

Catherine Lammert

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EDUCATION

- Ph.D. Curriculum and Instruction, Language and Literacy Studies, University of Texas at Austin, 2019
M.S. Educational Psychology, University of Wisconsin, Madison, 2014
B.A. English & Elementary and Middle Grades Education, Marquette University, 2010

ACADEMIC APPOINTMENTS

Assistant Professor of Literacy Teacher Education (2021-Present), Department of Teacher Education, Texas Tech University, TX

Postdoctoral Research Scholar of Science Education (2019- 2021), Department of Teaching and Learning, University of Iowa, IA

PEER REVIEWED PUBLICATIONS (N= 40)

*Graduate Student Co-Author, **K-12 Classroom Teacher Co-Author

Journal Articles

- 31 **Lammert, C.**, Hand, B., & *Woods, C. (In press). Who has authority over their knowledge? A case study of academic language use in early childhood science education. *Early Childhood Education Journal*. (Impact Factor: 2.9)
- 30 Chen, X., Tondreau, A., **Lammert, C.**, Hylton, R., Goins, M., Appleget, C., Arya, P., Chhabra, P., Yang, S., & O'Brien, L. (In press). Novice teachers' knowledge of racial literacies. *Literacy Research and Instruction*. (Impact Factor: 1.2)
- 29 **Lammert, C.**, & Brice, L. D. (2024). The impact of interviewing a reading interventionist on preservice teachers' self-efficacy and views of reading instruction. *Teaching and Teacher Education, 144*, 104579. (Impact Factor: 3.9) <https://doi.org/10.1016/j.tate.2024.104579>
- 28 Vaughn, M., Carbonneau, K. J., Mameli, C., Grazia, V., Solheim, O.J., Kennedy, E., **Lammert, C.**, *Arlington, K., & Sæbø, J.U. (2024). A cross-cultural perspective of agency in primary contexts: Validation of the Student Agency Profile across multiple sites. *International Journal of Educational Research*. (Impact Factor: 3.2) <https://doi.org/10.1016/j.ijer.2023.102291>
- 27 **Lammert, C.** (2024). "Credible, but not really reliable": Teachers' responses to children's literature on energy production and the environment. *Literacy, 58*(1), 92-101. (Impact Factor: 1.3) <https://doi.org/10.1111/lit.12347>

- 26 **Lammert, C., *Okuoko, E. A., Suh, J. K., Hand, B., & Fulmer, G. (2023).** How do on- site teacher educators approach professional development? A study of insider/ outsider hybridity. *Pedagogies: An International Journal*. (Impact Factor: 0.8) <https://doi.org/10.1080/1554480X.2023.2276772>
- 25 **Canaday, F., & Lammert, C. (2023).** Artificial intelligence, climate change, and English language arts education: Finding connectedness in a time of urgency. *English Education, 55(3)*, 200-233. (Impact Factor: 1.1). <https://doi.org/10.58680/ee202332555>
- 24 **Lammert, C., & Godfrey, V. C. (2023).** Teachers' self-censorship of children's literature in Texas- What's legislation got to do with it? *AERA Open, 9*. (Impact Factor: 2.8) <https://doi.org/10.1177/23328584231201814>
- 23 ***Ding, C., Lammert, C., Fulmer, G. W., Hand, B., & Suh, J. K. (2023).** Refinement of an instrument measuring science teachers' knowledge of language through mixed method. *Disciplinary and Interdisciplinary Science Education Research, 5(12)*, (Impact Factor: 1.1) <https://doi.org/10.1186/s43031-023-00080-7>
- 22 **Lammert, C. (2023).** How do teachers use inquiry and advocacy as curriculum? A longitudinal study. *Action in Teacher Education, 45(3)*, 203-221. (Acceptance Rate 7%). <https://doi.org/10.1080/01626620.2023.2209039>
- 21 **Suh, J. K., Hand, B., *Dursun, J. E., Lammert, C., & Fulmer, G. (2023).** Characterizing adaptive teaching expertise: Teacher profiles based on epistemic orientation and knowledge of epistemic tools. *Science Education, 107(4)*, 884-911. (Impact Factor: 4.3). <https://doi.org/10.1002/sc.21796>
- 20 **Lammert, C., Hand, B., & *Sharma, R. (2023).** Beyond pedagogy: The role of epistemic orientation and knowledge generation environments in early childhood science teaching. *International Journal of Science Education, 45(6)*, 431- 450. (Impact Factor: 2.9). <https://doi.org/10.1080/09500693.2022.2164474>
- 19 **Lammert, C., DeJulio, S. R., & Hiebert, E. H. (2023).** "Batting" around ideas: A design/development study of preservice teachers' knowledge of text difficulty and text complexity. *Reading Psychology*. (Impact Factor: 1.4). <http://dx.doi.org/10.1080/02702711.2022.2163443>
- 18 **Lammert, C., & Hand, B. (2022).** Early childhood science teachers' epistemic orientations: A foundation for enacting relational care through dialogue. *Early Childhood Education Journal*. (Impact Factor: 2.7). <https://doi.org/10.1007/s10643-022-01427-x>
- 17 **Lammert, C. & Tily, S. E. (2022).** Using peer coaching to promote adaptive literacy teaching in preservice teacher education. *The New Educator, 18(3)*. (CiteScore: 2.2) <https://doi.org/10.1080/1547688X.2022.2097753>
- 16 **Lammert, C., (2022).** A review of literacy preservice teachers' engagement in research: Operationalizing critical reflexivity to explore possibilities for growing racial literacy. *Journal of Language & Literacy Education, 18(1)*, 1-29. (Acceptance Rate 16%)
- 15 **Lammert, C., Suh, J. K., Hand, B., & Fulmer, G. (2022).** Is epistemic orientation the chicken or the egg in professional development for knowledge generation approaches? *Teaching and Teacher Education, 116*. (Impact Factor: 3.9). <https://doi.org/10.1016/j.tate.2022.103747>

- 14 **Lammert, C., Hand, B., Suh, J. K., & Fulmer, G., (2022).** “It’s all in the moment”: A mixed-methods study of elementary science teacher adaptiveness following professional development on knowledge generation approaches. *Disciplinary and Interdisciplinary Science Education Research, 4*(12). (Impact Factor: 1.1) <https://doi.org/10.1186/s43031-022-00052-3>
- 13 **Lammert, C., Allen, K., Van Wig, A., & *Worthen, B. (2022).** Teacher educator and in-service teachers’ self-efficacy and professional literacy knowledge in the context of the science of reading era. *The Teacher Educator, 57*(1), 1- 26. (Acceptance Rate: 9%) <https://doi.org/10.1080/08878730.2022.2034199>
- 12 **Lammert, C., & **Behyl, J. (2021).** “But what happened to your dog?”: Inquiry into immigration in a first-grade Texas classroom. *English in Texas, 50*(2), 12-16.
- 11 Hoffman, J. V., **Lammert, C., DeJulio, S., Tily, S., & Svrcek, N. (2020).** Preservice teachers engaging elementary students in an activist curriculum. *Research in the Teaching of English, 55*(1), 9-31. (Impact Factor: 2.2) <https://doi.org/10.58680/rte202030899>
- 10 **Lammert, C., DeWalt, L., & Wetzal, M. M. (2022).** “Becoming” a mentor between reflective and evaluative discourses: A case study of identity development. *Teaching and Teacher Education (96)*, 103179. (Impact Factor: 3.9) <https://doi.org/10.1016/j.tate.2020.103179>
- 9 **Lammert, C., (2020).** Preservice literacy teachers “bringing hope back” through practice-based research. *Literacy Research: Theory, Method, and Practice, 69*(1), 1-18. (Acceptance Rate: 12%) <https://doi.org/10.1177/23813369209372>
- 8 **Lammert, C. (2020).** Becoming inquirers: A review of research on inquiry methods in literacy preservice teacher preparation. *Literacy Research and Instruction, 59*(2), 1-27. (Impact Factor: 1.2) <https://doi.org/10.1080/19388071.2020.1730529>
- 7 **Lammert, C., & Steinitz Holyoke, E. (2020).** Supporting English Learners through practice-based research. *Reading Horizons: A Journal of Literacy and Language Arts, 59*(1), 24-40. (Acceptance rate: 21%)
- 6 **Lammert, C., & **Riordan, E. (2019).** “She’s not going to tell you what to ask:” Strategies for writing in science. *The Reading Teacher, 72*(7), 367-373. (Impact Factor: 1.3) <https://doi.org/10.1002/trtr.1824>
- 5 Flores, T. T., Khan Vlach, S., & **Lammert, C. (2019).** The role of children’s literature in cultivating preservice teachers as transformative intellectuals: A literature review. *Journal of Literacy Research, 51*(2), 214-232. (Impact Factor: 2.6) <https://doi.org/10.1177/1086296X19839181>
- 4 Hoffman, J. V., Svrcek, N., **Lammert, C., Daly-Lesch, A., & Steinitz, E., Greeter, E. & DeJulio, S. (2019)** A research review of literacy tutoring and mentoring in initial teacher preparation: Toward practices that can transform teaching. *Journal of Literacy Research, 51*(2), 233-251. (Impact Factor: 2.6) <https://doi.org/10.1177/1086296X19833292>
- 3 Worthy, J., **Lammert, C., Long, S., Salmerón, C., & Godfrey, V. (2018).** “What if we were committed to giving every individual the services and opportunities they need?” teacher educators’ understandings, perspectives, and practices

surrounding dyslexia. *Research in the Teaching of English*, 53(2), 125- 148. (Impact Factor: 1.6).

- 2 Worthy, J., Long, S., Salmerón, C., **Lammert, C.**, Godfrey, V. (2018). “Wrestling with the politics and ideology”: Teacher educators’ responses to dyslexia discourse and legislation. *Literacy Research: Theory, Method, and Practice*, 67(1), 377-393. (Acceptance Rate: 12%)
<https://doi.org/10.1177/2381336918786889>
- 1 Worthy, J., DeJulio, S., Svrcek, N., Villarreal, D. A., Derbyshire, C., LeeKeenan, K., Wiebe, M. T., **Lammert, C.**, Rubin, J. C., & Salmerón, C. (2016). Teachers understandings, perspectives and experiences of dyslexia. *Literacy Research: Theory, Method and Practice*, 65(1). 436 – 453. (Acceptance Rate: 12%)

Book Chapters

- 7 **Lammert, C.**, *Warren, A., & Hand, B. (Invited). Writing to learn in the secondary science classroom: Exploring possibilities for equity. In S. Graham, C. B. Olson, & T. Baker, (Eds.). *Writing Instruction Across the Disciplines: Evidence-Based Practices in Grades 6-12*. Guilford.
- 6 *Allison, K., **Barnett, J., Godfrey, V. C., **Hashemi, J., Hoffman, J. V., *Kyle, B., **Lammert, C.**, **Mazur, J., & Nguyen, T. (2024). A trio of co-conspirators: teacher educators, (preservice) teachers, and elementary students working together as activist researchers for social change. (pp. 130-144). In H. Huskić, C. Noto & H. Williams (Eds.) in *Disrupting Hierarchy in Education: Students and Teachers Collaborating for Social Change*. Teachers College Press.
- 5 **Lammert, C.** & Hand, B. (2022). Liberation through literacy in science. (pp. 226-245) In Z. A. Philippakos & S. Graham (Eds.). *Writing and Reading Connections: Bridging Research and Practice*. Guilford Press.
- 4 **Lammert, C.**, & *Ash., A. (2022). “So, when do I begin?”: Critical incidents of successes (plus a few mishaps) in Boomers’ mentorship of Millennials. (pp. 36-53). In M. Mackinem, A. Bagasra, & L. Ritter, (Eds.). *The changing faces of higher education: From Boomers to millennials*. Vernon Press.
- 3 **Lammert, C.**, & **Drummond, S. (2021). Social and emotional teaching for STEAM through read-aloud: Kindergarteners learning to “feel courage-able.” In J. Tussey & L. Haas, (Eds.). *Handbook of Research on Supporting Social and Emotional Development Through Literacy Education*. (pp. 238- 259). IGI Global.
- 2 **Lammert, C.** (2021). Preparing practice-based researchers for diverse classrooms: A pathway for teacher education. (pp. 1-16). In M. J. Hernandez-Serrano (Ed.). *Teacher Education in the 21st Century - Emerging Skills for a Changing World*. IntechOpen.
- 1 **Lammert, C.**, Long, S. L., & Worthy, J., (2020). Amplifying diverse voices with read alouds in elementary, middle, and high school classrooms (pp. 188- 210). In M. R. Kuhn, & M. J. Dreher (Eds.). *Developing Conceptual Knowledge Through Oral and Written Language*. Guilford Press.

Leadership Brief

- 1 Hoffman, J. V., DeJulio, S., & **Lammert, C.** (2018). *Transforming literacy teacher preparation: Practice makes possible*. [Literacy Leadership Brief. International Literacy Association. Available at: LiteracyWorldwide.org

Book Review

- 1 **Lammert, C.** (2020). Imagination at work: A book review of *The Power of Practice-Based Literacy Research: A Tool for Teachers*. *Networks: An Online Journal for Teacher Research*, 22(3), 1-3.

CONFERENCE ACTIVITY

Papers Presented at Refereed Conferences (N= 69)

- 2024 Brice, L. D., & **Lammert, C.** Is there a relationship between social media use and preservice teacher burnout? American Educational Research Association Annual Meeting, April 11- April 14, Philadelphia, PA.
- 2024 Chhabra, P., Arya, P., O'Brien, L., Fernandes, D., & **Lammert, C.** Novice teachers' racial literacy knowledge: Findings from the KoRaL survey. American Educational Research Association Annual Meeting, April 11- April 14, Philadelphia, PA.
- 2024 **Lammert, C.**, & Szymanski, P. What is known about how vignette instruments can solicit teachers' thinking? An analytic literature review. American Educational Research Association Annual Meeting, April 11- April 14, Philadelphia, PA.
- 2024 Vaughn, M., Carbonneau, K., Barksdale, B., Fields, S., & **Lammert, C.** Exploring upper elementary students' agency across contexts. American Educational Research Association Annual Meeting, April 11- April 14, Philadelphia, PA.
- 2024 DeJulio, R. S., Tice, R., & **Lammert, C.** "CATERing" to readers' needs with AI: Innovation in text design and instruction. National Council for Teachers of English Association for Research Conference, February 23-25, Austin, TX.
- 2023 **Lammert, C.**, Tondreau, A., Chen, X., O'Brien, L., Yang, S., Hylton, R. "Close to my Heart": Narrative Inquiry into Teacher Educators Building Racial Literacy in Initial Teacher Preparation. Literacy Research Association, November 29- December 2, Atlanta, GA.
- 2023 Chhabra, P., **Lammert, C.**, O'Brien, L., & Arya, P. Capturing Teachers' Racial Literacy: A Dialectic Inquiry of KoRaL. Literacy Research Association, November 29- December 2, Atlanta, GA.
- 2023 **Lammert, C.**, & Goss, S. Climate Justice Advocacy Through Public Art: Using Personal Narratives to Bring Awareness to Climate Change. National Council for Teachers of English, November 16-19, Columbus OH.
- 2023 **Lammert, C.**, Kershen, J., & Camp, K. "Silence is worst of all." Teaching Climate Change in Contested Spaces. National Council for Teachers of English, November 16-19, Columbus OH.

- 2023 **Lammert C., DeJulio R. S., & Hiebert, E. H.** “Making sure the books check every box”: Building teacher knowledge for text selection. Association of Literacy Education Researchers, November 9-12, Santa Fe, NM.
- 2023 **Lammert C., & Godfrey, V.** Reading Interventionists’ Views of Reading Difficulties and Dyslexia: A DisCrit Perspective. Association of Literacy Education Researchers, November 9-12, Santa Fe, NM.
- 2023 **Brice, L., & Lammert, C.** The Influence of Interviewing a Reading Interventionist on Preservice Teachers’ Self-Efficacy for Teaching Literacy and their Ideological Becoming. Association of Literacy Education Researchers, November 9-12, Santa Fe, NM.
- 2023 **Lammert, C., & Godfrey, V.** Preservice Literacy Teachers’ Self-Censorship (and Fearless Promotion) of Risky Children’s Literature. American Educational Research Association, April 13-16, Chicago IL.
- 2023 **Ding, C., Fulmer, G., Hand, B., Suh, J., & Lammert, C.,** Refinement of a questionnaire on Science Teachers’ Knowledge of Language as Epistemic Tool. American Educational Research Association, April 13-16, Chicago IL.
- 2023 **Lammert, C., Arya, P., Chaabra, P., & O’Brien, L.** Mapping the Seabed: Novice Teachers’ Responses to the Knowledge of Racial Literacy (KoRaL) Survey. American Educational Research Association, April 13-16, Chicago IL.
- 2023 **Hylton, R., Chen, X., Appleget, C., Tondreau, A., Yang, S., Goins, M., Arya, P., O’Brien, L., Chaabra, P. & Lammert, C.** Examination of Novice Teachers’ Perceptions of Racial Literacy. American Educational Research Association, April 13-16, Chicago IL.
- 2022 **Godfrey, V. C., & Lammert, C.** “What’s new in the Lonestar state? A content analysis of the Texas science of teaching reading standards for preservice teacher education. Literacy Research Association, November 30- December 2.
- 2022 **Lammert, C., & Rose, Crystal D.** “Instrument development in design research: The mentoring in hybrid spaces collaborative. Literacy Research Association, November 30- December 2. Phoenix, AZ.
- 2022 **Lammert, C., Arya, P., Chhabra, P., & O’Brien, L.** “Capturing teachers’ racial literacy: An instrument development study. Literacy Research Association November 30- December 2. Phoenix, AZ.
- 2022 **Chen, X., Lammert, C., Tondreau, A., Yang, S.** “Building preservice teachers’ racial literacy in the context of state policy prohibiting critical race theory. Literacy Research Association, November 30- December 2. Phoenix, AZ.
- 2022 **Lammert, C.** “Credible, but not really reliable”: Elementary preservice teachers’ responses to children’s literature on energy and the environment. Literacy Research Association, November 30- December 2. Phoenix, AZ.
- 2022 **Lammert, C.** Bringing the Climate Crisis to Light in English Language Arts. National Council for Teachers of English. November 17-20. Anaheim, CA.
- 2022 **Goss, S., & Lammert, C.** Climate Advocacy through Public Art: Using Personal Narratives and Critical Inquiry to Bring Awareness to Climate Change. National Council for Teachers of English. November 17-20. Anaheim, CA.
- 2022 **Lammert, C., Suh, J. K., Hand, B., & Fulmer, G.** Is Epistemic Orientation the Chicken or the Egg in Professional Development for Knowledge Generation? American Educational Research Association, San Diego, CA, April 21-26.

- 2022 O'Brien, L., **Lammert**, C., Chen, X. Yang, X., Appleget, C., Hylton, R., Goins, M. Capturing Teachers' Racial Literacy Knowledge: An Exploratory Study. American Educational Research Association, San Diego, CA, April 21-26.
- 2022 Chen, X., O'Brien, L., Yang, X., Appleget, C., Hylton, R., Goins, M., **Lammert**, C. A Critical Analysis of Novice Teachers' Knowledge of Racial Literacy. American Educational Research Association, San Diego, CA, April 21-26.
- 2021 **Lammert**, C., DeJulio, S. & Hiebert, E. H. "Batting" around Ideas about Text Complexity: A Design/Development Study of Preservice Teachers' Knowledge for Text Selection. Literacy Research Association, Atlanta, GA, December 1-5.
- 2021 **Lammert**, C., & Drummond, S. "I feel courage-able": Social and Emotional Learning through Read Aloud in a STEAM-focused Kindergarten Classroom. Literacy Research Association, Atlanta, GA, December 1-5.
- 2021 **Lammert**, C., & Ding, C. Elementary Teachers' Understandings of Language as an Epistemic Tool for Teaching Science. Literacy Research Association, Atlanta, GA, December 1-5.
- 2021 **Lammert**, C., What is Necessary beyond Knowledge? Exploring Epistemic Orientation as a Critical Element for Adaptive Expertise. National Association for Research in Science Teaching Annual International Conference. April 7-10. (held virtually)
- 2021 **Lammert**, C., & DeJulio, S., From "Problematic" to "[We] can never have enough": Perspectives on Decodable Texts found in Online Resources American Educational Research Association, April 9-12. (held virtually)
- 2021 **Lammert**, C., & Akuoko, E., "You're not the captain. You're rowing along with them": Teacher Educator's Beliefs about Professional Development. American Educational Research Association, April 9-12. (held virtually)
- 2021 **Lammert**, C., & Flantroy, K., Vignette Instruments in Mixed-Methods Education Research: What can be Learned from Idealization? American Educational Research Association, April 9-12. (held virtually)
- 2021 Godfrey, V. C., **Lammert**, C., Hoffman, J. V., Identifying Design Principles for Preservice Literacy Teachers' Engagement in Research and Activism: A Design-Development Study. American Educational Research Association, April 9-12. (held virtually)
- 2020 **Lammert**, C., "It's all in the moment": The Development of Adaptiveness for Disciplinary Literacy Teaching, Literacy Research Association, Houston, TX, December 2-5. (held virtually)
- 2020 **Lammert**, C., Preparing Preservice Literacy Teachers to Honor Dr. King's Call for "Direction for Action:" A Literature Review. Literacy Research Association, Houston, TX, December 2-5. (held virtually)
- 2020 **Lammert**, C., Allen, K., Van Wig, A., & Worthen, B., Beyond Anecdotes: Preservice Teacher Educators' and In-Service Teachers' Perspectives on the "Science of Reading" Era in Teacher Preparation. Literacy Research Association, Houston, TX, December 2-5. (held virtually)
- 2020 **Lammert**, C. Towards a Better Society (?): Educational De-Colonization in the 1961 Cuban Literacy Campaign. (History ICG Session). Literacy Research Association, Houston, TX, December 2-5. (held virtually)

- 2020 Flantroy, K., **Lammert, C.**, Suh, J., Hand, B., Fulmer, G., Dursun, J. E., Bae, Y., & Malek, A., Elementary Teachers' Understandings and Concerns about Epistemic Tools and Adaptiveness: Preliminary Findings from Case Studies, National Association for Research in Science Teaching, Portland, OR, March 15-18. (held virtually)
- 2019 **Lammert, C.**, Becoming Student Advocates: Literacy Preservice Teachers' use of Practice-Based Research, Literacy Research Association, Tampa, FL, December 4-7.
- 2019 **Lammert, C.**, Allen, K., Van Wig, A., & Worthen, B., An Examination of Preservice Teacher Educators' and In-Service Teachers' Views of Literacy Teacher Preparation, Literacy Research Association, Tampa, FL, December 4-7.
- 2019 Hoffman, J. V., Daly-Lesch, A., Godfrey, V., **Lammert, C.**, & Steinitz, E., Preparing Preservice Literacy Teachers as Researchers: A Design Development Study, Literacy Research Association, Tampa, FL, December 4-7.
- 2019 **Lammert, C.**, & Beyhl, J., Peterman, N., Strelakova-Hughes, E., & Yang, K. K., Supporting Critical Literacy through Children's Literature that Centers Immigrant and Refugee Experiences, National Council of Teachers of English, Baltimore, MD, November 21-24.
- 2019 **Lammert, C.**, Preservice and In-Service Teachers' uses of Informational Text and Appropriation of Inquiry, American Educational Research Association, Toronto, Canada, April 5-9.
- 2019 **Lammert, C.**, & Riordan, E., Multimodal Scientific Writing in the Elementary Classroom, Texas Council for Teachers of English Language Arts, San Antonio, TX, January 25-27.
- 2018 **Lammert, C.**, Elementary Teachers' uses of Informational Text and Appropriation of Inquiry, Literacy Research Association, Indian Wells, CA, November 28- December 1.
- 2018 **Lammert, C.**, & Tily, S., Co-Teaching: Challenges and Affordances of Peer Coaching in Enacting the Interest-Inquiry-Advocacy Cycle, Literacy Research Association, Indian Wells, CA, November 28- December 1.
- 2018 Hoffman, J. V., **Lammert, C.**, Daly-Lesch, A., Godfrey, V., & Steinitz, E., Transforming Practice-Based Preservice Teacher Preparation with Research, Literacy Research Association, Indian Wells, CA, November 28- December 1.
- 2018 Hoffman, J. V., **Lammert, C.**, Vlach, S.K., Tily, S., DeWalt, L., Godfrey, V., Steinitz, E., Preservice Teachers' Decision Making around Controversial Children's Literature, Literacy Research Association, Indian Wells, CA, November 28- December 1.
- 2018 Daly-Lesch, A., & **Lammert, C.**, Using Literacy as a Tool in the Science Classroom to Reshape Understandings and Re-see the World, Literacy Research Association, Indian Wells, CA, November 28- December 1.
- 2018 Daly-Lesch, A., **Lammert, C.**, & Marek, M., Teaching for Educational Equity with Action Research, National Council for Teachers of English, Houston, TX, November 15-18.
- 2018 **Lammert, C.**, & Steinitz, S., Towards Action and Agency: Innovative Teaching

- in Multilingual Classroom Communities through Practice-Based Research, Texas Chapter: National Association for Multicultural Education, Frisco, TX, September 28-29.
- 2018 **Lammert, C.**, Multimodal Writing in the Elementary Science Classroom, Texas Association for Literacy Education, Canyon, TX, February 23-24.
- 2018 DeWalt, L., Goach, S., & **Lammert, C.**, We Coach with CARE: Working with Preservice and In-Service Teachers Using the CARE Coaching Model, Texas Council of Teachers of English Language Arts, Galveston, TX, January 26-28.
- 2017 **Lammert, C.**, Now I see It: Developing Pedagogical Content Knowledge in Writing through Networks of Learning, Literacy Research Association, Tampa, FL, November 29- December 2.
- 2017 Hoffman, J. V., Wetzal, M. M... **Lammert, C.**, Invited Session: Critical, Interactive, Transparent and Evolving review of Initial Teacher Education in Literacy (CITE-ITEL), Literacy Research Association, Tampa, FL, November 29- December 2.
- 2017 **Lammert, C.**, Hoffman, J. V., & Daly-Lesch, A., Guiding Critical Inquiry through Literature: Teacher Education in a Departmentalized Fourth Grade Classroom Setting, Literacy Research Association, Tampa, FL, November 29- December 2.
- 2017 Worthy, J., **Lammert, C.**, Long, S., Salmerón, C., & Godfrey, V., Teacher Educators' Understandings and Perspectives about Dyslexia, Literacy Research Association, Tampa, FL, November 29- December 2.
- 2017 Hoffman, J. V., **Lammert, C.**, Svrcek, N. S., DeJulio, S., & Tily, S., Interests, Inquiry and Advocacy in Literacy Instruction: Preservice Teachers Engaging with Elementary Students in Informational Texts, Literacy Research Association, Tampa, FL, November 29- December 2.
- 2017 DeWalt, L., **Lammert, C.**, Wetzal, M., & Roach, A., "Susan Gets It": A Case Study of a Mentor Teacher's Identity Development, Literacy Research Association, Tampa, FL, November 29- December 2.
- 2017 **Lammert, C.** & Riordan, E., Multimodal Scientific Writing in the Elementary Classroom, National Council for Teachers of English, St. Louis, MO, November 16-19.
- 2017 **Lammert, C.**, & Riordan, E., Writing Like a Scientist: A Genre Study for Informational Text, Heart of Texas Writing Project Conference, Austin, TX, October 28.
- 2017 Worthy, J., **Lammert, C.**, & Long, S., Read Aloud and Dialogue in Elementary, Middle, and High School: Why, What and How, International Literacy Association, Orlando, FL, July 15-17.
- 2017 Hoffman, J. V., Mosley Wetzal, M, Maloch, B., **Lammert, C.**, Land, C., LeeKeenan, K, & Salmerón, C., Literacy Coaching and Teacher Leadership: Promoting Expansive Learning in a Community of Practice, American Educational Research Association, San Antonio, TX, April 27- May 1.
- 2017 Worthy, J., **Lammert, C.**, Long, S., Salmerón, C., Teacher Educators' Understandings and Perspectives around Dyslexia, American Educational Research Association, San Antonio, TX, April 27- May 1.
- 2016 Bomer, R., Martínez, R., Hendrix Soto, A., **Lammert, C.**, Land, C., Rubin, J. C.,

- Svrcek, N., & Vlach, S. K., Calling Out and Countering Deficit Discourse in Journalism and Research about the Language of Poor and Racialized Young Children. Literacy Research Association, Nashville, TN, November 30-December 3.
- 2016 Worthy, J., **Lammert, C.**, Long, S., Salmerón, C., Dyslexia: Profiles of Understandings and Perspectives, Literacy Research Association, Nashville, TN, November 30- December 3.
- 2016 Hoffman, J. V., Mosley Wetzel, M, Maloch, B., **Lammert, C.**, Land, C., LeeKeenan, K, & Salmerón, C., Literacy Coaching and Teacher Leadership: Promoting Expansive Learning in a Community of Practice through CARE, Literacy Research Association, Nashville, TN, November 30- December 3.
- 2016 Bomer, R., Martínez, R., Hendrix Soto, A., **Lammert, C.**, Land, C., Rubin, J. C., Svrcek, N., & Vlach, S. K., Deficit Thinking and Insults to Intelligence: Public Discussion about the Language and Intelligence of Poor Children, National Council of Teachers of English, Atlanta, GA, November 17-20.

Panels Organized

- 2022 **Lammert, C.**, Allen, K. A. & Climate Reality Project Orange County: “A call to reform and sustain: Highlighting the voices of young climate activists ‘Getting real.’” National Council for Teachers of English, November 17-20.
- 2020 **Lammert, C.**, Grayson, M. L., & DeWalt, L. Establishing Jewish Cultural Responsiveness in Preservice Literacy Teacher Education, National Council of Teachers of English, Denver, CO, November 19-22. (held virtually)
- 2019 **Lammert, C.**, Steinitz, E., Allison, K., Bode, S., Fisher, J., Glenn, B., Hashemi, J., Nguyen, B., & Treinies, I. Innovative Teaching in Multilingual Early Childhood Settings Through Practice-Based Inquiry, National Council of Teachers of English, Baltimore, MD, November 21-24.
- 2019 **Lammert, C.**, Assaf, L., Crawford-Garrett, K., Diego-Medrano, E., Mendoza, A., Riley, K., & Steinitz, E. Becoming Inquirers: Examining the Uses of Inquiry in Preservice Teacher Education, National Council of Teachers of English, Baltimore, MD, November 21-24.

Discussant or Chair

- 2023 Rodesiler, L., Brown, A... **Lammert, C.**, The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, National Council of Teachers of English, November 16-19.
- 2022 **Lammert, C.** Scaffolding Students’ Uptake of Disciplinary Language and Practices. Literacy Research Association, Phoenix AZ, November 30- December 2.
- 2022 Rodesiler, L., Brown, A... **Lammert, C.**, The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, National Council of Teachers of English, November 17-20.
- 2022 **Lammert, C.** Dual Language Learners, English Learners, and Literacy Knowledge. American Educational Research Association, San Diego, CA, April 21-26.

- 2021 Rodesiler, L., Brown, A... **Lammert, C.**, The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, National Council of Teachers of English, November 17th-20th (held virtually).
- 2021 **Lammert, C.** The role of mentoring in supporting teachers from diverse communities. Division K. American Educational Research Association, April 9-12. (held virtually)
- 2021 **Lammert, C.** How can we improve literacy education? Division K. American Educational Research Association, April 9-12. (held virtually)
- 2020 **Lammert, C.** Constructing discourses and exploring representations: Engineering, science, and museums. Literacy Research Association, Houston, TX, December 2-5. (held virtually)
- 2020 Rodesiler, L., Brown, A... **Lammert, C.**, The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, National Council of Teachers of English, Denver, CO, November 19-22. (held virtually)
- 2019 Rodesiler, L., Brown, A... **Lammert, C.**, The Future is Now: Exploring 21st-Century Teaching Ideas with the Next Generation of English Teachers, National Council of Teachers of English, Baltimore, MD, November 21-24.
- 2018 **Lammert, C.**, Polacheck, S., & Cummins, S., The ILA Children's and Young Adult Book Awards: A Discussion with Jeff Zentner, International Literacy Association Conference, Austin, TX, July 20-23.

CAMPUS LECTURES

- 2023 **Lammert, C.**, & Goldenberg E. Multilingual storytelling in pictures and words: A workshop. In collaboration with Sara Schumacher, College of Architecture Librarian, Texas Tech University.
- 2020 Hand, B., Fulmer, G., & **Lammert, C.**, Becoming a Researcher through Coursework and Apprenticeship: Understanding Graduate Education Pathways. Department of Teaching and Learning, University of Iowa
- 2019 **Lammert, C.**, Completing your Dissertation and Considering the Value of a Postdoc: Q&A, Science and Math Education Graduate Student Association, University of Iowa
- 2019 Pearlstein, L., Stacy, G., Robertson, L., & **Lammert, C.**, Exploring Themes of Identity, Perspective, and Empathy through Pen Pals, Education Alumni Conference, UT Austin
- 2019 Drummond, S. & **Lammert, C.**, "I Feel Courage-able": Integrating Socio-scientific and STEAM Practices, Education Alumni Conference, UT Austin
- 2019 Beyhl, J. & **Lammert, C.**, Integrating a STEAM-Based Choice Workshop with Social and Emotional Learning in a First-Grade Classroom: A Practice-Based Research Study, Education Alumni Conference, UT Austin
- 2018 **Lammert, C.**, & Steinitz, E., Towards Action and Agency: Innovative Teaching in Multilingual Classroom Communities through Practice-Based Research, Graduate Research Showcase, UT Austin
- 2018 **Lammert, C.**, & Daly-Lesch, A., Dyslexia for Secondary English and Social Studies: Understanding Responsibilities and Developing Tools for Advocacy, Session to satisfy state certification requirements, Graduate level, UT Austin

- 2017 **Lammert, C., & Daly-Lesch, A.,** Dyslexia for Secondary English and Social Studies: Understanding Responsibilities and Developing Tools for Advocacy, Session to satisfy state certification requirements, Graduate level, UT Austin
- 2016 DeJulio, S., & **Lammert, C.,** Dyslexia for Secondary English and Social Studies: Understanding Responsibilities and Developing Tools for Advocacy, Session to satisfy state certification requirements, Graduate and undergraduate level, UT Austin

INVITED LECTURES

- 2023 **Lammert, C., & Park, M.** Report of the West Texas Rural Education Partnership Findings from Recent Townhall Meetings. WTREP Convening, College of Education, Texas Tech University.
- 2023 French, B. & **Lammert, C.** Methodological considerations for studying AdTex and teachers' epistemic orientations. Moving Beyond Pedagogy Conference (NSF-funded, private invitation). October 16. Iowa City, IA.
- 2023 **Lammert, C.** Teaching about the Climate Crisis: What teachers already know, want to know, and need to learn. Citizens Climate Education & Citizens Climate Lobby. Lubbock, TX. October 12.
- 2023 **Lammert, C.** Text selection and text complexity: Guest lecture in course LTED 6763 (Graduate Level), University of Texas at San Antonio, July 7. San Antonio, TX/ Virtual.
- 2023 **Lammert, C., & Canady, F.** Finding Connectedness and Centering Solutions to Climate Injustice. ELATE Commission Meeting, NCTE Homecoming, July 7. Atlanta, GA/ Virtual.
- 2022 **Lammert, C.** Critical Issues in English Education: Invited Research by ELATE Research Award Winners. National Council for Teachers of English. November 17-20. Anaheim, CA.
- 2022 **Lammert, C., Mayo, R., & Novack, R.** "Everyday people" coming together for climate justice. ELATE Commission Meeting, NCTE Homecoming, July 30. Louisville, KY.
- 2021 **Lammert, C., & Turpen, A.** "To the endoplasmic reticulum and beyond!" Expanding notions of academic language at the word, sentence, and text level. Science Writing Heuristic Conference, Virtual, June 17th.
- 2020 **Lammert, C., & Ryan, L.** Making sense of language, dialogue, and negotiation in science teaching. Science Writing Heuristic Conference, Virtual, June 9.
- 2018 **Lammert, C.,** Action Research and Teacher Activism. Educators in Solidarity Cultural Proficiency Un-Conference, Austin, TX, March 2.
- 2018 **Lammert, C., & Riordan, E.,** Multimodal Scientific Writing in the Elementary Classroom, Leander Independent School District, Leander, TX, October 8.
- 2018 **Lammert, C., & Riordan, E.,** Multimodal Scientific Writing in the Elementary Classroom, Back to the Write Basics Region Thirteen Conference, Austin, TX, June 13.

PUBLISHED INTERVIEWS

- 2023 Menchaca, M., & Heath, K., *K-12 schools, universities in Austin adapting to viral AI chatbot ChatGPT*. Available at:
<https://www.statesman.com/story/news/education/2023/02/28/k-12-schools-universities-austin-texas-chatgpt-ut/69903673007/>
- 2023 **Lammert, C.** *Expert answers to common questions about TExES*. TeacherCertification.com. Available at:
<https://teachercertification.com/texas/#catherine-lammert>
- 2022 Nusaiba, M. *Fact-check: Is it true that 70% of Texas fourth- graders cannot read at grade level?* Austin American Statesman. Available at:
<https://www.statesman.com/story/news/politics/politifact/2022/01/23/fact-check-most-texas-fourth-graders-reading-grade-level/8748081002/>
- 2021 **Lammert, C.** Fall special feature: Conversations with recently graduated doctors. “Post Career Pathways” column. In Murphy, O., Berglund, A., & Hoover, H., (Eds.) *LRA Doctoral Student Interest Community Group (DSICG) Newsletter*. Available at: <https://mailchi.mp/9b45e783d6ab/lra-dsicg-spring-21-newsletter-5572454?e=6b8f2cb18e>

UNIVERSITY LEADERSHIP

Anchor Faculty in Literacy Teacher Education (2021-Present), Department of Teacher Education, Texas Tech University

- Program director for the design and development of all curriculum and assessments for all sections of undergraduate reading and writing methods courses in online and face-to-face programs.
- Built and maintained online course shells for 8 distinct online courses and 6 face-to-face courses.
- Interviewed, hired, onboarded, and assigned adjunct instructors to all literacy methods course sections.
- Prepared and presented evaluation reports for continuous course curriculum improvement during department-wide Data Days.

Curator of the Sitton-Burkhart Reading Room (2023- Present), Department of Teacher Education, Texas Tech University

- Curated the largest collection of children’s literature in the US Southwest, including a complete set of Caldecott winning texts.
- Purchased new texts, culled texts, and maintained the organization of the collection using the Follet system.
- Hosted visits with two different local children’s book authors in spring 2024.

UNIVERSITY TEACHING

Texas Tech University, Instructor of Record

Language and Literacy Acquisition (undergraduate) (fall 2023)

Children’s Literature (undergraduate) (spring 2022) (spring 2024)

Foundations of Reading (undergraduate) (fall 2021, spring 2022, spring 2023)

Response to Literacy Intervention (undergraduate) (fall 2021, fall 2022)

University of Iowa, Instructor of Record

Language and Learning (undergraduate & graduate) (fall 2020, spring 2021)

University of Iowa, Teaching Assistant

Research Apprenticeship (graduate) (fall 2019, spring 2020, fall 2020, spring 2021)

University of Texas at Austin, Instructor of Record

Reading Assessment and Development (undergraduate) (fall 2017, fall 2018, spring 2019)

Elementary Methods of Teaching Language Arts (undergraduate) (spring 2017)

School Organization & Classroom Management (undergraduate) (fall 2016)

Children's Literature (undergraduate) (spring 2018)

University of Texas at Austin, Teaching Assistant

Elementary Reading Methods (undergraduate) (fall 2018)

Elementary Methods of Teaching Language Arts (undergraduate) (spring 2016, spring 2019)

Secondary Methods of Teaching English Language Arts (undergraduate) (fall 2015)

University of Texas at Austin, Field Supervisor

For elementary and secondary student teachers (fall 2015, spring 2016, fall 2016, spring 2017)

STUDENTS SUPERVISED**Doctoral Dissertations: In Progress**

Committee Member, Johanna Keene, LDLS Program in Curriculum & Instruction (2023- 2025)

Committee Member, Ryan Eshleman-Robles, LDLS Program in Curriculum & Instruction (2023- 2025)

Committee Member, Taylor Beadles, CSTE program in Curriculum & Instruction (2023- 2025)

Committee Member, Dawn Burke, LDLS Program in Curriculum & Instruction (2024- 2026)

Committee Member, LaSina Jackson, CSTE program in Curriculum & Instruction (2022- 2024)

Committee Member, Melanie Blanton, LDLS program in Curriculum & Instruction (2022- 2024)

External Committee Member, Alison F. Warren, PhD Program in Teaching & Learning at the University of Iowa. (2023- 2025)

External Committee Member, Ruchika Sharma, PhD program in Teaching & Learning at the University of Iowa. (2022- 2025)

Doctoral Dissertations: Completed

Committee Member, Chloe Morris, LDLS program in Curriculum & Instruction. Defended September 2023. Current Position: Teaching Instructor at Oklahoma State.

Undergraduate Research: Completed

Supervisor, Emily Goldenberg, BA major in Chinese. Independent Study (2023-2024)

K-12 TEACHING

Lifetime Wisconsin Licensure 777: K-8 Generalist & 300: English Endorsement

- 2013-2015 7th Grade English & Reading Intervention, Beaver Dam Middle School, Beaver Dam, WI
- 2011-2013 Reading Specialist, 2nd-6th Grade, Messmer Preparatory Catholic Schools, Milwaukee, WI
- 2010-2011 Kindergarten Teacher, Jared C. Bruce Academy, Milwaukee, WI

FELLOWSHIPS & AWARDS

- 2023 Piper Professor Award Nominee, Texas Tech University
- 2021 Early Career Pre-Conference Selected Scholar, AERA Division K (\$180)
- 2020 Dissertation Award for Literacy Excellence, Research in Reading & Literacy SIG of AERA (\$500)
- 2020 Postdoctoral Research Award, University of Iowa Postdoctoral Association (\$350)
- 2019 Postdoctoral Research Award, University of Iowa Postdoctoral Association (\$350)
- 2018 Phi Delta Kappa Baranoff Research Scholarship (\$500)
- 2018 Professional Development Award, University of Texas Office of Graduate Studies (\$750)
- 2017 Faculty/Student Collaborative Award, University of Texas (\$500)
- 2015 Texas New Scholars Fellowship, University of Texas Office of Graduate Studies (\$80,000)

GRANTS: FUNDED AS PI

ELATE Research Grant, National Council for Teachers of English, (2021-2023), Catherine Lammert (PI)- *Can we Prepare Elementary Teachers to Select Texts that both Authentically Reflect Racial Diversity and are Appropriately Complex for Teaching Reading?* (\$2,055.60).

Alumni Research Grant, University of Texas at Austin, (2018), Catherine Lammert, Jodi Beyhl, Molly Marek, Sarah Drummond, & Lindsey Pearlstein, (Co-PIs)- *Alumni showcase of first year teachers' practice-based research* (\$2,000.00).

GRANTS: FUNDED IN OTHER ROLES

The Prentice Farrar Brown & Alline Ford Brown Foundation, (2023- 2024). Jesse Perez Mendez (PI). *Conducting an Educational Needs Assessment for the West Texas Rural Education Partnership*. Consultant Fee: \$19,000.

Merrimack College START Grants, (2023- 2025), Lisa O'Brien, (PI). *Capturing Novice Teachers' Racial Literacy: An External Replication*. Total Budget: \$24,819.00. Consultant Fee: \$1,500.

NSF Award #1812576, (2023), Brian Hand, Gavin Fulmer, & Jee Kyung Suh (PIs). *Moving Beyond Pedagogy: Developing Elementary Teachers' Adaptive Expertise in Using the Epistemic Complexity of Science*. Total Budget: \$2,884,239.00. Consultant Fee: \$2,000.

Roy J Carver Charitable Trust, (2021), Brian Hand (PI). *Improving Early Childhood Language Development Through Science*. Total Budget: \$394,247.00. Consultant Fee:

\$7,500.

GRANT APPLICATIONS: UNDER REVIEW

WT Grant Foundation, (Full Proposal Invited by Foundation March 2024). Lisa O'Brien, PI. Co-PIs: Catherine Lammert & Poonam Arya. *Racially Literate Practices: A Mechanism to Reduce the Education Debt Owed to Students of Color*. Total requested: \$593,274.00.

GRANT APPLICATIONS: DECLINED

Institution for Education Sciences, (Submitted September 2023). Lisa O'Brien, PI. Co-PIs: Catherine Lammert & Poonam Arya. *Building Teacher Capacity to Enact Culturally Responsive Pedagogies in Reading and Writing Instruction*. Sub-award requested: \$357,349.00; Total budget: \$1,645,795.

Spencer Foundation Small Grants in Education Research, (Submitted August 2023), Catherine Lammert (PI). *Choosing Texts at the Crossroads of Linguistic Complexity and Cultural Diversity: Can Teachers Learn to Balance Multiple Criteria?* Total requested: \$47,744.00.

Texas Tech Competitive Edge Grant Program, (Submitted May 2023). Catherine Lammert, PI, Jacob Kirksey, Jessica J. Gottlieb, & Raymond Flores, Co-PIs. *Do Ratings Match Reality? An Examination of the Relationship between National Council on Teacher Quality Educator Preparation Program Ratings and Teacher Quality*. (\$15,000.00).

National Endowment for the Humanities, (Submitted February 2023). Lacy Brice, PI, Catherine Lammert, Co-PI. *Boon or Bane? The Impact of Teachers' Social Media use on their Likelihood to Experience Burnout*. (\$130,187.00).

Spencer Foundation Small Grants in Education Research, (Submitted December 2022), Catherine Lammert (PI). *Choosing Texts at the Crossroads of Linguistic Complexity and Cultural Diversity: Can Teachers Learn to Balance Multiple Criteria?* (\$49,976.00).

DR K-12 Exploratory Grant, National Science Foundation, (Submitted October 2022), Catherine Lammert (PI), Jee Kyung Suh, & Brian French (Co-PIs). *The Development of a Vignette Instrument to Measure the Epistemic Underpinnings of Teacher Adaptiveness for NGSS- Aligned Teaching* (\$416,725.95).

AERA Division K: Anti-Racist Teaching and Teacher Education Seed Grants Program, (Submitted December 2021), Lisa M. O'Brien (PI), Catherine Lammert, Carin Appleget, Poonam Arya, Xiufang Chen, Pallavi Chhabra, Marla Goins, Amy Tondreau, & Shuling Yang (Consultants). *"Capturing Teachers' Racial Literacy: An Instrument Development Study,"* (\$15,000.00).

DR K-12 Exploratory Grant, National Science Foundation, (Submitted October 2021), Catherine Lammert (PI), Brian Hand, & Brian French (Co-PIs). *The Development of a Vignette Instrument to Measure Teacher Adaptiveness in NGSS-Aligned Knowledge Generation Environments* (\$448,000.00).

SERVICE

Departmental

Member, TEA Working Group on Reading Academies in Educator Preparation Programs. Benefit to school districts: \$24,000 (2022- 2023)

Curator, Sitton- Burkhardt Reading Room (2023-Present)

Anchor Faculty, Department of Teacher Education (2021- Present)

College

Member, West Texas Rural Education Partnership research team (2023-2024)

Member, Search Committee for Research Assistant Professor (2023-2024)

Member, Faculty, Staff, and Human Resources Committee (2023- 2025)

Member, Teacher Certification and Undergraduate Academic Affairs Committee (2022- 2025)

Member, College of Education Grade Appeals Board (2022-2023)

University

Member, STEM Core Center for Outreach, Research, & Education (2021-Present)

Community

Teacher, ACE program at Lubbock County Juvenile Justice Center. Provided robotics instruction for incarcerated middle and high school students, (2023- Present)

Teacher, ACE program at Bean Elementary and OL Slaton Middle School. Led 2nd-5th grade and middle school after school math, robotics, and media production clubs, (2023- Present)

Co-Teacher, Ms. Tanna Wieler, 3rd Grade Teacher at Ramirez Elementary: Co-founding a Writing Partnership for Preservice Teachers and Multilingual Youth, (2023)

Co-Teacher, The Phase One Initiative: Co-taught with a TC and her mentor in 5th grade at Wester Elementary, (2022)

Report for K-12 Schools [Not Peer Reviewed], Results Report Prepared for Meadow Independent School District, TX: May 2022 Student Agency in Literacy (StAP) Survey Results.

Report for K-12 Schools [Not Peer Reviewed], Results Report Prepared for Round Rock Independent School District, TX: May 2022 Student Agency in Literacy (StAP) Survey Results.

Service to Profession: Peer Review

External Review Board Member, *Journal of Language and Literacy Education*, 2018-present

Book Proposal Reviewer, Routledge/ Taylor & Francis, 2022- present

Reviewer, *Science Education*, 2023- present

Reviewer, *The New Educator*, 2022- present

Reviewer, *Early Childhood Education Journal*, 2022- present

Reviewer, *Disciplinary and Interdisciplinary Science Education Research*, 2022- present

Reviewer, *Action in Teacher Education*, 2020- present

Reviewer, *Teaching and Teacher Education*, 2020- present

Reviewer, *Teacher Education Quarterly*, 2019- present

Reviewer, *Literacy Research: Theory, Method and Practice*, 2018-present

Reviewer, *Literacy Research and Instruction*, 2018- present

Reviewer, *English in Texas*, 2017- present

Reviewer, *Texas Journal of Literacy Education*, 2017- 2019

Proposal Coach, National Council for Teachers of English Convention, 2023- present

Proposal Reviewer, Association of Literacy Education Researchers Conference, 2023- present

Proposal Reviewer, National Council for Teachers of English Convention, 2019-present

Proposal Reviewer, Literacy Research Association Annual Conference, 2019-present

Proposal Reviewer, American Educational Research Association Conference, 2016-present

Service To Profession: Leadership

Chair-Elect, AERA SIG #02: Action Research (2024- 2026)

Co-Chair, NCTE ELATE Commission on Climate Justice, Inquiry, and Action 2021-2023 & 2023- 2025 (re-elected to a second term 11/18/2023)

Treasurer/ Secretary, AERA SIG #11: Research in Reading and Literacy (2022-2025)

Member, International Literacy Association Young Adult Book Award Committee (2017-2020)

Consultant, Heart of Texas Writing Project/ National Writing Project Teacher (2016-present)

Director's Board Member, CITE-ITEL: A Critical, Interactive, Transparent & Evolving Literature Review in Initial Teacher Education in Literacy, 2016-present

PROFESSIONAL ASSOCIATIONS

American Educational Research Association, SIG: Action Research [**Chair-Elect**] SIG: Leadership for Social Justice [**Member**], and SIG: Research in Reading and Literacy [**Treasurer/ Secretary**], 2016-present

National Council for Teachers of English: ELATE Commission for Climate Justice, Inquiry, and Action [**Co-Chair**], Children's Literature Assembly [**Member**] and Jewish Caucus [**Member**], 2015-present

Member, International Literacy Association, 2016- present

Member, Texas Association for Literacy Education, 2016- present

Member, Texas Council of Teachers of English Language Arts, 2016- present

Member, Literacy Research Association, 2015- present