension*. A workshop given at the FLARE Faculty Fellows' meeting, February 17, 2005, UCF/TLA, Orlando, FL.
- Hahs-Vaughn, D. L., & **Zygouris-Coe, V.** (2005). *Modeling teacher outcomes in the Florida Online Reading Professional Development (FOR-PD) project with Hierarchical Linear Models*. A paper presentation given at the Southeast Evaluation Association 17th Annual Conference, January, 2005, Tallahassee, FL.
- Hahs-Vaughn, D. L., **Zygouris-Coe, V.**, & Terrilli, J.* (2005). *Reading knowledge differences of the Florida Online Reading Professional Development (FOR-PD) project teachers*. A paper presentation given at the Southeast Evaluation Association (SEA) 17th Annual Conference, January, 2005, Tallahassee, FL.
- Zygouris-Coe, V.** (2004). *Teacher quality in Florida and in the US*. Presentation given at the National Professional Development School Conference, March 4, 2004, Orlando, FL.
- Zygouris-Coe, V.** (2004). *The FOR-PD project*. Presentation given at the TOYOTA Education Awards meeting, March 1, 2004, UCF Teaching & Learning Academy, Orlando, FL.
- Zygouris-Coe, V.** (2004). *The state of reading education*. Presentation given at the International Students (CARE) Professional Development meeting, February 23, 2004, Orlando, FL.

Zygouris-Coe, V., & Hahs-Vaughn, D. L. (2004). *Teacher knowledge, instructional practice, and student performance: A collaborative research project*. A paper presentation at the Multi-University Reading, Mathematics, and Science Initiative, February 6, 2004, Tallahassee, FL.

Hahs-Vaughn, D., **Zygouris-Coe, V.**, Fiedler, R., Yao, Y.*, Baumbach, D., & Long, G. (2004). *Evaluating online professional development: A plan for the Florida Online Reading Professional Development project*. A paper presentation at the Southeast Evaluation Association (SEA) Annual Meeting, January 28-30, 2004, Tallahassee, FL.

Zygouris-Coe, V., Baumbach, D., & Long, G. (2004). *Teachers and reading in Florida*. Presentation at the Florida Educational Technology Conference, January 21-24, 2004, Orlando, FL.

Zygouris-Coe, V., Baumbach, D., & Long, G. (2003). *Teacher preparation, effective reading strategies and student achievement*. Presentation at the 44th Annual Florida Association for Supervision and Curriculum Development, November 14, 2003, West Palm Beach, FL.

Zygouris-Coe, V., Baumbach, D., & Long, G. (2003). *FOR-PD: Your leash on the Florida Reading Endorsement*. Presentation at the 41st Annual Florida Reading Association (FRA) Conference, October 16-19, 2003, Orlando, FL.

Zygouris-Coe, V., Baumbach, D., & Long, G. (2003). *Showcasing successful literacy partnerships in Florida*. Presentation at the Florida Association of Teacher Educators (FATE), October 2-4, 2003, Ft. Lauderdale, FL.

Zygouris-Coe, V., & Striplin, P. (2003). *Developing a model for literacy partnerships through the Florida Literacy and Reading Excellence (FLaRE) center*. Presentation at the Florida Association of Teacher Educators (FATE), October 2-4, 2003, Ft. Lauderdale, FL.

Zygouris-Coe, V., Baumbach, D., & Long, G. (2003). *Empowering Florida's K-12 teachers to teach reading that works!* Presentation at the Florida Council on Elementary Education, September 24-26, 2003, Orlando, FL.

Zygouris-Coe, V. (2003). *Reading for information all the time!* Presentation at the Summer Literacy Institute, Millennium Middle School, July 15-17, 2003, Orlando, FL.

Zygouris-Coe, V. (2003). *From facts to understanding*. Presentation at the Orange County Public Schools North Learning Community, June 24-26, 2003, Orlando, FL.

Zygouris-Coe, V. (2003). *The reading process*. Presented at the Statewide FLaRE Facilitators' Professional Development Meeting, May 12-16, 2003, Clermont, FL.

Baumbach, D., **Zygouris-Coe, V.**, & Long, G. (2003). *FOR-PD Project and reading success in Florida*. Presented at the Florida Educational Technology Conference, February 5, 2003, Orlando, FL.

Baumbach, D., **Zygouris-Coe, V.**, & Long, G. (2002). *Reading in Florida through the FOR-PD project*. Presentation at the Florida Association for Media Educators, October 24, 2002, Daytona Beach, FL.

Zygouris-Coe, V. (2001). *What does research say about family literacy?* Presentation at the Florida Literacy Conference, April 25-27, 2001, Tampa, FL.

Zygouris-Coe, V. (2001). *Making a difference: The FLARE center*. Presentation at the Orange County Reading Council Conference, February 24, Orlando, FL.

Zygouris-Coe, V. (2000). *Introducing the Family Literacy and Reading Excellence center*. Presentation at the Florida Elementary Council Conference, November 27-29, 2000, Orlando, FL.

Zygouris-Coe, V. (2001). *Florida's Literacy and Reading Excellence Center*. Presentation at the 43rd Biennial Convocation, Kappa Delta Pi International Honor Society in Education, November 8-10, 2001, Orlando, FL.

Zygouris-Coe, V., & Striplin, P. (2001). *Florida's Literacy and Reading Excellence center: Reaching teachers, students, and families in Florida*. Presentation at the Florida Reading Association (FRA) Conference, October 18-20, 2001, Miami, FL.

Zygouris-Coe, V. (2001). *What does family literacy have to do with me?* Presentation at The University of Central Florida, College of Education, Senior Intern Professional Day, October 5, 2001, Orlando, FL.

Zygouris-Coe, V. (2000). *What is The FLARE center?* A presentation at the Florida Reading Association Annual Conference, October 12-15, 2000, Orlando, FL.

Zygouris-Coe, V. (2000). *No skeptics allowed: Challenges and solutions for the preparation of interns at a PDS*. Presentation at the 2nd Annual PDS Colloquium, University of South Florida, July 14, 2000, Tampa, FL.

Zygouris-Coe, V. (2000). *The war is over: Let's balance reading*. Presented at the Orange County Public Schools and UCF Literacy Forum, June 6, 2000, Orlando, FL.

Professional Presentations (non-refereed)

Invited National Presentations

Zygouris-Coe, V. (2012). *Preparing high school students for college reading, writing, and learning*. Florida Writing Symposium: Literacy and Civic Engagement, co-hosted by The University of Central Florida and The Florida Affiliate of the Council of Writing Program Administrators and sponsored by Bedford/St. Martin's. University of Central Florida, September 21, 2012, Orlando, FL.

Invited National Electronic Panel Presentation

Zygouris-Coe, V. (2013). *Adolescent language and literacy*. American Speech Language and Hearing Association, March 6-18, 2013. Online Conference.

A Webinar Panel Presentation: *online teacher support programs: Mentoring and coaching models*: (February 11, 2009). International Association for K-12 Online Learning (iNACOL): <http://www.inacol.org/events/webinar/index.php>.

- Cathy Cavanaugh, University of Florida (Panel Moderator). Panelists (in alphabetical order):
- Yoany Beldarrain, Florida Virtual School
- Kathryn Kennedy, University of Florida
- Therese Letourneau, Florida Virtual School
- Karly Wortmann, Iowa State University
- **Vicky Zygouris-Coe**, University of Central Florida

Invited Regional Panel Presentation

Zygouris-Coe, V. (2010). *Academic writing*. Knights Write Showcase. University of Central Florida, December 1, 2010, Orlando, FL.

Invited Regional Panel Presentation

Zygouris-Coe, V. (2018). *Disciplinary literacy: Apprenticing students in mathematics knowledge*. A presentation given to University-K-12 OCPS District Partners and National Centers collaborating on the Enhancing Quality in Teacher Preparation in Mathematics within Urban Partnerships Project. University of Central Florida, College of Community Innovation & Education, MIRC Center, December 17, 2018, Orlando, FL.

Invited Keynote Speaker

- **Zygouris-Coe, V.** (July 12, 2022). *The Importance of Reading in High School: Do We, Really, Need to Talk About It?* Keynote Presentation at the Orange County Public Schools B.E.S.T. ELA Literacy Institute for all district Middle School ELA and Reading teachers, Literacy coaches, School, and School district leaders. (Virtual Presentation).
- **Zygouris-Coe, V.** (July 14, 2022). *The Importance of Reading in High School:*

Do We, Really, Need to Talk About It? Keynote Presentation at the Orange County Public Schools B.E.S.T. ELA Literacy Institute for all district High School ELA and Reading teachers, Literacy coaches, School, and School district leaders. (Virtual Presentation).

- **Zygoris-Coe, V.** (September 18, 2021). *Disciplinary Literacy in Science Teaching and Learning (Grades K-12)*. Keynote Speaker at the 2021 University of Wyoming, College of Education, Fall Literacy Conference, Laramie, WY.
- Zygoris-Coe, V. (May 12-13, 2021). *Redefining the Vision for Literacy Teaching and Learning in Today's Digital Landscape*. Keynote Presentation at the 4th International Conference Literacy and Contemporary Society: Transitions in Digital Learning, University of Cyprus, Cyprus Pedagogical Institute (Virtual Conference).
- **Zygoris-Coe, V.** (September 18-19, 2020). *Disciplinary Literacy in Science Teaching and Learning (Grades K-12)*. Keynote Speaker at the 2020 University of Wyoming, College of Education, Fall Literacy Conference, Laramie, WY. Cancelled due to COVID-19.
- **Zygoris-Coe, V.** (2015). *Disciplinary literacy framework and instructional shifts*. Keynote Speaker Presentation, Literacy Design Collaborative National Training. UCF, University of Central Florida, Morgridge International Reading Center, November 4-6, 2015, Orlando, FL.
- **Zygoris-Coe, V.** (2002). *Vocabulary instruction*. Invited presentation by the Governor's *Just Read, Florida!* Office—Keynote speaker at the statewide Florida Department of Education, *Just Read, Florida!* Educational Leadership Conference. July 2002, Tampa, FL.
- **Zygoris-Coe, V.** (2002). *Comprehension instruction*. Invited presentation by the Governor's *Just Read, Florida!* Office—Keynote speaker at the statewide Florida Department of Education, *Just Read, Florida!* Educational Leadership Conference. July 2002, Tampa, FL.

Invited Reviewer

- **Zygoris-Coe, V.** (2011). Invited reviewer for the International Themed Issue of *Childhood Education*; Theme: *Children Around the World*.

Editorial Board Experience

2019-2021	Invited Column Co- Editor (Text & Resource Review Forum: Professional Resources Column), <i>Journal of Adolescent & Adult Literacy</i> , International Literacy Association.
2011-2017	Co-Editor for the <i>Literacy Research and Instruction Journal (LRI)</i> , Association of Literacy Educators and Researchers (ALER)
2006-2014	Associate Editor, <i>Florida Educational Leadership (FEL) Journal</i>

- 2010-2013 Associate Editor, Florida Association of Teacher Educators (FATE) Journal
- 2012-2020 Column Editor, Technology in Literacy Education Newsletter, Technology in Literacy Education, A Special Interest Group (SIG) of the International Literacy Association (ILA)
- 2012-2019 Column Editor, Middle School Reading Newsletter, Middle School Reading, A Special Interest Group (SIG) of the International Reading Association
- 2011-present Scientific Committee Editorial Board Member, International Conference on Information Communication Technologies in Education (ICICTE)
- 2011-present Editorial Board Member, Journal of Content Area Reading/Literacy Research & Instruction
- 2011-2019 Review Board Member, Literacy Research & Instruction (LRI) Journal
- 2010-2019 Editorial Board Member, Middle School Reading Newsletter (publication of MSR-SIG of the International Reading Association)
- 2009-2016 Editorial Review Board Member, International Journal of Scholarship of Teaching and Learning (ISoTL)
- 2017-present Editorial Review Board Member, Journal of Adolescent & Adult Literacy (JAAL)
- 2007-present Editorial Board Member, Reading Psychology Journal
- 2003-2019 Reviewer, Florida Association of Teacher Educators (FATE) Journal
Florida Association of Teacher Educators (FATE)
- 2002-2003 Reviewer, The International Literacy and Education Network Conference, Melbourne, Australia
- 2010-present Reviewer, International Journal of Information and Learning Technology
- 2023-present Reviewer, Teachers and Teaching: Theory and Practice Journal
- 017-present Reviewer, Science Education Journal
- 2017 Invited Ad Hoc Reviewer, Journal of Adolescent & Adult Literacy (JAAL)
- 2001-present Reviewer, The Reading Teacher

- 2001-2002 Reviewer, College Reading Association *CRA Yearbook*, Reviewer
1994-1996 Reviewer, Journal of Classroom Interaction

Invited Book Reviews

Zygouris-Coe, V. (2020). Book review: Beck, I., McKeown, M. G., & Sandora, C. A. (2020). *Robust comprehension instruction with questioning the author: 15 years smarter*. New York, NY: Guilford.

Zygouris-Coe, V. (2018). Book review: Lent, R., & McCracken Voigt, M. (2018). *Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking*. Thousand Oaks, CA: Corwin.

Zygouris-Coe, V. (2016). Book review: Wolsey, D., & Lapp, D. (2016). *Literacy in the disciplines: A Teacher's guide for grades 5-12*. New York, NY: Guilford.

Zygouris-Coe, V. (2016). Book review: Bear, D., Invernizzi, M. R., Templeton, S., & Johnston, F. (2016). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Boston, MA: Pearson/Allyn & Bacon.

Zygouris-Coe, V. (2012). Book review (and suggestions for next edition): *Handbook of reading research (Vol. V)*. New York: Routledge.

Zygouris-Coe, V. (2011). Book review: Anna, M., & Wallace, F.W. (2012). *Mathematical literacy in the middle and high school grades: A modern approach to sparking student interest*. Upper Saddle River, NJ: Pearson Educational Publishing.

Invited Book Chapter Reviews

Zygouris-Coe, V. (2001). Investigation of blended versus fully web-based instruction for pre-teacher candidates in a large special education survey course. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 281-297). Hersey, PA: IGI Global.

Zygouris-Coe, V. (2001). Book chapter review for: Differentiating instruction for adult learners in an online environment. In R. Hartshorne, T. Heafner, & T. Petty (Eds.), *Teacher education programs and online learning tools: Innovations in teacher preparation* (pp. 198-215). Hersey, PA: IGI Global.

Reviewer for Books

- 2014-present Pearson Educational Publishing

2018-present Corwin
2016-present Guilford
2011-present Holcomb Hathaway Publishers
2003-present Wiley Publishing
1990-present Allyn & Bacon/Pearson & Longman
2004-2007 Maupin House Publishing
1990-1997 McGraw-Hill Publishers

TEACHING AND SUPERVISION EXPERIENCE

Courses Taught:

**University of Central Florida
College of Teacher Education**

LAE 5337: Literacy Strategies for Middle and High School Teachers

A course designed for the examination of theory, teaching strategies, and resources for effective middle and secondary reading programs, to assist teachers to understand and develop content area reading instructional strategies.

RED 3012: Basic Foundations of Reading

Introduction to reading: Principles, procedures, and current practices, study of specific techniques and materials for word attack and comprehension.

RED 4519: Diagnostic and Corrective Reading Strategies

An investigation of the needs of individual learners in reading instruction. Organizational techniques for promoting optimum reading growth.

RED 5147: Developmental Reading

Principles, procedures, organization, and current practices in the reading program. Materials and methods of instruction.

RED 5517: Classroom Diagnosis

Classroom diagnosis and corrective teaching in reading; instructional materials. Case study required.

RED 6116: Trends in Literacy Education

Analysis of historical development and current trends, management systems, instructional strategies and investigation of research.

RED 6336: *Teaching Content Area and Disciplinary Literacy*

Identification and evaluation of content reading skills, diagnosis of reading problems, and development of methods and materials to increase student reading performance.

RED 6337: *Reading in the Secondary School*

Nature of the adolescent reader; organizational patterns, principles, and procedures; diagnostic and remediation materials.

RED 6746: *Management of Reading Programs*

Overview of K-12 reading instruction goals and program management models; role of reading supervisor and in-service needs assessment and delivery.

RED 6845: *Advanced Evaluation and Instruction in Reading*

Administration and interpretation of formal and informal evaluation strategies. Factors and instructional techniques contributing to reading achievement. Case studies, parental involvement.

RED 6846: *Reading Practicum*

Evaluation and instructional practices for individualization of reading instruction in laboratory settings. Parent interview and case report.

RED 6908: *Reading in the Content Areas (Independent Study)*

RED 6908: *Reading, Policy, and Instructional Practice (Independent Study)*

Independent study on the role of current reading policies (national and state) on K-12 instructional practice. Analysis and evaluation of policies.

RED 6908: *Digital Literacies and Reading Comprehension (Independent Study)*

Independent study on research history and developments in digital literacies, new literacies, reading comprehension of digital text, and assessment of student comprehension in online environments.

RED 6909: *Research Report*

Development of a research study as part of a research report-option program. Supervision and development of research, data collection, and production of research report.

RED 6971: *Thesis*

Culminating experience for those who conduct an original research study as part of a thesis-option program. Supervision of research and thesis development. The thesis consists of a common theme with an introduction and literature review, details of the study, and results and conclusions.

RED 7745: *Research in Reading Education Seminar*

The study of the reading research process and the design of a research proposal in the reading education field.

RED 7745: *Research in Reading Education Seminar: Spring 2021 Focus: Disciplinary Literacy in Secondary Science Teaching & Learning*

The study of the reading research process and the design of a research proposal in the reading education field.

RED 7648: *Analysis and Evaluation of Trends and Issues in Literacy Education*

Critical analysis and evaluation of critical issues in literacy education; research, policy, and instruction.

RED 7697: *Literacy for the Twenty-First Century*

Investigates changing face of literacy in a technology-based world. Explores issues of literacy research and instruction in an increasingly diverse world.

RED 7947: *Internship in Ph.D. in Education, Reading Education Track*

Development and supervision of research internship.

RED 7980: *Dissertation Hours for Ph.D. in Education, Reading Education Specialization*

Development and supervision of dissertation.

RED 7987: *Dissertation Hours for Ed.D. in C & I, Reading Education Specialization*

Development and supervision of dissertation.

EDF 6401: *Statistics for Educational Data*

Examination of appropriate methods in applied educational contexts. Consideration of analysis strategies for educational data with emphasis on identification and interpretation of findings.

EDF 6481: *Fundamentals of Graduate Research in Education*

Review and critique of research literature, use of library resources for educational research, and introduction to the concepts of research design and data analysis.

EDF 7917: *Development of Dissertation Prospectus*

Analysis and synthesis of educational literature and research prospectus. Supervision of dissertation prospectus development.

EDG 7919: *Research*

Development and supervision of dissertation research.

EDG 7980: *Dissertation*

Development and supervision of dissertation.

IDS 7500: *Seminar in Educational Research*

An examination of education related research initiatives.

IDS 7502 D001: *Case Studies in Educational Research Design*

Case Studies in Education Research is intended to support the development of students' research methodology, promoting their ability to construct a sound dissertation proposal and study.

Program Development

Ph.D. in Education, new track: Teaching, Learning, and Development (TLD)

- Assisted in course sequence, recruitment and promotion, application criteria, participated in applicant interviews, and admission of Cohort 1 (Summer 2022-Spring 2023).
- Assisted in research, course development and curricular matters, and overall development of this new track (Fall 2020, Spring 2021, Summer 2021, Fall 2021, Spring 2022)
- Assisted in promotion and marketing, website development, and recruitment (Fall 2021, Spring 2022)

M.Ed. in Reading Education

- Redesigned 3 courses as part of offering the program in a fully online format by (Summer 2021, Fall 2021, Spring 2022)
- Assisted in the redesign of the program (Fall 2019, Spring 2020, Summer 2021, Fall 2021, Spring 2022)
- Was awarded and completed the UCF Digital Learning Course Redesign Initiative (DL CRI) Extension (Summer 2021, Fall 2021, Spring 2022, Summer 2022)
- Received Quality Designation for Online Courses within the FL State University System (SUS) by the *Center for Distributed Learning at UCF* for RED 6336: Content Area and Disciplinary Literacy, RED 6337: Reading in Secondary School. (Spring 2023)
- Received Quality Designation for Online Courses within the FL State University System (SUS) by the *Center for Distributed Learning at UCF* for RED 6337: Reading in Secondary School. (Spring 2023)

Reading Education & National Council on Teacher Quality (NCTQ) Review on UCF's Teacher Preparation in Reading (Spring 2023)

- Responded via a thorough analysis and feedback of two courses to the initial report for NCTQ providing evidence of scientifically based reading instruction in undergraduate and graduate programs for the following courses: RED 3012, RED 5147. Programs impacted were Bachelor of Science in Elementary Education, K-6 Certification Track with ESOL and reading Endorsements, and Master of Arts in Elementary Education.
- Review and response resulted in NCTQ assigning a Grade of "A" and naming the undergraduate and graduate programs at University of Central Florida are among only 160 in the country to earn an A for adequate coverage of scientifically based reading instruction for elementary teacher candidates.

Reading Endorsement Folio Development and Submission to the FL DOE, Just Read Florida Fall 2022-Spring 2023)

- Member of a team that developed and submitted folios for 8 programs at the undergraduate and graduate levels. This included the development of curriculum study assignments, formative assessments, and a summative assessment for the indicators in 5 competencies. I was responsible for competencies 1-2 at the undergraduate (RED 3012) and graduate level (RED 5147). Competencies 1 and 2 each have 6 Performance Indicators (Total:12) with 63 Indicator Codes per Competency (Total:126). I also assisted in all other Competencies by providing feedback and resources.

Learning Sciences Faculty Cluster

- Assisted in the writing of an interdisciplinary proposal that was funded by UCF in 2017
- 2018-present, Secondary Faculty appointment in Learning Sciences Faculty Cluster

Ph.D. in Reading Education Track

- Developed RED 7648: Analysis and Evaluation of Trends and Issues in Literacy Education
- Developed RED 7697: Literacy for the 21st Century
- Developed RED 7745: Research in Reading Education Seminar

Ed.D. Doctorate in Education

- Developed EDG 7468: Evaluation of Complex Problems of Practice

M.Ed. in Reading Education (Reading Endorsement Alignment)

Reading Education Certificate (18 credit hours)

M.Ed. Course Development

- Developed RED 5147 as a fully online course
 - Developed training for all adjuncts of RED 5147 course
- Developed RED 6116 as a fully online course
- Developed RED 6336 as a mixed-mode course
- Developed RED 6337 as a mixed-mode course
- Developed RED 6746 as a face-to-face course

Elementary Program Redesign (Reading Endorsement, Arts Infusion, ESOL Infusion, New Standards and Assessments)

Secondary Education Program Redesign (Disciplinary Literacy, Writing Integration, New Standards and Assessments)

College of Education

RED 3307: *Teaching Reading in Primary Grades*

The purpose of the course is to provide students with a breadth of knowledge in areas related to teaching beginning reading. This course is designed to provide students with theoretical and practical knowledge and experience that will prepare them to teach reading in the primary grades.

RED 3312: *Reading I*

This course develops students' understanding of reading as a social, cognitive, linguistic, developmental, motivational, and strategic process. It focuses on methods and materials that can be used to support the development of reading in early grades.

RED 4324: *Reading in the Intermediate Grades*

The primary focus of this course is to develop expertise in explicit and strategic literacy instruction. Strategy instruction will be examined in the context of recent educational policies, current reading research, and topics related to teaching reading to diverse learners in the intermediate grades.

EDE 6225: *Practices in Childhood Education*

Clinical internship, teacher candidate supervision in the field, and classroom management preparation.

EDE 6325: *Teacher Inquiry/Action Research*

This course is specifically designed to help fifth-year teacher candidates understand the purpose, goals, and process of inquiry as well as explore what inquiry offers teachers within today's context.

The Johns Hopkins University College of Education

ED.882.501: *Educational Psychology: Learning*

Participants examine current theory and practice in the teaching and learning process. The course emphasizes the dynamics of learning through the perspectives of human development, learning theory, cognitive mechanisms, individual differences, classroom dynamics, measurement and evaluation, and social forces.

ED.882.511: *Human Growth and Development: A Lifespan Perspective*

Students consider an overview of the physical, social, and emotional aspects of human development throughout the lifespan. The course considers developmental theory and reviews current areas of research.

College of Notre Dame Department of Psychology

EDU-519 *Human Development and Learning*

This course is designed to educate students in issues of human growth and development (birth-adulthood).

Psychology & Adulthood

The purpose of this course is to provide an overview of what we know about adult development and examine all developmental issues from a life-span perspective.

**Towson State University
College of Education**

PSYC 201: *Educational Psychology*

Principles of educational psychology; teaching and learning; factors that affect student development and performance; core principles and theories of learning and instruction as a result of research in the fields of education and psychology. Major topics include: current theories of learning and cognitive development, academic motivation, social and emotional development, instruction in the content areas, and assessment.

PSYC 203: *Human Development*

This course introduces students to the central issues in the basic areas in human development. The course will explain relationships between biological, cognitive, social, and cultural aspects of development from birth-death.

PSYC 315: *Motivation*

This course is designed to educate students about learning and motivation theories; examines the relationship between motivation and human performance; implications for motivation, instruction, and student achievement.

ELED 323: *Principles and Practices of Instruction in Reading and Language Arts*

Designed to provide teacher candidates with the knowledge, skills, and dispositions essential to implementing a comprehensive approach to language arts instruction in Pre-K through grade 6 classrooms; principles and practices of comprehensive approaches to language arts instruction.

Internship I Supervision

This course involved clinical internship supervision of elementary program students in K-6 grades.

**University of London
Institute of Education**

MMASEN_08: *Language Development*

This module introduces participants to a range of theories (cognitive, linguistic and social) that attempt to explain the processes and mechanisms of language development.

MMALLD_03: *Reading and Spelling Difficulties*

The module covers: classification of specific learning difficulties; a review of different theoretical perspectives in the nature and origin of difficulties in developmental literacy skills; methods of assessment and intervention suitable for primary and secondary school pupils and ways of evaluating the efficiency of such interventions.

MMALLD_02: *Literacy Development*

The module includes important precursor concepts and skills that support the successful development of reading and spelling in young children and a critical discussion of the role played by these skills and ways to foster them. It introduces a theoretical framework within which the processes involved in reading and spelling can be understood; ways of teaching reading and spelling to maximize pupils' learning; and some of the issues involved in bi-literacy.

MMAPSY_19: *Cognitive Development and Learning*

This module aims to develop knowledge and understanding of psychological theory and research on learning and development. It covers three broad approaches to the study of cognitive development and learning in contemporary psychology; Piagetian, information processing and socio-cultural.

MMAPSY_22: *Core Topics in the Psychology of Education*

By introducing participants to theory and research in important areas in the psychology of education, this module aims to broaden students' knowledge and understanding of key issues. In doing so it aims to develop skills of critical analysis, and also to enable participants to identify implications of relevant research for their practice.

MMACDV_06: *Social Development*

This module considers ideas about the relationship between psychology and culture that have influenced developmental and cognitive psychology, influences on parenting, the development of language and communication, and socio-emotional and cultural aspects of development in childhood and adolescence.

MMAPSY_23: *Methodology and Statistics*

This module considers methods of psychological research and the analysis of data. It aims to enhance the ability to understand and use various research methods and develop expertise in running statistical analyses using SPSS.

MAJPP_01: *Social, emotional and behavioral development in children with Speech, Language and Communication Needs*

There is a growing interest in the interaction of social development with speech, language and communication development. This has focused in recent years on issues of behavior,

particularly among those identified as experiencing social, emotional and behavioral difficulties (SEBD).

Teaching Enhancement Activities

2017-2018 Writing Across the Curriculum, SoTL Fellow

UCF Writing & Rhetoric Department

The focus of semester-long training focused on research about the role of writing as a thinking and learning tool in courses for elementary and secondary preservice teachers. I collaborated with five colleagues from a variety of program areas.

2013-2016 Writing Across the Curriculum, Fellow

UCF Writing & Rhetoric Department

The focus of semester-long training focused on learning more about the role of writing as a thinking and learning tool in courses across the secondary program area. I collaborated with four colleagues from mathematics, literacy, general education, ELA, and writing and Rhetoric.

2015 Multimedia Course Innovation Project

Faculty Center for Teaching & Learning, University of Central Florida

The focus of semester-long training focused on exploring emerging ways to integrate more multimedia resources and tools into my courses for the purpose of innovating my teaching and strengthening student learning.

2013 Multimedia Course Innovation Project

Faculty Center for Teaching & Learning, University of Central Florida

The focus of semester-long training focused on exploring emerging ways to integrate more multimedia resources and tools into my courses for the purpose of innovating my teaching and strengthening student learning.

2011-present Summer Faculty Development Conference

Faculty Center for Teaching & Learning, University of Central Florida

Sample foci of this enhancement focused on the revision of two graduate level courses on reading in middle and high school grades; course revision will include inclusion of common core state standards, implications for preparation of literacy specialists, and development of new resources.

2006 Course Development and Web Services IDL Training

University of Central Florida

Semester-long course to learn about online learning, teaching, and course development.

2005 Summer Faculty Development Conference

Faculty Center for Teaching & Learning, University of Central Florida

Re-designed a comprehensive graduate level course (RED 5147), write content, and placed it online. Collaborated with faculty from eight graduate program areas that used this course as part of their programs.

2002 ESOL Endorsement

College of Education, University of Central Florida

A semester-long training on ESOL-related issues, standards, education, teaching ESOL students, preparing teacher candidates to teach ESOL students, and learning (60 hours).

Doctoral Dissertation & Thesis Work

Doctoral Dissertation

Chair

Kelly, K. (2019-2023). *Digital Writing Knowledge and Practices In Elementary Pre-Service Teacher Preparation*

Chair: **Dr. Vicky Zygouris-Coe**

Lopas, C. (2018-2021). *Engaging Elementary Engaging Elementary Preservice Teachers in Reflection For, In, and On Practice During an Approximation of Practice in TeachLivETM Using Sentence Frames for English Language Learners.*

Co-Chair: **Dr. Vicky Zygouris-Coe**

Mitchell, M. (2016-2021). *An Examination of Secondary English Language Arts and Social Studies Teachers' Perceptions and Implementation of Effective Literacy Instructional Practices in their Content Area Classrooms: A Correlational Study.*

Chair: **Dr. Vicky Zygouris-Coe**

Grysko, R. (2016-2019). *Using Argument as a Bridge Between Literacy and Science: An Intervention Study in a Science Methods Course for Elementary Preservice Teachers*

Chair: **Dr. Vicky Zygouris-Coe**

Kennedy, A. (2016-2019). *Disciplinary literacy in elementary science classrooms.*

Chair: **Dr. Vicky Zygouris-Coe**

Smith, L. (2013-2017). *Examining the factors that contribute to the development of digital literacy in a tenth grade social studies classroom.*

Chair: **Dr. Vicky Zygouris-Coe**

Groom, L. (2015-2016). *Writing instruction in elementary grades.*

Chair: **Dr. Vicky Zygouris-Coe**

- Kalu, O. (2015-2016). *Culturally-relevant texts for adolescent readers*.
Chair: **Dr. Vicky Zygouris-Coe**
- Van Allen, J. (2013-2016). *Internet reading and learning in a guided reading context*.
Chair: **Dr. Vicky Zygouris-Coe**
- Forsythe, L. (2013-2016). *A framework for transforming elementary literacy coaches' professional learning*.
Chair: **Dr. Vicky Zygouris-Coe**
- Rivera, J. (2012-2015). *A quasi-experimental study on the impact of explicit instruction on science text structures on eighth-grade students' reading, reading and sentence comprehension, and content learning*.
Chair: **Dr. Vicky Zygouris-Coe**
- Ferreira, P. (2009-2013). *The effectiveness of using concept maps as an instructional tool in a middle grades science class*. (Ed.D. in Education—Literacy Specialization, University of Central Florida).
Chair: **Dr. Vicky Zygouris-Coe**
- Cardullo, V. (2009-2013). *Reader motivation and comprehension with e-readers: A mixed method study*. (Ed.D. in Education—Literacy Specialization, University of Central Florida).
Chair: **Dr. Vicky Zygouris-Coe**
- Woodhall, C. (2009-2013). *An exploration of secondary grade science teachers' written artifacts about their experiences with online professional development in reading research and instruction: A grounded theory study*. (Ph.D. in Education—Science Education Track, University of Central Florida).
Chair: **Dr. Vicky Zygouris-Coe**
- Stafford, S. (2009-2012). *The effect of question-answer relationships on ninth-grade students' comprehension*. (Ed.D. in Education—Literacy Specialization, University of Central Florida).
Chair: **Dr. Vicky Zygouris-Coe**
- Greenwell, S. (2005-2009). *An exploratory case study comparing the teaching practices of reading endorsed vs. non-reading endorsed secondary English language arts teachers* ©. (Ed.D. in Education—Literacy Specialization, University of Central Florida).
Chair: **Dr. Vicky Zygouris-Coe** (UMI No. 3401078)
- Conway, J. (2002-2006). *A correlational study about coaching and teachers' attitudes, perceptions, and practices in reading instruction* ©. (Ed.D. in Education—Literacy Specialization, University of Central Florida).
Chair: **Dr. Vicky Zygouris-Coe** (UMI No. 3242429)

Harper, V. (2002-2006). *A study of southwest Florida secondary school reading teachers and the implementation of scientifically based reading research and instruction* ©. (Ed.D. in Education—Literacy Specialization, University of Central Florida). Chair: **Dr. Vicky Zygouris-Coe** (UMI No. 3233653)

Committee Member

Pierce, C. (2021-2023). *An Investigation of the Perspectives of Parents and Grandparent Caregivers of Children with ASD Regarding Behavioral Management Strategies*. Chair: Dr. M Marino

Katsavria, I. (Summer 2020-Fall 2021). *Finnish Early Childhood Teachers' Intercultural Sensitivity*. Chair: Dr. J. Szente

Brevoort, S. (2019-2021). *A Quasi-experimental Study of the Relationship Between Teaching Intensive Reading Using Novels and Student Skills in English Language Arts*. Chair: Thomas Vitale

Sofokleous, S. (2014-2020). *Literacies and education in the subject areas: An action research study in 6th grade mathematics in Cyprus*. Chair: Elena Ioannidou; Co-Chair: Stavroula Kontovourki

- Invited International Committee Member, University of Cyprus

Gorlin, R. (2013-2020). *Educators' storybook reading practices, attitudes toward adopting dialogic reading, and child language status in an inclusive early learning environment*. Chair: Dr. Barbara Ehren

Ulenski, A. (2014-2017). *Development and evaluation of an instrument to assess elementary literacy coaches' needs*. Co-Chairs: Dr. Michele Gill & Dr. Michelle Kelley

Mitchell, M. (2014-2017). *Effects of collaborations between speech-language pathologists and third grade teachers on student literacy outcomes*. Chair: Dr. Barbara Ehren

Van Zandt, C. (2013-present). *Historical inquiry with digital resources: An exploration into social studies preservice teachers' understandings and uses*. Chair: Dr. W. Russell.

Samuels, S. (2013-2017). *Assessing the needs of struggling readers in intensive reading middle school classes*. Chair: Dr. Carolyn Hopp

Blanch, N. (2016). *Examining elementary preservice teacher efficacy and perceptions of preparedness to teach writing in a Title 1 school: A mixed method study of a school-based teacher education course in Florida*. Chair: Dr. Sherron Roberts

Massengale, L. (2012-2016). *The lived experiences of elementary students with*

- disabilities self-advocating through speaking and writing*. Chair: Dr. Lisa Dieker
- Becht, K. (2012-2015). *The culture of literacy in inclusive middle school content classrooms for students with intellectual disabilities*. Chair: Dr. Lisa Dieker
- Cummings, I. (2012-2015). *Principals' perceptions on educating elementary students who are gifted*. Chair: Dr. Suzanne Martin
- Rawlinson, D. (2012-2015). *Developing a professional development model for technology integration in an elementary school*. Chair: Dr. David Boote
- Telesca, L. (2012-2015). *The effect of sentence combining on writing eighth science grade students who struggle with literacy*. Chair: Dr. Barbara Ehren
- Tinsley, M. (2012-2014). *A professional learning community model: Implementation of close reading techniques to improve US history student comprehension*. Co-chairs: Dr. Carolyn Hoop and Karri Williams
- Wang, P. (2006-2010). *Effects of deadline conditions on learners of different procrastination tendencies in an online course* ©. (Ph.D. in Instructional Technology, University of Central Florida). Chair: Dr. Glenda Gunter
- Ku, C. (2005-2009). *Extending the technology acceptance model using perceived user resources in higher education web-based online learning courses* ©. (Ph.D. in Instructional Technology, University of Central Florida). Chair: Dr. Stephen Sivo (UMI No. 3357904)
- Stevison, M. (2005-2009). *A confirmatory factor analysis of teaching presence within the Florida Online Reading Professional Development program* ©. (Ph.D. in Instructional Technology, University of Central Florida). Chair: Dr. Debbie Hahs-Vaughn (UMI No. 3401100)
- Smith, J. (2002-2006). *The effect of social presence on teacher technology acceptance, continuance intention, and performance in an online teacher professional development course* ©. (Ph.D. in Instructional Technology, University of Central Florida). Chair: Dr. Stephen Sivo (UMI No. 3242476)
- Dewey, E. (2002-2006). *The relationship between teacher attitudes toward Florida history and the methods and materials the teachers use to teach Florida history* ©. (Ed.D. in Education—Literacy Specialization, University of Central Florida). Chair: Dr. Kay Allen (UMI No. 3178934)
- Dillon, J. (2000-2002). *An examination of content area reading in five central Florida middle schools* ©. (Ed.D. in Education—Literacy Specialization, University of Central Florida). Chair: Dr. Marcela Kysilka (UMI No. 9431605)

Master's Thesis

Chair

Webb, C. (2017-2018). *Exploring high performing second grade students' reading achievement and time spent on i-Ready with their motivation to read.*

Chair: **Dr. Vicky Zygouris-Coe**

Patterson, D. (2016-2017). *Family literacy engagement in community literacy centers.*

Chair: **Dr. Vicky Zygouris-Coe**

Park, S. (2013). *Utilizing iPads to engage students in vocabulary instruction.*

(Unpublished master's thesis). University of Central Florida, Orlando, FL. Chair:

Dr. Vicky Zygouris-Coe

Blackwell, L. (2009-2010). *The integration of information and communication*

technologies in the content areas and adolescent motivation. (Unpublished

master's thesis). University of Central Florida, Orlando, FL. Chair: **Dr. Vicky**

Zygouris-Coe

Committee Member

Johnson, N. (2010-2011). *Curriculum-embedded reading tests as predictors of success*

on Florida comprehensive assessment in reading. (Unpublished master's thesis).

University of Central Florida, Orlando, FL.

Honors in the Major Thesis (Undergraduate)

Chair

Edme, D. (Spring 2016-Fall 2016). *Exploring intensive high school reading program*

shifts in a school district. Chair: **Dr. Vicky Zygouris-Coe**

Merz, R. (2011-2012). *Exploring the role of the school counselor in response to*

intervention (RtI) efforts for elementary grade struggling readers. (Elementary

Education, University of Central Florida). Chair: **Dr. Vicky Zygouris-Coe**

Committee Member

Lane, C. (2008-2009). *Exploring the contributing factors of the success of Department of*

Defense K-12 schools: A literature review. (Elementary Education, University of

Central Florida). Chair: Dr. Sherron Roberts.

PROFESIONAL SERVICE AND GOVERNANCE

University Service

University of Central Florida

University Level

- UCF Collective Impact & Strategic Plan Committee (2015-2021)
- UCF Quality Enhancement Plan (QEP) (2015-2021)
- University Awards Committee (2014-2019)
- University Down Town Project, Task Force Member (2014-2020)
 - Facilities Sub-Committee, Member
 - Technology & Learning, Member
- Graduate Policy and Procedures committee (2006-2011)
- Faculty Senate, College of Education Representative (2006-2008)
 - Graduate Council Policy & Regulations Committee, Member (2006-2008)
- UCF Interdisciplinary Research Faculty Position Search (2015-2016)
- State and University representative for the National Reading First Higher Education Collaborative (2007-2008)
- UCF Research Week Planning Committee (2006-2008)
- Scholarship of Learning and Teaching (SoTL) Committee Member (2007-2008, 2010-2012)
- Research Initiative Award (RIA) Committee Member (2006-2007; 2013-2014)
- Faculty Senate, College of Education Representative (2003-2005)
 - Undergraduate Policy Curriculum Committee, Member (2003-2005)
- UCF Literacy Symposium, Founder and Committee Chair (2000-present)
- UKWL (Uknighting the World Through Literacy) Student Organization, Faculty Advisor (2010-present)

College Level

- Promotion & Tenure Committee, Chair (2016-2018)
- Graduate Curriculum & Standards Committee, Member (2015-2018)
- Faculty Council, Chair (2014-2015)
- Faculty Council, Co-Chair (2013-2014)
- Faculty Council, Member (2012-2015)
- Coordinator of the Ph.D. in Education, Reading Track, (2009-present)
- Morgridge International Reading Center, Faculty Fellow (2010-present)
- Project ELEVATE Schoolwide Enrichment Committee (2016-2020)
- Day on the Hill, College Team Member (2012)
- Educator in Residence Search Committee, Member (2010-present)
- Educator in Residence Search Committee, Member, The UCF Teaching Academy (2010-present)
- Higher Education Consortium for Special Education, Member (2010-present)

- Morgridge International Reading Center, Planning Committee Member (January 2008-2010)
- College Strategic Planning Committee: Success to Significance (S2S) Committee Member (2007-2010)
- College Strategic Planning Committee: Success to Significance (S2S), Chair of Subcommittee on Innovation (2008-2010)
- Research Committee, Member (2002-2006; 2007-2009; 2009-2011)
- Faculty judge for Graduate Research Student Showcase (2008-present)
- Faculty Professional Development, Committee Member (2005-present)
- KDP, Committee Member (2004-present)
- Having Active Participation Prepares You (H.A.P.P.Y.) Hour Student Education Workshops, Committee Member (2005-Summer 2012)
- Committee member for M.A. international exchange student, Linda Smolenaers (The Netherlands), (January 2008-2009)
- Graduate Curriculum and Standards Committee, Member (2001-2008)
- Standard 1 NCATE Review Committee, Member (2003-2004)
- Master's Admission & Retention Committee, Member (2005-2008)
- UCF Student Literacy Council, Chair and UCF Faculty Advisor (Chair: 2002-2005; 2005-present: Co-Chair with M. Kelley)
- College of Education Representative at the National Higher Education Collaborative, Member (2003-2008)
- College of Education Representative at the Florida Higher Education Collaborative, (2004-2008)
 - Member, Professional Development sub-committee
 - Member, Higher Education Model sub-committee
- Statewide Florida Literacy and Reading Excellence (FLaRE) Research Task Force, Chair—this group consisted of faculty representatives from 10 state universities (2000-2002)
- Member, Ph.D. in Elementary Education Development Team, University of Central Florida (2001-2002)
- Statewide Florida Literacy and Reading Excellence (FLaRE) Curriculum Standards Task Force, Member—this group consisted of faculty representatives from 10 state universities (2000-2002)
- UCF College of Education, Literacy Symposium, Organizer & Committee Chair (2000-present)

School or Department Level

- Associate Director, School of Teacher Education (Summer 2019-Summer 2022)
- Secondary Education Program Coordinator (Fall 2019-Spring 2020)
- School of Teacher Education Faculty & Staff Advisory Council, Chair (Fall 2019-Summer 2021)
- School of Teacher Education Faculty & Staff Advisory Council, Member (Fall 2022-present)
- Search Committee Chair, Assistant Tenure-Earning Professor, Reading Education (Fall 2022-Spring 2023)

- School of Teacher Education Annual Faculty Evaluation Standards and Procedures (AESP), Member (2017-present)
- Promotion & Tenure Committee, Member (2013-present)
- Teacher Quality Partnership (TQP) Fellow (2018-present)
- School of Teaching, Learning, and Leadership/STE Curriculum Committee, Member (2005-present)
- Coordinator of the Ph.D. in Education, Reading Track, (2009-present)
- Mentor for RED 4519 (2005-2007), 5514 (2005-2007), 5147 (2003-present), 6116 (2005-present), RED 6336 (2010-present) courses
- Reading Education, Member (2000-present)
- Reading Education Search Committee, Member (2000-present)
- FOR-PD Interim Director (July 2007-January 2008; January 2009-2010)
- FOR-PD Reading Specialist (April 2008-January 2009)
- FOR-PD Co-Director (2003-2010)
- FOR-PD Director Search Committee, Chair (2008-2009)
- FOR-PD Reading Specialist Search Committee, Chair (2008-2009)
- FOR-PD Manager of Administrative Services Committee, Member (2008-2009)
- Reading Education Assistant/Associate Professor Search, Committee Member (2003-2004)
- Reading Education Instructor Search, Committee Member (2003-2004)
- Reading Education Assistant Professor Search, Committee Member (2001-2002)
- Faculty Mentor to Adjunct Instructors for RED 5147, RED 6116, RED 6336 courses (2002-present)
- Elementary Education Committee, Member (2000-present)
- Secondary Education Committee (2010-present)
- Departmental Curriculum Committee, Member (2002-present)

University of Florida

- Action Research Planning Committee, Member, (1995-1997)
- Search Committee, Language & Literacy Assistant Professor, Member, (1997-1998)
- Faculty Mentor to Adjunct Faculty teaching RED 3312, (1995-1999)

The Johns Hopkins University

- “*Baltimore What’s Happening*” Research Committee, Member (1990-1991)

Towson State University

- Member, NCATE committee—conducted the knowledge base for the educational psychology courses, Member (1991-1992).

University of London, London, England

- Doctoral Seminars Committee, Coordinator (1985-1986)
- Doctoral Student Association, President (1985-1986)

Consultation & Community Engagement Services

- Orange County Public Schools (Fall 2022-present). Project ELITE collaboration, workshops and services for educators, parents, and family engagement liaisons: Reading and English Language Learners in VPK-Grade 3.
- Pinellas County Public Schools (Fall 2022-present). Project ELITE collaboration, workshops and services for educators, parents, and family engagement liaisons: Reading and English Language Learners in VPK-Grade 3.
- St. Lucie County Public Schools (Fall 2022-present). Project ELITE collaboration, workshops and services for educators, parents, and family engagement liaisons: Reading and English Language Learners in VPK-Grade 3.
- Orange County Public Schools (Fall 2020-Spring 2023). Project ISSLLA collaboration with secondary science teachers, department heads in disciplinary literacy and English Learners in the science classroom.
- Seminole County Public Schools (Fall 2020-Spring 2023). Project ISSLLA collaboration with secondary science teachers, department heads in disciplinary literacy and English Learners in the science classroom.
- Seminole County Public Schools. (Fall 2021-present). *Disciplinary literacy in science*. Collaboration with Sanford Middle School.
- Seminole County Public Schools. (Fall 2021-present). *Disciplinary literacy in social studies*. Collaboration with Greenwood Lake Middle School.
- University of Central Florida–Orange County Public Schools *Teaching Quality Partnerships (TQP)* Project. (Summer 2020). Module development for preservice and inservice supervising teachers (Grades K-8) on: *Disciplinary Literacy in Math*. Orlando, FL.
- University of Central Florida—Seminole County Public Schools Project *EVELATE (English Learner Excellence eVolving through Advanced Teacher Education)* (Summer 2020). Module development for teacher leaders (Grades K-5) on: *Literacy for Gifted Learners*. Orlando, FL.
- Seminole County Public Schools. (2011-2018). *Learning about disciplinary literacy in English language arts, humanities, science, and mathematics*. A yearlong collaboration with administrators, literacy coaches, and intensive and English language arts teachers. Lake Mary, FL.
- Florida Department of Education and Evaluation Services. (Fall, 2011). *Item development for the Florida Teacher Certification Examinations (FCTE) Subject Area: Reading Education*. Temple Terrace, FL.
- Seminole County Public Schools. (2010-2011). *Focus on reading in the content areas and district-wide reading programs for high school students and teachers*. A yearlong collaboration with administrators, literacy coaches, and intensive and English language arts teachers. Lake Mary, FL.
- Florida Department of Education and Evaluation Services. (Summer, 2010). *Item development for the Florida Teacher Certification Examinations (FCTE) Subject Area: Reading Education*. Temple Terrace, FL.
- Seminole County Public Schools. (2009-2010). *Evaluation and implementation of a reading program for high school intensive reading classes*. A yearlong

- collaboration with administrators, literacy coaches, and intensive and English language arts teachers. Lake Mary, FL.
- Seminole County Public Schools. (2008-2009). *Development of a reading program for high school intensive reading classes*. A yearlong collaboration with administrators, literacy coaches, and intensive and English language arts teachers. Lake Mary, FL.
- Florida Department of Education and Evaluation Services. (Spring, 2009). *Item development for the Florida Teacher Certification Examinations (FCTE) Subject Area: Reading Education*. Temple Terrace, FL.
- Red Bug Elementary. (2006). Focus: *Vocabulary and writing in the intermediate grades*. Casselberry, FL.
- Highlands Elementary School. (2006). Focus: *Literacy workshops for primary and intermediate teachers*. Sanford, FL.
- Project Central (A statewide exceptional education project for grades K-12). (2004). Improving Student Achievement through Collaboration (ISAC) Summer Literacy Institute, Focus: Presentations on *Reading in the Secondary Grades, Evidence-based Instruction, Student Achievement, and Creating a Learning Literacy Community in Schools*. St. Augustine, FL.
- W. R. Boone High School. (September, 2003-April, 2004). Focus: Bi-monthly Faculty workshops on *Comprehension and Critical Thinking Skills*. Orlando, FL.
- W. R. Boone High School. (February, 2004). Focus: Taught (and demonstrated for teachers) *Reading in a 10-11 Grade American History Class*. Orlando, FL.
- W. R. Boone High School. (October, 2003). Focus: Taught (and demonstrated for teachers) *Reading in a 10-12 Grade Marine Biology Class*. Orlando, FL.
- W. R. Boone High School. (January, 2001-April, 2003). Focus: Monthly Faculty workshops on *Reading in the Secondary Grades*. Orlando, FL.
- Florida Department of Education, *Just Read, Florida! Educational Leadership Conference*. (July, 2002). Focus: *Vocabulary Instruction*. A presentation given at the state-sponsored statewide educational leadership to 600 administrators and educators. Tampa, FL.
- Lake Mary High School. (July, 2002). Focus: A one-day workshop with 150 faculty members. Title: *Reading Across the Content Areas*. Lake Mary, FL.
- Florida Department of Education. (June, 2001). Area Centers for Educational Enhancement: June 4-5, 2001, Deltona High School, Focus: A two-day workshop with 135 faculty members from Middle and High Schools from Orange, Volusia, Seminole, and Lake counties. Title: *Successful Reading Strategies*. Deltona, FL.
- W. R. Boone High School. (January, February, & April, 2002). Monthly workshops on *Reading in the Secondary Grades* with 80 faculty members. Orlando, FL.
- W. R. Boone High School. (October-December, 2001). Monthly workshops on *Reading in the Secondary Grades* with 80 faculty members. Orlando, FL.
- W. R. Boone High School. (September, 2001). Focus: A daylong workshop on *Reading in the Content Areas* with 175 faculty members. Orlando, FL.
- Statewide Training for *Reading Rescue Summer Institute*. (1988-1999). Focus: Facilitator for a weeklong institute for teachers, tutors, and coordinators using an intervention-type reading program. Gainesville, FL.
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Professional Service

- Invited, Reading Standing Committee, Member, National Assessment of Educational Progress (NAEP) *2026 Reading Assessment Framework*, a prestigious group of literacy scholars and ETS, to provide leadership into the new national assessment of reading progress of students in grades 4, 8, 12. (2021-present)
- Invited, Reviewer of the International Reading Association (ILA) National Programs of Distinction (M.Ed. programs for the preparation of literacy professionals). (2023)
- Invited, Reviewer Lead of the International Reading Association (ILA) National Programs of Distinction (M.Ed. programs for the preparation of literacy professionals). (2022)
- International Literacy Association, *Journal of Adolescent & Adult Literacy*, Co-Editor of *Text & Resource Review Forum: Professional Column* (Fall 2019-2021)
- International Literacy Association, 2017 Standards for Specialized Professionals, Member, Standard 1 Committee (2015-2017)
- International Reading/Literacy Association, Member (2000-present)
- International Conference on Information Technologies in Education (ICICTE), Scientific Committee Member (2011-present)
- Association of Literacy Educators & Researchers (ALER), Conference Proposal Review Committee Member (2011-present)
- International Association for K-12 Online Learning (iNACOL), Research Committee Member (2008-present)
- International Association for K-12 Online Learning (iNACOL), Virtual School Symposium Program Committee Member, (2008-2010)
- Florida Association of Teacher Educators (FATE), Program Committee Member (2009-present)
- Florida Reading/Literacy Association (FRA/FLA) Advisory Board Member and Family Literacy Division Coordinator (2008-2016)
- National Reading Council (currently named: Literacy Research Association (LRA)), Conference Program Review Committee (2008-present)
- American Educational Research Association (AERA), Conference Proposals Committee, Division K (2004-present)
- American Reading Forum, Board Member (2015-2018)
- American Reading Forum, Chair, Gary Moorman Early Career Literacy Scholar Award (2015-present)
- Association of Literacy Educators & Researchers, Publications Committee Member (2010-2018)
- International Reading/Literacy Association, Technology in Literacy Education (TILE) Special Interest Group (SIG), Member
- International Reading/Literacy Association, (OTER), Member
- International Reading/Literacy Association, Reading for Gifted Students SIG
- International Reading Association (IRA), IRA Student Reading Council—UCF Student Literacy Council, Chair and UCF Faculty Advisor (2002-2004)
- National Reading First Higher Education Consortium, Curriculum Committee Member (2007-2008)

Service to the Florida Department of Education

- FL Reading Endorsement & Preservice Educator Preparation, CCIE, STE, Reading Program Area Committee Member (2006-present)
- Developer of the state's *first* online large scale professional development in reading (Florida Online Reading-Professional Development project, serving over **44,344** preK-12 educators (2003-2010) in reading endorsement/certification, and professional development).
- State representative for the National Reading First Higher Education Collaborative (Spring 2007-2008)
- Florida Department of Education, "Just Read, Florida!" Office, Reviewer of curriculum, ESOL and Reading Endorsement Standards and related-issues (2003-present)
- Florida Comprehensive Assessment Test (FCAT) Writing Content Advisory Committee Member (2003-present)
- Reviewer of Florida Literacy and Reading Excellence (FLaRE) Literacy professional development modules—(2003-2009)
- Curriculum Committee for the state's *Reading First* curriculum, Member (2002-present)
- Florida Department of Education, "Just Read, Florida!" Office. Statewide Educational Leadership, Invited Keynote Speaker (July 2002)
- Review committee for statewide *Reading First* grants, Member (2002-present).
- Best Practices Task Force for Writing Opportunities and Reading Development for Student Success (WORDSS) Project, Advisory Board Member—(2000-2001)
- Faculty Fellow for Florida Literacy and Reading Excellence (FLaRE) Literacy professional development modules—(2004-2009)
- Instructional Materials Committee, FL DOE, Review Member and Facilitator, (2000-2001)
- Temporary Working Committee for Instructional Materials, FL DOE, Advisory Member (2000-2001)

Service to Statewide Literacy Projects

- *Florida Online Reading Professional Development* (FOR-PD), (2001-2010)
- *Florida Literacy and Reading Excellence (FLaRE) Center*, Faculty Fellow (2001-2009)
- *Project Central* (An Exceptional Education Project), Advisory Board Member (2002-present)
- *Reading First*, Advisory Board Member, (2002-present)

Service to International Literacy Projects

- *Morgridge International Reading Center*, Faculty Fellow (2010-present)

School and Community Service

Service to Community Schools and Educational Groups

- **Zygouris-Coe, V.** (May 8, 2014). Seminole High School. Title: *Reflections on disciplinary literacy instruction and learning*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Sanford, FL
- **Zygouris-Coe, V.** (April 17, 2014). Haggerty High School. Title: *Discipline-specific writing*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Oviedo, FL
- **Zygouris-Coe, V.** (March, 27, 2014). Lyman High School. Title: *Developing students' academic vocabulary*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Orlando, FL
- **Zygouris-Coe, V.** (February 13, 2014). Oviedo High School. Title: *Creating rigorous learning environments*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Oviedo, FL
- **Zygouris-Coe, V.** (January 16, 2014). Lake Mary High School. Title: *Developing discipline-specific habits of mind*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Lake Mary, FL
- **Zygouris-Coe, V.** (November 21, 2013). Crooms Academy High School. Title: *Rigorous instruction in the disciplines*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Sanford, FL
- **Zygouris-Coe, V.** (November 4, 2013). Lake Howell High School. Title: *Developing a disciplinary literacy in English Language Arts*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Casselberry, FL
- **Zygouris-Coe, V.** (October 24, 2013). Seminole High School. Title: *Close reading of texts*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Sanford, FL
- **Zygouris-Coe, V.** (October 15, 2013). Oviedo High School. Title: *Developing a disciplinary literacy school-wide plan*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Oviedo, FL
- **Zygouris-Coe, V.** (October 15, 2013). Haggerty High School. Title: *Developing a disciplinary literacy school-wide plan*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Oviedo, FL
- **Zygouris-Coe, V.** (October 3, 2013). Lyman Brantley School. Title: *Developing a disciplinary literacy school-wide plan*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Orlando, FL
- **Zygouris-Coe, V.** (September 30, 2013). Lyman Howell High School. Title: *Developing a disciplinary literacy school-wide plan*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Casselberry, FL
- **Zygouris-Coe, V.** (September 19, 2013). Crooms Academy School. Title: *Developing a disciplinary literacy school-wide plan*. A workshop on disciplinary

- literacy for the English language arts faculty, assistant principal, and literacy coaches. Sanford, FL
- **Zygoris-Coe, V.** (September 3, 2013). Lyman High School. Title: *Developing a disciplinary literacy school-wide plan*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Orlando, FL
 - **Zygoris-Coe, V.** (February 14, 2013). Lake Howell High School. Title: *Disciplinary literacy in the content areas*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Oviedo, FL
 - **Zygoris-Coe, V.** (December, 2012). Lake Brantley High School. Title: *Supporting the literacy needs of readers in the content areas*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Orlando, FL
 - **Zygoris-Coe, V.** (October 16, 2012). Gotha Middle School. Title: *Common core state standards, instruction, and student learning*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Gotha, FL
 - **Zygoris-Coe, V.** (May, 2012). Lake Mary High School. Title: *Disciplinary literacy in the content areas*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Lake Mary, FL
 - **Zygoris-Coe, V.** (March, 2012). Lyman High School. Title: *The SOAR intensive reading program*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Orlando, FL
 - **Zygoris-Coe, V.** (February, 2012). Lake Howell High School. Title: *Learning routines that support English language arts and literacy learning*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Casselberry, FL.
 - **Zygoris-Coe, V.** (December, 2011). Lake Howell High School. Title: *Critical Questioning Skills for Literacy Learning*. A workshop on disciplinary literacy for the English language arts faculty, assistant principal, and literacy coaches. Casselberry, FL.
 - **Zygoris-Coe, V.** (December, 2011). Lake Mary High School. Focus: *Disciplinary literacy in science*. A meeting with assistant principal and science teacher to develop a plan of action for science and literacy learning. Lake Mary, FL.
 - **Zygoris-Coe, V.** (September, 2011). Seminole County Public Schools Office. Title: *A disciplinary literacy-learning framework*. A presentation on disciplinary literacy for content area department heads and the Curriculum Director for SCPS. Lake Mary, FL.
 - **Zygoris-Coe, V.** (May 31, 2008). Seminole County Public School District Office. *SOAR program: Research and observations from five high schools*. Presentation given to Seminole County Superintendent, Secondary Education Supervisor, Literacy Coaches Supervisor, SOAR coaches, and county personnel. Sanford, FL.
 - **Zygoris-Coe, V.** (April 23, 2008). Seminole High School. *SOAR program: Research and observations*. Presentation given to literacy coach, administration, and SOAR teachers. Sanford, FL.

- **Zygouris-Coe, V.** (April 17, 2008). Lake Howell High School. *SOAR program: Research and observations. Presentation given to literacy coach, administration, and SOAR teachers.* Casselberry, FL.
- **Zygouris-Coe, V.** (April 15, 2008). Crooms Academy (HS). *SOAR program: Research and observations. Presentation given to literacy coach, administration, and SOAR teachers.* Sanford, FL.
- **Zygouris-Coe, V.** (April 9, 2008). Lyman High School. *SOAR program: Research and observations. Presentation given to literacy coach, administration, and SOAR teachers.* Longwood, FL.
- **Zygouris-Coe, V.** (March 10, 2008). Quest Academy (HS). *SOAR program: Research and observations. Presentation given to literacy coach, administration, and SOAR teachers.* Sanford, FL.
- **Zygouris-Coe, V.** (2003-2010). *Reading in intermediate through secondary grades.* Presentations in schools, districts, and reading councils in Seminole County and Orange County Schools, FL.
- **Zygouris-Coe, V.** (September, 2006). *Building students' academic vocabulary and comprehension.* An invited presentation (by Superintendent Dr. Vogel) given at the Superintendent's Fall Leadership Day, Seminole County Public Schools, Sanford, FL.
- **Zygouris-Coe, V.** (September, 2006). *Can we talk? Reading in the content areas.* A presentation given at the Superintendent's Administrators' Day event, Seminole County Public Schools office, Lake Mary, FL.

Workshops and Public Engagements

- **Zygouris-Coe, V.** (March 23, 2019). *Re-focusing Literacy and Science Instruction on What Matters for Developing all Gifted Students' Learning.* A workshop for Elementary Teacher Leaders, Project ELEVATE (*English Learner Excellence eVolving through Advanced Teacher Education*), Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (February 23, 2019). *Let's do the tango! Language and Literacy in the elementary science classroom.* A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (April 11, 2018). *The Role of Texts and Academic Discussions in Gifted Students' Literacy Learning.* A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (February 7, 2018). *Vocabulary Development and Instruction to Support Gifted Students' Literacy Learning.* A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (March 8, 2017). *The Role of Technology in Gifted Students' Literacy Learning.* A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (February 8, 2017). *Differentiated Literacy Instructional Strategies for Gifted Learners.* A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (March 3, 2016). *Reading and Writing Instructional Supports for Gifted Students.* A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.

- **Zygouris-Coe, V.** (March 1, 2016). *Strategies to Support Gifted Students' Reading Comprehension and Metacognitive Skills*. A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (February 12, 2016). *Literacy Instruction for Gifted Students*. A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (January 30, 2016). *Literacy Development and Needs of Gifted Students*. A workshop for Elementary Teacher Leaders, Project ELEVATE, Seminole County Public Schools, Lake Mary, FL.
- **Zygouris-Coe, V.** (March, 2013). *What affects students' motivation to read? Having Active Participation Prepares You* (H.A.P.P.Y. Hour), A UCF College of Education Student Workshop.
- **Zygouris-Coe, V.** (September, 2012). *How to fall in love with reading*. An invited presentation given at the UCF, College of Education Student Workshops *Having Active Participation Prepares You* (H.A.P.P.Y Hour), University of Central Florida, Orlando, FL.
- **Zygouris-Coe, V.** (October, 2011). *Helping struggling students with reading*. *Having Active Participation Prepares You* (H.A.P.P.Y. Hour), A UCF College of Education Student Workshop.
- **Zygouris-Coe, V.** (September, 2010). *What affects students' motivation to read? Having Active Participation Prepares You* (H.A.P.P.Y. Hour), A UCF College of Education Student Workshop.
- **Zygouris-Coe, V.** (March, 2009). *Making reading fun! Having Active Participation Prepares You* (H.A.P.P.Y. Hour), A UCF College of Education Student Workshop.
- **Zygouris-Coe, V.** (April, 2008). *Motivating students to read*. *Having Active Participation Prepares You* (H.A.P.P.Y. Hour), A UCF College of Education Student Workshop. Orlando, FL.
- **Zygouris-Coe, V.** (January 6, 2009). *Innovative Teaching and Learning Programs*. A professional development presentation at the UCF College of Educational Spring Faculty Meeting, Orlando, FL.
- **Zygouris-Coe, V.** (September, 2007). *Helping students to succeed in reading*. *Having Active Participation Prepares You* (H.A.P.P.Y. Hour), A UCF College of Education Student Workshop. University of Central Florida, Orlando, FL.
- **Zygouris-Coe, V.** (September, 2006). *How to fall in love with reading*. An invited presentation given at the UCF, College of Education Student Workshops *Having Active Participation Prepares You* (H.A.P.P.Y Hour), University of Central Florida, Orlando, FL.
- **Zygouris-Coe, V.** (February 10, 2007). *Bridging the literacy gap*. A presentation given at the UCF/Orange County Urban Education Institute, University of Central Florida, Orlando, FL.
- **Zygouris-Coe, V.** (August, 2002). W. R. Boone High School. Focus: *Success Reading Tips for High School Students*. Presentation to parents of incoming ninth-grade students. Orlando, FL.
- **Zygouris-Coe, V.** (January-April 2000). Faculty Partner Celebration School. Focus: Designed and established a summer clinic and provided individualized corrective reading instruction to 37 elementary-high school students. Celebration, FL.

- **Zygoris-Coe, V.** (January-April, 2000). Faculty Partner at K-12 Celebration School. Focus: Evaluation of Tutoring and Reading Program for the Elementary Grades. Celebration, FL.
- **Zygoris-Coe, V.** (Spring, 1998). Gateway School. Focus: *Literacy that Works*. A six-hour in-service training for K-8 teachers. Leesburg, FL.
- **Zygoris-Coe, V.** (Spring, 1998). Gateway School. Focus: *How to Provide Support to Struggling Readers*. A two-hour in-service training for paraprofessionals and literacy volunteers. Leesburg, FL.
- **Zygoris-Coe, V.** (Fall, 1998). Gateway School. Focus: *How to Help Your Child with Homework*. A two-hour parent workshop. Leesburg, FL.

Service to Community Organizations

- Florida Hospital Continuing Education Center, Advisory Board Member (2000-2009)
- School Board Member, Z. L. Sung Parochial School, Gainesville, Florida (1994-1996)
- School Board Member, Gateway Parochial School, Leesburg, Florida (1999-2001)
- Volunteer professional development in SCPS schools (Lake Howell High School, Lake Mary High School)
- Volunteer teacher in schools
- Volunteer reading tutor (Red Bug Elementary School)

Professional Memberships and Affiliations

National and International

International Literacy Association (ILA)

Special Interest Group: Content Area Reading

Special Interest Group: Secondary Reading

Special Interest Group: Middle School Reading

Special Interest Group: Organization of Teacher Educators in Reading

Special Interest Group: Technology in Literacy Education

American Educational Research Association (AERA)

Association for Literacy Educators and Researchers (ALER)

American Reading Forum (ARF)

Literacy Research Association (LRA)

National Council of Teachers of English (NCTE)

National Science Teaching Association (NSTA)

International Conference on Information Communication Technologies in Education (ICICTE)

Association for Supervision and Curriculum Development (ASCD)

Association for the Advancement of Computing in Education (AACE)
SLOAN International Organization on Online Learning (SLOAN-C)
International Council for Online Learning (iNACOL)
International Society for Technology in Education (ISTE)
South Regional Educational Board (SREB)
National Staff Development Council (NASCD)
Association for Supervision and Curriculum Development (ASCD)
International Society for Social Studies (ISSS)
Phi Delta Kappa International (PDK)
National Hellenic Research Foundation

Regional, State, and Local

Florida Literacy Association (FLA)
 Family Literacy Project Coordinator
Florida Association for Supervision and Curriculum Development (FASCD)
 Associate Editor of *Florida Educational Leadership Journal*
Florida Association of Teacher Educators (FATE)
 Associate Editor of *Journal of Florida Association of Teacher Educators*
Florida Association of Science Teachers (FAST)
Southeastern Regional Association Teacher Educators Association (SRATE)
Florida Educational Association Research (FERA)
Florida Educational Technology (FETC)
Orange County Reading Council
Alpha Sigma Lambda, Towson State University, Chapter Epsilon Omicron
