

Natasha J. (Axelson) Feinberg, Ed.D.

Assistant Professor

11 Loring Avenue Providence, RI 02906
Phone: 401-252-9827 Email: natasha.feinberg@gmail.com

HIGHER EDUCATION

Northeastern University, Boston, MA
Ed.D. Curriculum Leadership, January 2016.
Dissertation: The literacy coach and Common Core curriculum implementation: a collective case study in curricular change
Rhode Island College, Providence, RI
M.Ed. in Reading, May 2001.
B.S. Elementary Education, May 1998.

CERTIFICATIONS

National Board Certified Teacher, Literacy: Reading-Language Arts/Early and Middle Childhood (2017-present)
Rhode Island Teaching Certification: Elementary Education, 1-6
Rhode Island Reading Specialist/Consultant, K-12
Rhode Island Administration of Curriculum and Instruction
Massachusetts Reading, all levels
Massachusetts Sheltered English Immersion (SEI) endorsement
LETRS (Language Essentials for Teachers of Reading and Spelling) Local Certified Facilitator
Leadership Renewal Coach (Elle Allison)
Three Keys to Literacy Coach (Joan Sedita)
Google Certified Educator: Level 1
Quality Matters Teaching Online Certificate

CURRENT AND PREVIOUS POSITIONS

HIGHER EDUCATION EXPERIENCE

2019- Present: *Feinstein School of Education and Human Development/Rhode Island College*, Assistant Professor

- Coordinator: Master's of Education in Reading program
- Program developer: M.Ed. in Reading Program
- Certificate Developer: co-created Dyslexia Endorsement

Course developer

- ELED 222 Foundations of Literacy I: Grades 1-3
- ELED 326 Assessment and Intervention in Literacy-TIER II
- CURR 242 Foundational English Language Arts for Teachers
- READ 534 Foundations of Literacy
- READ 629 Literacy Practicum for Assessment and Intervention
- READ 630 Literacy and the Community

- READ 667 Literacy Coaching and the Administration of Reading Programs
- READ 687 Urban Literacies
- READ 688 Reading Instruction in the Digital Era

Courses Taught

- ELED 222 Foundations of Literacy I: Grades 1-3
- ELED 326 Assessment and Intervention in Literacy-TIER II
- CURR 242 Foundational English Language Arts for Teachers
- READ 501 Reading in the Content Areas
- READ 534 Foundations of Literacy
- READ 629 Literacy Practicum for Assessment and Intervention
- READ 501 Reading in the Content Areas
- READ 667 Literacy Coaching and the Administration of Reading Programs
- READ 667 Reading Specialist Coaching

2017-2019: *Feinstein School of Education and Human Development/Rhode Island College*, Adjunct in M.Ed. in Reading Program

Courses taught

- READ 667 Reading Specialist Coaching
- READ 685 Diagnosis of Reading Difficulties
- READ 686 Treatment of Reading Difficulties
- READ 501 Reading in the Content Areas
- READ 663 Seminar in Reading Research
- Coordinator of M.Ed. in Reading Program/Advisor 2019

2017 – 2019: *Johnson & Wales University*, Adjunct

Courses taught

- SPED 5120 Assessment and Evaluation of Exceptional Learners,

2018-present: *College of Professional Studies/Northeastern University*, Adjunct

Courses taught

- EDU 7213 Education Entrepreneurship

K-12 EXPERIENCE

2015–2019: *Bristol-Warren Regional School Department*, Bristol, RI, Instructional Coach.

- Organized and ran DBI/RtI meetings
- Provided instructional support, professional development, and leadership at four elementary schools (grades K-5) and one middle school (grades 6-8) in literacy
- Facilitated data meetings, disaggregated school-wide data, trained teachers in instructional strategies, and demonstrated best practices in classrooms in literacy

2009 – 2015: *East Providence School Department*, East Providence, RI, Literacy Coach.

- Provided literacy support and leadership at 8 elementary schools and 2 middle schools.
- Ran professional development for K-8 teachers in the area of literacy · Provided demonstration lessons in the classrooms on a regular basis
- Managed district reading meetings for all K-12 reading teachers.

2007 – 2009: *East Providence School Department*, East Providence, RI, Martin Middle School Reading Specialist.

- taught students reading significantly below grade level · taught whole group literacy instruction to 7th grade students at all levels

2000-2002: *East Providence School Department*, East Providence, RI, Martin Middle School Reading Specialist.

- Supported students reading significantly below grade level

1999-2000: *Barrington Christian Academy*, Barrington, RI, Fourth grade teacher.

REFEREED PUBLICATIONS

Zoll, S., Feinberg, N., and Saylor, L. (2023) *Powerful literacy and the Montessori classroom: Aligning reading research and practice*. Teachers College Press, NY.

To be released January 2023. My contribution to this book was as the authority on the Science of Reading, the compendium of research featuring contributions from neuroscience, psychology, and education over the past 30 years. I also am the only author with public school teaching experience. My co-authors are Montessorians. Together we determined which parts of the Montessori curriculum reflect the Science of Reading. Then, we presented ways the Montessori curriculum could add additional activities that would fill any gaps in their instruction. This book exemplifies how teachers can learn from each other and share strengths of their current pedagogy, while being open to ways they can strengthen their practice.

McDermott-Fasy, C., et al. (January/February 2023). *The Science of Reading in higher education: A collaborative effort to refine and enhance programs in the Ocean State*. The Reading League.

This publication was authored by the participants of the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) dyslexia work group. We represented RIC, URI, the RI Department of Education, and CEEDAR. Each of us wrote from our individual perspective explaining how the process of collaboratively designing and implementing a syllabi refinement tool developed our practice.

Zoll, S., Saylor, L., & Feinberg, N. (Sept. 2022). *Montessori practices that align to the Science of Reading*. *Montessori Public*. https://www.montessoripublic.org/wp-content/uploads/2022/11/MP_Articles-PDF_V71-Zoll_Saylor_Feinberg.pdf

In this article, my two coauthors of our book *Powerful Literacy and the Montessori Classroom* and I gave an overview of alignment between the Montessori ELA curriculum and the Science of Reading. As with the book, we divided the writing so my focus was on what the Science of Reading is and additional practices Montessorians can incorporate into their instruction.

Kearns, D. M., Feinberg, N. J., & Anderson, L. J. (2021). Implementation of data-based decision-making: Linking research from the Special Series to practice. *Journal of Learning Disabilities*, 54(5), 365–372. <https://doi.org/10.1177/002221942111032403>

I am especially proud of this publication. The *Journal of Learning Disabilities* is a highly regarded and competitive journal at the international level. Dr. Kearns is a national voice regarding literacy and dyslexia; his expertise was inspiring. L. Anderson provided perspective as an implementer of Data-Based Decision Making (DBDM). My contribution falls between these two. I provided research that was based on current international Data-Based Decision Making findings and included personal experience in this area.

McDermott-Fasy, C., Obel-Omia, C., & Feinberg, N. (2021). Using innovation configurations to align course content to the science of reading and structured literacy. In A. Markelz, (Ed.), *TED 2021 Conference Proceedings: Steering into the Future* (pp 239-243). Teacher Education Division of the Council for Exceptional Children, Fort Worth, TX. <https://tedcec.org/sites/default/files/2021-12/TED%202021%20Correct%20Conference%20Proceedings.pdf>

This article was published as a result of our conference acceptance to speak at TED 2021. Selected proposals were also asked to submit a paper. This article is the result of that competitive selection. All three authors contributed to the presentation and article. We linked our pilot of the syllabi refinement tool to the recreated ELED/SPED undergrad degree that de-siloed our respective departments.

Zoll, S., Feinberg, N., Pinheiro, B., & Sevey, L. (2021) Found in Oz, the ruby slippers to embracing digital classrooms through Appreciative Inquiry. *Planning & Changing Journal*, 50(3/4), p.237-256.

https://education.illinoisstate.edu/downloads/planning/Planning-Changing%2050-3-4_article%207_Susan_Zoll.pdf

Each author implemented the Appreciative Inquiry process as we worked through the pandemic. We explored new online teaching techniques, created surveys for our online students to gauge their needs and how we could better support them, and ultimately improved our practice through this collaborative approach. The article narrates our data collection and how we addressed learner needs during this period of high stress and change.

Under Review:

Feinberg, N. J., Kearns, D.M., & Anderson, L. J. Research-to-Practice Collaboration to Implement an Evidence-Based Professional Development System: Data-Based Individualization in Action. *Teaching and Teacher Education: Leadership and Professional Development*. Elsevier.

Pleased to be first author of this article. This article has now undergone first revisions and is being reviewed. D. Kearns and L. Anderson join me in documenting the Case Study of Bristol-Warren schools and how they used a grant to obtain professional development in Data-Based Decision Making. Conclusions focus on efficacy of professional development opportunities.

UNREFEREED PUBLICATIONS

Kurto, K., McDermott-Fasy, C., Feinberg, N., Dennis, D., LaCroix, K., & Foley, A.. (Jan 2022). Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool.

<https://www.ride.ri.gov/InstructionAssessment/Literacy/RhodeIslandRighttoReadAct.aspx>

This publication is the project of working on the CEEDAR dyslexia work group. It has

been published by the RI Department of Education and CEEDAR. I had a significant role in the creation of this tool and aligned state and International Dyslexia Association standards as well as researched key syllabi from other universities in its development.

Feinberg, N. & August, D. (2020). Multi-tiered systems of support in a comprehensive reading program. Web presentation and white paper. <https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx>
This presentation and paper were created as part of my work as one of the RI Department of Education's Literacy Ambassadors. This and the next three listed publications were developed as resources to public school teachers and administrators as they navigated Right to Read requirements, a new focus on High-Quality Curricular Materials, and the implementation of Data-Based Decision Making within the Multi-Tiered Systems of Support (MTSS).

Feinberg, N. & August, D. (2020) Decision-making flow chart.
<https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx>

Feinberg, N. & August, D. (2020). Tier 2 & 3 interventions.
<https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx>

Feinberg, N. (2020). EdReports as it relates to Tier 1 curriculum materials and supporting students with dyslexia
<https://www.ride.ri.gov/InstructionAssessment/Literacy/StructuredLiteracy.aspx>

National Center on Intensive Intervention (NCII). (2021). *Lesson in Action: Synchronous Writing Intervention* [video]. YouTube. https://youtu.be/ymN_NHBvKKA
This video publication and the next listed entry were products of a summer of work with the NCII. NCII provides stellar resources to educators especially in the area of interventions. In response to COVID, they pulled together approximately 20 individuals nation-wide to meet as a think tank. The goal was to develop resources would support teachers who needed to provide Tier 2 and 3 instruction to students online. Part of my personal response to COVID was to offer some free online tutoring sessions in reading to students in need. I used these tutoring sessions to pilot and record my online interventions.

National Center on Intensive Intervention. (2021). *Lesson in Action: Asynchronous Writing Intervention* [video]. YouTube. <https://youtu.be/sASlhzua7nM>

Axelsson, N. J. (2016). *The literacy coach and common core curriculum implementation: A collective case study in curricular change*. [Dissertation, Northeastern University].
<https://repository.library.northeastern.edu/files/neu:cj82m2402> (prior to full time at RIC)

SCHOLARLY PRESENTATIONS AT PROFESSIONAL CONFERENCES:

For all conference presentations given by Zoll, Saylor, and myself, I provided the Science of Reading framework and public-school perspective. Zoll and Saylor brought the Montessori perspective to the presentations.

Zoll, S., Feinberg, N., & Saylor, L. (2022). Montessori and the Science of Reading. The Montessori Foundation and the International Montessori Council's 26th Annual International Montessori Conference. Nov. 3-6, 2022, St. Petersburg, FL. (International, competitively selective, peer reviewed)

At this conference, we provided an overview of Scarborough's Reading Rope as the framework for the Science of Reading research. We then aligned Montessori practices to the elements of the Science of Reading: Phonological Awareness, Decoding, Sight Words, Vocabulary, Verbal Reasoning, Background Knowledge, Language Structure, and Literacy Knowledge. We divided these areas; my part of the presentation was to introduce the Simple View of Reading and discuss Phonological Awareness, Decoding, and Sight Words.

Zoll, S., Feinberg, N., & Saylor, L. (2022). Montessori Public Policy Initiative (MPPI) Advocacy Conference. Oct. 1-2, 2022, Washington D.C.

At this conference, the focus was on advocacy. Our work with the Science of Reading is truly social justice work, as literacy is frequently an issue of equity. We explored the current Right to Read legislation with participants. Those attending our talk looked at the current requirements being passed in various states and were given links to see what was happening in their states. We then linked the current literacy research to Right to Read Act and discussed how Montessori education could address these requirements.

Zoll, S., Saylor, L., & Feinberg, N. (2022) Montessori and the Science of Reading. Mount Saint Joseph University Reading Summit. June 29, 2022, Cincinnati, OH/virtual. (Regional, by invitation)

We presented this as a combination virtual/in person presentation. My focus in this presentation was on the Word Recognition strand of the Reading Rope and on describe what the Science of Reading is.

Zoll, S., Saylor, L., Feinberg, N. (2022) Montessori and the Science of Reading. Childhood Potential. May 4-8, 2022, virtual. (International, by invitation)

This was a pre-recorded presentation that was shared internationally.

Zoll, S., Feinberg, N., & Saylor, L. (2022). The Montessori Method and the Science of Learning to Read. Cincinnati Montessori Conference. March 2022, Covington KY/virtual. (Regional, by invitation)

Zoll, S., Feinberg, N., & Saylor, L. (2022). Montessori Alignment to the Science of Reading. The Montessori Event. March 2022, Nashville, TN. (National, competitively selected)

This conference was the first of our speaking engagements centered around the contents of our book, *Powerful Literacy and the Montessori Classroom*. As with the book, in these presentations, I link to the Science of Reading research and bridge current public-school practice with what Montessori teachers might need to add to their instruction. Please note that most of these presentations were competitive, peer-reviewed acceptances. However,

for the first time in my career there were conferences that approached us first and requested we speak on this important topic.

McDermott-Fasy, C., Obel-Omia, C., & Feinberg, N. Using Innovations Configurations (ICs) to Align Course Content to the Science of Reading and Structured Literacy. TED Teacher Education Division. November 2021, Fort Worth, TX/virtual. (National, competitively selected, peer reviewed)

This presentation focused on the work the ELED and SPED departments have done to de-silo our courses and create a literacy continuum that thoughtfully considers who is teaching what content, how we review that content throughout the program, and ways to continually reassess successes and needs.

Feinberg, N. & Horn, M. (2020). Embedded Teacher Practicum: Learning Outside the College Walls. Accepted proposal for the International Literacy Association (ILA) Annual Conference. Columbus, OH. (National, competitively selected, peer reviewed). Cancelled due to COVID.

Feinberg, N, McDermott-Fasy, C. & Obel-Omia, C. (2020). Redesigning the Future of Teacher Prep: How One Institution Approached Emerging Literacy Needs in Both Elementary Special and General Education. Accepted proposal for the International Literacy Association (ILA) Annual Conference. Columbus, OH. (National, competitively selected, peer reviewed). Cancelled due to COVID.

Feinberg, N. (2021) No More “Eagle Eyes” and “Skippy the Frog.” Accepted proposal for the Achieving Excellence, Together Conference. Smithfield, Rhode Island. (Regional, competitively selected). Cancelled due to COVID

Axelton, N. & Anderson, L. (2019) Current Reading Interventions on a Budget. Association of RI Administrators of Special Education (ARIASE) Convention. Newport, RI. (Regional, competitively selected) (prior to full time at RIC)

Anderson, L. & Axelton, N. (2019) Practical Implementation of DBI. Association of RI Administrators of Special Education (ARIASE) Convention. Newport, RI. (Regional, competitively selective) (prior to full time at RIC)

Kearns, D., Axelton, N., Anderson, L, & Borges, J. (2019). Lessons from the Field: Practical Implementation of Data-Based Individualization. Council for Exceptional Children (CEC) Special Education Convention and Expo, Jan/Feb 2019, Indianapolis, Indiana. (National, competitively selected, peer reviewed). (prior to full time at RIC)

Axelton, N. & Anderson, L. (2018). Lessons from Bristol-Warren Regional Schools. Doing What Works RI: Making Connections Across the Tiers (Academics, Behavior and SEL). Warwick, RI. (Regional, by invitation) (prior to full time at RIC)

Axelton, N. & Kearns, D. (2017). Reading Long Words: A Comprehension Evaluation of Explicit Phonics Instruction. Council for Exceptional Children (CEC) Special Education Convention and Expo. Boston, MA. (National, competitively selected, peer reviewed). (prior to full time at RIC)

Zoll, S., Feinberg, N. & Saylor, L. (2023) Science of Reading: Support for Montessori Schools Impacted by State Legislation Association Montessori International (AMI)/USA Conference, Feb. 17-20, 2023, Baltimore, MD. (International, competitively selected, peer reviewed).

The presentation showcases reading and literacy practices that are evidenced by the body of research to have been shown to work in all communities regardless of socio-economic or racial demographics. The presentation weaves together the Science of Reading and Montessori Education. Participants will hear about how advocates have been working across multiple states to align the Montessori Language curriculum with state requirements.

Zoll, S., Feinberg, N. & Saylor, L. (2023) Association of Illinois Montessori Society (AIMS) Conference, February 24-25, 2023, Lisle, Illinois (invited, regional). Did not attend.
<https://ilmontessori.org/conference>

Zoll, S., Feinberg, N., & Saylor, L. (2023). Science of Reading: Support for Montessori Schools Impacted by State Legislation. The Montessori Event (TME). March 16-19, 2023, Boston, MA. (National, competitively selected)

GRANTS

- 2021-2026: CO-PI of RIDE SPDG: Improved Literacy *Grant #*: 80001072 \$81,000

This grant focuses on improving literacy outcomes, especially for students with intensive needs. I revised syllabi and created new activities for ELED 222 to better prepare RIC students to address student reading needs. I was trained in the LETRS modules through this grant and then incorporated the learning into my teaching. I revised course power points to reflect the LETRS materials. I was trained as a LETRS facilitator so that I could coach anyone going through this process. A handful of RIC students are participating in LETRS through this grant also. I am helping to coach them in this work. ELED participants in this grant all created a guidance document with narration to explain/train in how to use the Syllabi Revision Tool we had created with CEEDAR support. Deliverables: LETRS training/coaching; syllabi revision work; Guidance tool to explain the Syllabi Revision Cross Walk.

- 2022: Collaborator of CEEDAR Mini Grant: Partnerships *Grant #*: 80001101

This grant pays 3 faculty members 18 hours and 1 faculty member 22 hours of partnership work on a State-Approved Tier 1 Partnership Agreement. For this grant we partnered with LIMA in Providence, RI. My role in this grant was to provide a series of 4 professional development (PD) offerings to the Lima faculty. This PD focused on phonological awareness and phonics instruction.

PROFESSIONAL CONFERENCES ATTENDED

2023 Association Montessori International (AMI)/USA Conference, Baltimore, MD (presenter)

- 2023 The Montessori Event (TME), Boston, MA (presenter)
 - 2022 The Montessori Foundation and the International Montessori Council's 26th Annual International Montessori Conference, St. Petersburg, FL (presenter)
 - 2022 Literacy for All Conference, virtual
 - 2022 Montessori Public Policy Initiative (MPPI) Advocacy Conference, Washington D.C. (presenter)
 - 2022 Mount Saint Joseph University Reading Summit, Cincinnati, OH/virtual (presenter)
 - 2022 Pennsylvania Training and Technical Assistance Network (PaTTen) Literacy Symposium, virtual
 - 2022 Childhood Potential, virtual (presenter)
 - 2022 The Montessori Event, Nashville, TN (presenter)
 - 2022 Cincinnati Montessori Conference, Covington, KY/virtual (presenter)
 - 2022 TED 2021 Teacher Education Division, Fort Worth, TX (presenter)
 - 2021 Pennsylvania Training and Technical Assistance Network (PaTTen) Literacy Symposium, virtual
 - 2021 Ontario Branch of the International Dyslexia Association (ONBIDA) Conference, virtual
 - 2020 The Reading League's Spring Symposium, virtual
 - 2020 Council of Chief State School Officers (CCSSO) Instructional Materials and Professional Development Network Convening, Washington, D.C.
 - 2019 UConn NEAG School of Education's Special Education Summit, CT
 - 2019 Literacy for All Conference, Providence, RI
- Conferences below were attended prior to working full time at RIC:
- 2019 Association of RI Administrators of Special Education (ARIASE) Convention. Newport, RI (presenter)
 - 2019 Council for Exceptional Children (CEC) Special Education Convention and Expo, Indianapolis, Indiana (presenter)
 - 2018 Doing What Works RI: Making Connections Across the Tiers (Academics, Behavior and SEL), Warwick, RI (presenter)

- 2018 Literacy for All Conference, Providence, RI
- 2017 Council for Exceptional Children (CEC) Special Education Convention and Expo, Boston, MA (presenter)
- 2017 Literacy for All Conference, Providence, RI
- 2016 Literacy for All Conference, Providence, RI
- 2009 Literacy for All Conference, Providence, RI
- 2008 Literacy for All Conference, Providence, RI
- 2007 Literacy for All Conference, Providence, RI
- 2000 Literacy for All Conference, Providence, RI

RESEARCH

- 2022 The brain and the Science of Reading
- 2021-2022 Researched Science of Reading and alignment with Montessori Instruction
- 2020 Researched effective online teaching in light of COVID pandemic.
- 2019-2020 Researched graduate reading programs, International Dyslexia Association standards and requirements to inform creation of new M.Ed. in Reading program
- 2016-2017 Collaborated with Dr. Devin Kearns of UConn to research current reading interventions to determine how each presents multisyllabic word reading.

COLLEGE AND DEPARTMENT COMMITTEE MEMBERSHIPS

- 2022-present Institutional Grad Committee Representative
- 2022 Chair of Search Committee for ELED faculty, search successful
- 2022 Search Committee member for Director of Assessment
- 2022-present FSEHD ad hoc Technology Committee
- 2021-present Chair of the ELED Honors Committee
- 2021-present Undergraduate Curriculum Committee (UCC) ELED representative
- 2021- present Clinical Prep Standing Committee
- 2021- present OPP Committee
- 2020-2021 Committee of Academic Advising (CoAA)
- 2019-present Departmental Retention Committee 2019-present
- 2019-present Coordinator or M.Ed. in Reading program

OTHER SERVICE TO THE FIELD AND COMMUNITY

High-Quality Instructional Materials (HQIM) Syllabi share and coaching- I was offered the opportunity to participate in training regarding High-Quality Instruction Materials by RIDE. In February of 2020, I flew with RIDE representatives and the URI dean of education to attend the Council of Chief State Officers (CCSSO) in Washington D.C. and participated in a summer training provided by The New Teacher Project (TNTP) funded by RIDE the subsequent summer

2020. In fall of 2020, I talked about this work at the RIDE quarterly meetings. I shared my experience taking part in a pilot summer of 2021 and my ongoing efforts to incorporate HQIM into my literacy courses. At the request of RIDE, I served as a coach to the next Rhode Island cohort that participated in the HQIM professional development and work group in the summer of 2022. I was then recruited by The New Teacher Project (TNTP) to serve as a coach supporting a virtual Massachusetts HQIM work group for the 2022-2023 school year.

Participated in CEEDAR State Leadership Team, the Literacy/Dyslexia Workgroup 2021-2022 Led by Abby Foley of the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), we created the Rhode Island Science of Reading and Syllabi Refinement Tool which required extensive research into other innovation configurations used by HEI and the new RIDE Literacy standards. This tool was then published.

Pilot of Rhode Island Science of Reading and Syllabi Refinement Tool 5/2021-8/2021

I joined Cara McDermott-Fasy and Carolyn Obel-Omia to apply the syllabi refinement tool to the literacy undergrad classes at RIC. We all revised our syllabi using the information we research and obtained from this tool.

Coach of Providence College and Salve Regina Literacy Departments 2022-present Dr. McDermott-Fasy and myself were then asked to support other Rhode Island Colleges by providing coaching to their literacy faculty as they apply the Syllabi Refinement Tool to their courses. This work is overseen by CEEDAR.

National:

PALS Advisory Committee (2021-present)- American Institutes for Research (AIR) recruited me as a member of the PALS Advisory Committee. This nation-wide committee consists of teachers, coaches, and administrators who have implemented, coached, or lead schools in implementing the PALS intervention (Vanderbilt University). The committee will discuss issues arising from feedback and implementation.

American Institutes for Research (AIR) with National Center of Intensive Intervention (NCII) Selected as one of about 20 participants across the U.S. to create higher education artifacts that utilize NCII resources. The artifacts are shared in an online collection and available to IHE.

PROFESSIONAL MEMBERSHIPS

International Literacy Association (ILA)
Society of Children's Book Writers and Illustrators (SCBWI)
Association for Supervision and Curriculum (ASCD)
Rhode Island Teachers of English Language Learners (RITELL)
American Association of Colleges for Teacher Education
International Dyslexia Association (IDA)
The Reading League

KEY SUCCESSES AND ACCOMPLISHMENTS

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- 2022-23: Published first book, *Powerful Literacy and the Montessori Classroom*
- 2021-22: Co-created and launched RIDE-approved Dyslexia Endorsement (graduate pathway)
- 2022: Recreated and received RIDE accreditation for new M.Ed. in Reading program and launched first cohort.
- 2017: NCII Division of Learning Disabilities Outstanding Educator Award