# GWYNNE ELLEN ASH

## EDUCATIONAL BACKGROUND

Ph. D., May 2000, University of Georgia, Athens
Major: Reading Education
Dissertation: Middle School Literacy Teachers' Ethical Stances and Role Perceptions
Chair: James F. Baumann
Committee: Donna Alvermann, David Reinking, Linda Labbo, and Linda DeGroff

M. A., May 1993, Texas A&M University, College Station
Major: English Minor: Reading
Specialty: Children's Literature (Non-thesis)
Chair: Lynne Vallone

B. A., May 1990, Trinity University, San Antonio, Texas
Major: English University Honors
Honors Thesis: Flann O'Brien's Twentieth-Century Novel *At Swim-Two-Birds* and Its Relation to the Middle-Irish Romance *Buile Suibhne*
Chair: Frank Kersnowski

James Joyce International Summer School, Summer 1989, University College, Dublin, Ireland

## UNIVERSITY EXPERIENCE

Texas State University, San Marcos
Professor, Reading, Curriculum and Instruction, 2013-present
Associate Professor, Reading, Curriculum and Instruction, 2007-2013 (tenured 2007)
Assistant Professor, Reading, Curriculum and Instruction, 2004-2007
Program Coordinator, Reading, 2009-2013
Co-Program Coordinator, Reading, 2006-2009, 2013-2014

University of Delaware, Newark
Assistant Professor, Literacy Education, 2000-2004
University Director, Delaware Reading Project, 2000-2004
Literacy Instructional Coordinator, Teaching American History II Grant: Read History! 2003-2004
Coordinator, Masters of Education in Curriculum and Instruction (Major: Reading), 2002-2003
Study Abroad Director, Winter 2003 (Italy), 2004 (Ireland)

University of Georgia, Athens
Instructor, Reading Education, Spring 1996-Fall 1999
Editorial Assistant, *Journal of Literacy Research*, Fall 1996-1997, Fall 1998-Spring 2000
Graduate Research Assistant, Spring 1997-1998

Texas A&M University, College Station
Instructor, English Composition, ENGL 104, 1991-1993

Blinn College, Bryan, Texas
Instructor, Developmental English, 1991-1993

## RELEVANT PROFESSIONAL EXPERIENCE

Ronald McNair Middle School, San Antonio, Texas
Sixth/Seventh/Eighth Grade Teacher, Reading and English Language Arts, 1993-1996

## PROFESSIONAL CREDENTIALS

Reading Specialist, Texas, Grades EC-12
Master Reading Teacher, Texas, Grades EC-12
English as a Second Language, Supplemental, Texas, Grades EC-12
Reading, Texas, Grades 6-12
English Language Arts, Texas, Grades 6-12
English, Texas, Grades 6-12

# TEACHING

## TEACHING HONORS AND AWARDS

Nominee, Arbuthnot Award for Excellence in Teaching Children's Literature, International Reading Association/International Literacy Association (under review), 2015
College-level Winner, Presidential Award for Excellence in Teaching, College of Education, Associate/Full Professor, 2012
College-level Nominee for the Mariel M. Muir Mentoring Award, Faculty, 2006, 2010
Multicultural Syllabus Reformation Institute, Fellow, 2008
College-level Winner, Presidential Award for Excellence in Teaching, College of Education, Assistant Professor, 2007
University-wide Common Experience Curriculum Director and Creator, 2006-2007
School-wide Nominee for the Excellence in Teaching Award, University of Delaware, 2002-2003, 2003-2004
School-wide Nominee for the Excellence in Advising Award, University of Delaware, 2003-2004
Outstanding Graduate Teaching Award, University of Georgia, 2000

## COURSES TAUGHT

Texas State University, San Marcos

*Undergraduate*

US 1100 University Seminar
CI 3300 Middle School Curriculum and Instruction
RDG 3312 Reading Instruction for Students with Special Needs
RDG 3315 Assessment of Reading and Writing
RDG 3323 Literacy in the Content Areas (for High School)
RDG 4310 Content Area Literacy (for Middle School)

*Graduate*

RDG 5310 Teaching with Children's and Young Adult Literature in the Elementary, Middle, and Secondary Schools
RDG 5320 Foundations of Literacy
RDG 5322 Reading in the Elementary and Middle Grades
RDG 5326 Developmental Literacy in the Middle and Secondary Schools
RDG 5345 Assessment-driven Literacy Instruction
RDG 5380 Adolescent Struggling Readers
RDG 6333 Reading Specialist Internship I/II: Designing/Evaluating Literacy Professional Development

University of Delaware, Newark

*Undergraduate*

EDUC 320 Reading and Writing in the Middle Grades

*Graduate*

EDUC 608 Teaching Reading in the Elementary and Middle School
EDUC 622 Literacy in the Content Areas
EDUC 630 Assessment and Instruction of Reading: Middle/High School
EDUC 617/667/867 Delaware Reading Project
EDUC 802 Doctoral Seminar in Reading

University of Georgia, Athens

*Undergraduate*

READ 3520 Teaching Reading in the Middle School
READ 3530 Reading in the Content Areas for Middle School
READ 3420 Reading for Young Children (Co-Instructor)
READ 099R College Reading

## THESES/DISSERTATIONS/EXIT COMMITTEES

Theses

Outside Member, Kathryn Snow, Texas State University—San Marcos, M.Ed., Graduated 2012
*Content analysis of teen pregnancy prevention curricula.*
Chair, Stephanie Berryman, Texas State University—San Marcos, Undergraduate Honors, Graduated 2011
*Driven to learn: A study on why English language learner students lose literacy motivation, and what can be done about it.*
Member, Kristy Reeves, Texas State University—San Marcos, M.Ed., Graduated 2008
*Cultural cohesion between educational environments and Hispanic teens' mothering decisions.*

Outside Member, Kimberly Ballinger, Rutgers University, Ph.D., Graduated 2008
Outside Member, Cheryl North-Coleman, University of Delaware, Ph.D., Graduated 2008
Member, Roberta Kirkpatrick, University of Delaware, Ed.D., Graduated 2004
Member, Bonnie Albertson, University of Delaware, Ph.D., Graduated 2003

Exit Committees (M.Ed., Reading Education, Reading Specialists)
Chair, Heather Arabie, M.Ed., Reading, Graduated 2014
Chair, Sarah Atwater, M.Ed., Reading, Graduated 2014
Chair, Donna Weikert, M.Ed., Reading, Graduated 2014
Member, Erin Cruz, M.Ed., Reading, Graduated 2014
Member, Leslie DeLeon, M.Ed., Reading, Graduated 2014
Member, Esther Peckover, M.Ed., Reading, Graduated 2014
Chair, Karen Newton, M.Ed. Reading, Graduated 2013
Member, Joël Johnson, M.Ed. Reading, Graduated 2013
Member, Lila Daniels, M.Ed. Reading, Graduated 2013
Member, Lisa Kridner, M.Ed. Reading, Graduated 2013
Member, Danya Gardner, M.Ed. Reading, Graduated 2013
Member, Laura Lee Stroud, M.Ed. Reading, Graduated 2013
Member, DeAnn Broom, M.Ed. Reading, Graduated 2012
Member, Natalie (Moore) Long, M.Ed. Reading, Graduated 2012
Member, Jessica Tobleman, M.Ed. Reading, Graduated 2012
Member, Ashley Jorge, M.Ed. Reading, Graduated 2012
Member, Kirby Ferguson, M.Ed. Reading, Graduated 2012
Member, Analeta Box, M.Ed. Reading, Graduated 2012
Chair, Cathy Jackson, M.Ed. Reading, Graduated 2011
Member, Eileen Brady, M.Ed. Reading, Graduated 2011
Member, Michelle (Hart) Breeden, M.Ed. Reading, Graduated 2011
Member, Lindsay Lipson, M.Ed. Reading, Graduated 2011
Member, Liz Hoyer, M.Ed. Reading, Graduated 2011
Member, Ruby Martinez, M.Ed. Reading, Graduated 2011
Member, Sandra Matson, M.Ed. Reading, Graduated 2011
Member, Lorin Mullin, M.Ed. Reading, Graduated 2011
Member, Abbe Oden, M.Ed. Reading, Graduated 2011
Chair, Cynthia Brewer, M.Ed. Reading, Graduated 2010
Member, Katie Cable, M.Ed. Reading, Graduated 2010
Member, Stephanie Heinchon, M.Ed. Reading, Graduated 2010
Member, Kathleen Navickas, M.Ed. Reading, Graduated 2010
Member, Kristie Slaughter, M.Ed. Reading, Graduated 2010
Member, Kirby Williams, M.Ed. Reading, Graduated 2010
Chair, Mya Anzures, M.Ed. Reading, Graduated 2009
Member, Cesily Peeples, M.Ed. Reading, Graduated 2009
Member, Natscha Barreto-Romero, M.Ed. Reading, Graduated 2009
(Prior to 2009, no Exit Committees were used.)

## COURSES PREPARED AND CURRICULUM DEVELOPMENT

Texas State University, San Marcos

*Undergraduate*

US 1100 University Seminar (Designed Common Experience Curriculum for all sections)
RDG 3315/4310 Assessment of Reading and Writing/Content Area Literacy (for Middle School)

*Graduate*

RDG 5326 Developmental Literacy in the Middle and Secondary Schools
RDG 5345 Assessment-driven Literacy Instruction
RDG 6333 Reading Specialist Internship I/II: Designing/Evaluating Literacy Professional Development

University of Delaware, Newark

*Undergraduate*

EDUC 320 Reading and Writing in the Middle Grades

*Graduate*

EDUC 608 Teaching Reading in the Elementary and Middle School
EDUC 630 Assessment and Instruction of Reading: Middle/High School
EDUC 617/667/867 Delaware Reading Project
EDUC 802 Doctoral Seminar in Reading

## FUNDED INTERNAL TEACHING GRANTS AND CONTRACTS

Ash, G. E. (2006). *Common Experience Program Development Grant*. Texas State University—San Marcos (2006-2007) $6,000.00 to develop curricula related my Common Experience theme

# SCHOLARLY/CREATIVE

## SCHOLARLY/CREATIVE HONORS AND AWARDS

*English in Texas*, Honorable Mention, National Council of Teachers of English (NCTE) Affiliate Journal Competition, 2014 (Editor)
College-level Runner-Up, Presidential Award for Excellence in Scholarly/Creative Activities, College of Education, Associate/Full Professor, 2012
College-level Winner, Presidential Award for Excellence in Scholarly/Creative Activities, College of Education, Assistant Professor, 2006
Distinguished Finalist, International Reading Association Outstanding Dissertation Award, 2001
Finalist, National Reading Conference Student Outstanding Research Award, 2000
Elmer Carson Jackson Scholar in Reading Education, 1998-1999
Graduate School Fellowship, University of Georgia, 1996-1999
Regents' Fellowship for Graduate Study, Texas A&M University, 1990-1993

## WORKS IN PRINT

### BOOKS

**Scholarly Monographs**

Ash, G. E. (2004). *White Paper: Everything secondary administrators need to know, but are afraid to ask: Understanding pragmatic adolescent literacy planning*. Chicago, IL: North Central Regional Educational Laboratory. Available: http://www.ncrel.org/litweb/adolescent/pragmatic/adolescent.pdf. (Refereed)

**Chapters in Edited Books (Refereed)**

Kuhn, M. R., Ash, G. E., & Gregory, M. (2012). Battling on two fronts: Creating effective oral reading instruction. In T. Rasinski, C. Blachowicz, & R. Lems (Eds.), *Fluency instruction: Research-based best practices* (2nd Ed.) (pp. 141-155). New York: Guilford Press. (Invited)

Schwanenfluegel, P., Kuhn, M. R., & Ash, G. E. (2010). Oral and silent wide reading: Effects on reading acquisition. In E. H. Hiebert & D. R. Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers* (pp. 181-197). Newark, DE: International Reading Association. (Invited)

Ash, G. E., & Kuhn, M. R. (2006). Meaningful oral and silent reading in the elementary and middle school classroom: Breaking the round robin reading addiction. In T. Rasinski, C. Blachowicz, & R. Lems (Eds.), *Fluency instruction: Research-based best practices* (pp. 155-172). New York: Guilford Press. (Invited)

Ash, G. E. (2004). Why students don't read, and what schools can do about it. In G. Bottoms, R. Murray, & I. Phillips (Eds.), *Literacy across the curriculum: Setting and implementing goals for grades six through twelve* (pp. 19-29). Atlanta: Southern Regional Education Board. (Invited)

Baumann, J. F., Kaméenui, E. J., & Ash, G. E. (2003). Research on vocabulary instruction: Voltaire redux. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 752-785). Mahwah, NJ: Lawrence Erlbaum. (Invited)

Galda, L., Ash, G. E., & Cullinan, B. (2000). Children's Literature. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, volume III* (pp. 361-379). Mahwah, NJ: Lawrence Erlbaum. (Invited)

Labbo, L. D., & Ash, G. E. (1998). What is the role of computer-related technology in early literacy? In S. Neuman & K. Roskos (Eds.), *Children achieving: Instructional practices in early literacy* (pp. 180-197). Newark, DE: International Reading Association.

**ARTICLES**

**Refereed Articles**

Saunders, J. M., & Ash, G. E. (2013). Entering the arena: The figured worlds transitions of preservice teachers. *Journal of Adolescent and Adult Literacy, 56* (6), 490-499.

Jackson, J. K., & Ash, G. E. (2012). Science achievement for all: Improving science performance and closing achievement gaps. *Journal of Science Teacher Education. 23* (7), 723-744.

Rush, L. S., Ash, G. E., Saunders, J. M., Holschuh, J., & Ford, J. (2011). Meaningful and significant texts for adolescent readers: Tensions in text selection policies. In P. J. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gillis, & C. C. Bates, (Eds.), *The 60th Yearbook of the National Reading Conference/Literacy Research Association (pp. 336-348).* Oak Creek, WI: Literacy Research Association.

Assaf, L. C., Ash, G. E., Saunders, J. M., & Johnson, J. (2011). Renewing two seminal literacy practices: I-Charts and I-Search papers. *Voices from the Middle, 18* (4), 31-42.

Ash, G. E., Assaf, L. C., & Johnson, J. (2010). Process and perseverance: Supporting meaningful and relevant research. *English in Texas, 40* (1), 54-62.

Ash, G. E., Kuhn, M. R., & Walpole, S. (2009). Analyzing "inconsistencies" in practice: Teachers' continued use of round robin reading. *Reading and Writing Quarterly, 25* (1), 87-103.

Ash, G.E., & Assaf, L. (2008). "And the worth of our work shall be judged": Literacy and literacy research definitions of JLR reviewers and NRC members. In Y. Kim, V. J. Risko, D. Compton, D. Dickinson, M. K. Hundley, R. Jiménez, K. Leander, & D. W. Rowe (Eds.), *The 57th Yearbook of the National Reading Conference (pp. 84-93).* Oak Creek, WI: National Reading Conference.

Ash, G. E. (2005, March). Living with hope, rather than doubt: Classroom assessment of adolescent literacy learning. *Adolescent Literacy in Perspective*. Ohio Resource Center for Mathematics, Science, and Reading ADLIT: Advancing Adolescent Literacy Instruction Together. Available: http://www.ohiorc.org/adlit/documents/in_perspective_143.pdf. (Invited)

Ash, G.E. (2002, March). Teaching readers who struggle: A pragmatic middle school framework. *Reading Online: The Online Journal of the International Reading Association, 5* (7). Available: http://www.readingonline.org/articles/art_index.asp?HREF=ash/index.html.

Galda, L., Ash, G. E., & Cullinan, B. (2001, April). Research on children's literature. *Reading Online: The Online Journal of the International Reading Association.* [Online journal], 4 (9). Available: http://www.readingonline.org/articles/art_index.asp?HREF=handbook/galda/index.html. (Invited)

Triplett, C. F., & Ash, G. E. (2000). Reflecting on the portrayal of teacher/student relationships in children's literature. *The New Advocate, 13* (3), 241-258.

Ash, G. E. (2000). Not "what little kids can be like": Cultural appropriation and adults watching *South Park*. *Journal of Adolescent and Adult Literacy, 43* (8), 747-748.

Ash, G. E. (1998). "Literacy is a human endeavor. Period": Literacy definitions and delineations from the *JLR* Editorial Board. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), *The 47th Yearbook of the National Reading Conference* (pp. 451-460). Chicago, IL: National Reading Conference.

**Editorially Reviewed Articles**

Ash, G. E. (2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(7), 600-602.

Ash, G. E. (2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(6), 510-512.

Ash, G. E. (2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(5), 419-422.

Ash, G. E. (2012-2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(4), 331-333.

Ash, G. E. (2012). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(3), 241-244.

Ash, G. E. (2012). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(2), 162-164.

Ash, G. E. (2012). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(1), 77-79.

Ash, G. E. (2012). Talking about *Terrible Things*: The craft of allegory in children's literature (Unfettered imaginations: Exploring the craft of children's literature.). *Journal of Children's Literature, 38* (2), 90-96.

Ash, G. E. (2012). Catching lightning in a jar: The craft of metaphor in children's literature (Unfettered imaginations: Exploring the craft of children's literature.). *Journal of Children's Literature, 38* (1), 79-84.

Ash, G. E. (2011). How many stories can you fit in a book? Ambiguity and multiple perspectives in picture book illustrations (Unfettered imaginations: Exploring the craft of children's literature.). *Journal of Children's Literature, 37* (2), 65-69.

Ash, G. E. (2011). Introduction: Unfettered imaginations: Exploring the craft of children's literature. *Journal of Children's Literature, 37* (1), 71-77.

Ash, G. E. (2005, October). What did Abigail mean? Literal, inferential, and critical comprehension instruction for adolescent readers. *Educational Leadership, 63* (2), 36-41. (Invited)

**OTHER WORKS IN PRINT**

Ash, G. E. (2002). Repeated Readings. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 548-551). New York: ABC-CLIO. (Invited)

Ash, G. E. (2002). *Teaching readers who struggle: Strategies to meet literacy goal three*. [Videotape]. Atlanta, GA: Southern Regional Education Board.

Ash, G. E. (2001). *Creating effective classroom literacy instruction for struggling readers in grades 6-8: Five essential elements for struggling middle school readers* [Audiotape]. Newark, DE: International Reading Association.

## WORKS NOT IN PRINT

**PAPERS PRESENTED AT PROFESSIONAL MEETINGS**

**PEER-REFEREED RESEARCH PRESENTATIONS**

Saunders, J. M., & Ash, G. E. (2012, December). *Developing the hive society: One teacher's journey to harness new literacies in her classroom.* Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, San Diego, CA.

Ash, G. E., Rush, L., & Saunders, J. (2011, December). *The politics of text: Close and critical reading(s) of the Stotsky report.* Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Jacksonville, FL.

Ash, G. E., Holschuh, J, Rush, L., & Saunders, J. (2011, November). *Teaching to the text: Forces influencing text selection in grades 6-12* Research Symposium presented at the annual meeting of the National Council of Teachers of English, Chicago, IL.

Ash, G. E., Assaf, L. C., & Johnson, J. (2011, January). *Making student research meaningful and relevant: Developing inquiry across curricula and genres in the middle grades.* Paper presented at the annual meeting of the Texas Council of Teachers of English Language Arts, Galveston, TX.

Ash, G. E. (2010, December). *One child left behind: A case study of an adult non-reader.* Roundtable presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

Ash, G. E., Rush, L., Heron-Hruby, A., Saunders, J., Ford, J., & Holschuh, J. (2010, December). *Meaningful and significant texts for adolescents in middle and high school: Mediating tensions between students' needs and gatekeeping texts.* Alternative Format presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

Assaf, L. C., & Ash, G. E. (2010, December). *Mediated writing instruction for adolescent English learners: Examining three secondary teachers*. Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

Schwanenfluegel, P., Kuhn, M. R., & Ash, G. E. (2010, May). *Oral and silent wide reading: Effects on reading acquisition.* Paper presented as part of the Revisiting Silent Reading: New Directions for Teachers and Researchers Institute at the annual meeting of the International Reading Association, Chicago, IL.

Ash, G. E., & Assaf, L. C. (2010, January). *Developing inquiry and research across curricula and genres in the middle grades: A formative experiment.* Paper presented at the annual meeting of the Texas Council of Teachers of English Language Arts, Austin, TX.

Ash, G. E., Rush, L., Heron-Hruby, A., & Saunders, J. (2009, December). *Meaningful and significant texts for adolescents in middle and high school: Mediating tensions between students' needs and gatekeeping texts.* Study group presented at the annual meeting of the National Reading Conference, Albuquerque, NM.

Assaf, L., Dooley, C., & Ash, G. E. (2008, December). *Educational inequities: Two teachers' knowledge about reading instruction in this high-stakes era.* Paper presented the annual meeting of the National Reading Conference, Orlando, FL.

Ash, G. E. (2008, November). *Comprehension-oriented fluency: Reading for prosody means reading for meaning.* Poster session presented at the annual meeting of the National Council of Teachers of English, San Antonio, TX.

Ash, G. E., & Assaf, L. C. (2007, November). *Literacy definitions of JLR reviewers and NRC members: Have they changed over a decade?* Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Kuhn, M. R., & Ash, G. E. (2007, May). *Fluency instruction for groups of learners: Implications for classroom practice.* Research Poster Session presented at the annual meeting of the International Reading Association, Toronto, ON, Canada.

Ash, G. E., & Knight, D., & Uribe-Zarain, X. (2006, May). *Developing profiles of adolescents who struggle with school-based literacies: A beginning.* Research poster session presented at the annual meeting of the International Reading Association, Chicago, IL.

Ash, G. E., & Knight, D., & Uribe-Zarain, X. (2005, December). *Adolescents who struggle with school-based literacies: One size does not fit all.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Ash, G. E., & Knight, D., & Uribe-Zarain, X. (2004, December). *One size does not fit all: Orthographic development in adolescents who struggle with school-based literacies*. Roundtable presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Knight, D., & Ash, G. E. (2004, November). *Assessment and instruction of spelling in struggling adolescent readers.* Paper presented at the annual conference of the International Dyslexia Association, Philadelphia, PA.

Ash, G. E. (2004, May). *Continuing and maintaining fluency development in the intermediate and middle grades.* Research session presented at the annual meeting of the International Reading Association, Reno, NV.

Ash, G. E. (2003, December). *Progress as potential: The evaluation of a long-term literacy professional development program for middle school teachers.* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E., & Knight, D. (2003, December). *Orthographic development in adolescents who struggle with school-based literacies: Beginning to understand the phenomenon (Research in Progress).* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E. , Kuhn, M. R., & Walpole, S. (2003, December). *Flying in the face of research: Inservice teachers' use of round robin reading (Research in Progress.)* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E. (2002, December). *Focusing on struggling readers: The evaluation of a long-term professional development program for middle school teachers (Research in Progress).* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Ash, G. E. (2001, December). *Developing a balanced literacy framework for middle school instruction: Learning with and from teachers.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Ash, G. E., & Kuhn, M. R. (2001, December). *Round Robin Reading Anonymous (RRRA): Investigating inservice and preservice teachers' continued pursuit of round robin reading.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Ash, G. E. (2001, April). *Middle school teachers' ethical stances and role perceptions.* Research Poster session presented at the annual meeting of the International Reading Association, New Orleans, LA.

Ash, G. E. (2000, November). *Assuming ethical stances: Middle school teachers' perceptions of their role in the literacy development of struggling readers.* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E., & Hagood, M. C. (2000, November). *Of rats and researchers: Unintended motivational consequences of a literacy intervention.* Roundtable paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Duffy-Hester, A. M., & Ash, G. E. (2000, May). *Beyond the pullout program: Teaching struggling readers in the elementary and middle school classroom.* Institute Co-Chair at the annual meeting of the International Reading Association, Indianapolis, IN.

Ash, G. E. (2000, May). *Making the unlikely likely: Balanced reading instruction for multiple levels of literacy experience in the middle school classroom.* Paper presented at an Institute for struggling readers at the annual meeting of the International Reading Association, Indianapolis, IN.

Ash, G. E. (2000, April). *Recommendations and realities: An integrative review of middle school content area text use.* Roundtable paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Ash, G. E. (1999, December). *Recommended practices for struggling middle school readers: What's the research base?* Paper presented as part of a symposium on teaching diverse populations at the annual meeting of the National Reading Conference, Orlando, FL.

Ash, G. E., & Hagood, M. C. (1999, December). *Ascending chairs and grabbing ropes: Shoring up the scaffold to make the climb or jerking out the support to take the noose?* Paper presented as part of an alternative format on constructivist and responsive teaching at the annual meeting of the National Reading Conference, Orlando, FL.

Hagood, M. C., & Ash, G. E. (1999, April). *"I want my MTV!": Reading fluency, student motivation, karaoke, and pop culture: An exploration of repeated readings in an adolescent social context.* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Triplett, C. F., Ash, G. E., Duffy-Hester, A. M., Pearson, C., Ratliff, J., & White, D. (April, 1999). *Expanding our vision: A look at preservice teachers across time, context, and curriculum.* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Ash, G. E. (1998, December). *Focusing the lens: Preservice teachers' literacy experiences and formation of models of literacy instruction.* Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Ash, G. E. (1998, December). *Recipes from Chato's Kitchen: Doing middle school in San Antonio.* Paper presented as part of a symposium on cross-cultural teaching at the annual meeting of the National Reading Conference, Austin, TX.

Labbo, L., Field, S., & Ash, G. E. (1998, December). *"George Washington lives there, but he's dead now": An examination of how kindergarten and first-grade children make sense of informational text.* Roundtable paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Triplett, C., & Ash, G. E. (1998, December). *For the sake of the children: Relational and rebellious teachers in children's literature.* Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Ash, G. E. (1997, December). *Cross-age tutoring as an aspect of reading instruction for delayed readers.* Roundtable paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E. (1997, December). *What is literacy? A range of definitions and delineations from the JLR editorial board.* Roundtable paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E., Willson, V. L., & Sequeira, M. (1993, January). *IQ and ethnicity as predictors of reading performance: Examining the biases of standardized testing.* Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX

Ash, G. E. (1993, June). *Curing the body through the mind: The enlightened medicine of The Secret Garden.* Paper presented at the annual international meeting of the Children's Literature Association, Fredericton, New Brunswick, Canada.

**PEER-REFEREED PRESENTATIONS**

Ash, G. E., & Saunders, J. M. (2015, July). *It's a Hoax! Social Networking Savvy for You and Your Students.* Session to be presented at the annual meeting of the International Reading Association/International Literacy Association, St. Louis, MO.

Ash, G. E., Assaf, L. C., Delaney, C., Saunders, J. M., & Taylor, V. (2015, January). *Publishing in English in Texas.* Session Presented at the Texas Conference of Teachers of English Language Arts. Houston, TX.

Ash, G. E., Assaf, L. C., Delaney, C., Saunders, J. M., & Taylor, V. (2014, January). *Publishing in English in Texas.* Session Presented at the Texas Conference of Teachers of English Language Arts. Corpus Christi, TX.

Ash, G. E., Assaf, L. C., Delaney, C., Saunders, J. M., & Taylor, V. (2013, January). *Publishing in English in Texas.* Session Presented at the Texas Conference of Teachers of English Language Arts. Dallas, TX.

Ash, G. E. (2008, March). *Early childhood education: A focus on the content areas.* Session presented at the annual meeting of the Association of Supervision and Curriculum Development, New Orleans, LA.

Ash, G. E., & Prillaman, B. A. (2006, May). *Becoming an Expert Teacher to Create Expert Readers: Refining the Process of Comprehension Strategy Instruction in Your 4-8 Classroom.* Microworkshop presented at the annual meeting of the International Reading Association, Chicago, IL.

Ash, G. E., & Prillaman, B. A. (2005, May). *You've got to read it to understand it; you've got to understand it to learn it! Improving comprehension instruction in both ELA and the content area in the middle grades.* Microworkshop presented at the annual meeting of the International Reading Association, San Antonio, TX.

Ash, G. E., & Prillaman, B. A. (2004, May). *Working to make it make sense: How to provide well-developed comprehension strategy instruction in the 4-8 classroom.* Microworkshop presented at the annual meeting of the International Reading Association, Reno, NV.

Ash, G. E., & Prillaman, B. A. (2003, May). *Expanding what good readers do: Working with English language learners on the four critical roles for readers.* Session presented at the annual meeting of the International Reading Association, Orlando, FL.

Ash, G. E. (2002, April). *Who's positioning whom? Integrating critical literacy instruction into your middle school language arts classroom without forgetting about regular literacy instruction.* Session presented at the annual meeting of the International Reading Association, San Francisco, CA.

Ash, G. E. (2001, April). *Creating effective classroom literacy instruction for struggling readers in grades 6-8: "Five essential elements for struggling middle school readers."* Session presented at the annual meeting of the International Reading Association, New Orleans, LA.

Ash, G. E., & Hagood, M. C. (2000, May). *Improving struggling readers' oral reading fluency, meaning making, and motivation through karaoke. "This next song goes out to Miss Margaret and Miss Gwynne!": Creating a Karaoke Club at your school.* Session presented at the annual meeting of the International Reading Association, Indianapolis, IN

Ash, G. E. (1998, May). *Implementing cross-age tutoring at your school: "It's more than just reading aloud, Miss!"* Session presented at the annual meeting of the International Reading Association, Orlando, FL.

Ash, G. E. (1997, April). *Children as witness: Holocaust and Japanese internment narratives in the middle school classroom.* Paper presented at the 29th annual conference on Children's Literature, University of Georgia, Athens, GA.

**INVITED TALKS, LECTURES, PRESENTATIONS**

Ash, G. E. (2014, November). *Teaching: Art, science, and calling.* Kappa Delta Pi Induction Ceremony Keynote Lecture, Texas State University, San Marcos Texas.

Ash, G. E. (2013, August). *Pining for droogs at the milkbar: Despotic mind and body control in YA dystopian fiction, 1993-2003.* Nerd Nite Austin, Austin, TX.

Ash, G. E. (2010, September). *Beyond round robin reading: Supporting reading for understanding in your classroom.* Wyoming Literacy Education Conference, Laramie, WY.

Ash, G. E. (2008). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2007, May). *Teaching: Art, science, and calling.* College of Education Honors Day Keynote Lecture, Texas State University, San Marcos Texas.

Ash, G. E. (2006, August). *Protest and dissent: Listening to the voice(s) of America.* New Student Convocation, Texas State University. San Marcos, Texas.

Ash, G. E. (2006, June). *More than just hope: Building exemplary literacy programs for young adolescents.* Keynote Address—Ohio Literacy Institute. Columbus, Ohio.

Ash, G. E. (2005, July). *Research-based middle school literacy instruction.* The Southern Regional Education Board's 19th Annual Conference, Nashville, TN.

Ash, G. E. (2004, March). *Literacy for struggling middle school readers.* The Ohio Association of Administrators of State and Federal Education Programs (OAASFEP ), Ohio Department of Education, Office of Reform and Federal Student Programs, Columbus, OH.

Ash, G. E. (2004, March). *Looking into word study for young adolescents to improve word identification, spelling, and vocabulary.* The Ohio Association of Administrators of State and Federal Education Programs (OAASFEP ), Ohio Department of Education, Office of Reform and Federal Student Programs, Columbus, OH.

Ash, G. E. , & Prillaman, B. (2003, July). *Building ELL students' critical reading strategies.* The Southern Regional Education Board's 17th Annual Conference, Nashville, TN.

Ash, G. E. (2002, December). *What research and theory tell us about literacy instruction in the middle/high school.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2002, December). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2002, November). *What research and theory tell us about literacy instruction in the middle/ high school.* Ohio Resource Center for Mathematics, Science, and Reading, Columbus, OH.

Ash, G. E. (2002, November). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Ohio Resource Center for Mathematics, Science, and Reading, Columbus, OH.

Ash, G. E. (2002, July). *Teaching readers who struggle: A pragmatic language arts framework.* The Southern Regional Education Board's 16th Annual Conference, Louisville, KY.

Ash, G. E., Baumann, J, F., & Kameenui, E. J. (1999, April). *Still looking for answers: Vocabulary research 1989-1998.* Annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

**CONSULTANCIES**

DANA Center, University of Texas, Curriculum Design, 2012-2013.

Urbana City Schools, Urbana, OH, Middle School Literacy Curriculum Designer and Professional Development Leader, Grades 4-8, 2010-2011.

Chapa Middle School, Hays Consolidated School District, Kyle, TX, Program Designer, Middle School Research Curriculum, Grades 6-8, 2009-2013.

KIPP Middle School Consortium (KIPP MAC), Atlanta, GA, Program Designer, Middle School ELA Curriculum, Grades 5-8, 2008-2012.

State of Texas, Texas Education Association, Presenter, Teaching Adolescent Literacy Academy, Grade 6. 2007-2008.

State of Ohio, Department of Education. National Reviewer, English Language Arts Program Models, Grades 9-12. 2006-2007.

Walnut Springs Elementary School (formerly Dripping Springs Intermediate School), Professional Development Consultant, Dripping Springs, TX. 2005-2012.

New Jersey City Public Schools. Curriculum Developer, English Language Arts, Grades 7-8. 2005-2008.

**WORKSHOPS**

Ash, G. E. (2014, October). *"Don't open your story with a picture of an abandoned house." Representations of modern American Indians/Native Americans in YA fiction and non-fiction.* The Power of Diverse Literature for Children and Young Adults, The Annual Texas Association for the Improvement of Reading (TAIR) and Central Texas Writing Project (CTWP) Fall Conference, San Marcos, TX.

Holschuh, J. P., & Ash, G. E. (2013, April). *Why don't students read before class? (And what can we do about it?).* Texas State University, Office of Professional Development, San Marcos, TX.

Ash, G. E. (2011, April). *Applying academic language instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2011, March). *Academic language instruction for English language learners in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2011, March). *Selecting the appropriate words for academic language instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2011, February). *Vocabulary strategies for academic language instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2010, October). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction.* Urbana City Schools, Urbana, OH.

Ash, G. E. (2010, August). *Morphology-based vocabulary instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2010, August). *Watch your tone! The importance of tone in writing and reading.* Hays Consolidated Independent School District and Central Texas Writing Project Open Institute, Dahlstrom Middle School, Buda, TX.

Ash, G. E., & Assaf, L. C. (2010, January). *Using I-Charts to support inquiry in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E., & Stroud, L. L. (2009, November). *Supporting content area literacy learning.* Round Rock High School, Round Rock, TX.

Ash, G. E. (2009, November). *Using differentiated instruction for effective word study instruction.* Walnut Springs Elementary, Dripping Springs, TX.

Ash, G. E. (2009, October). *An introduction to word study.* Walnut Springs Elementary, Dripping Springs, TX.

Ash, G. E. (2009, October). *Differentiating comprehension strategy instruction.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, October). *Watch your tone! The importance of tone in writing and reading.* Central Texas Writing Project Annual Teacher Conference, San Marcos, TX.

Ash, G. E. (2009, September). *Reciprocal teaching: Supporting independence in comprehension strategy use.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, July). *Vertical alignment of comprehension instruction: Building on the building blocks.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, May). *Using assessment to guide instruction: Focusing on students' needs.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, March). *Alternatives to round robin reading: Supporting independent reading in the middle grades.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, January). *Research-based fluency interventions for adolescent readers.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2008, November). *Small group reading instruction: Organization and practicalities.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2008, October). *Supporting readers who struggle: Meeting individual needs.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2008, January). *Small group reading instruction: Organization and practicalities.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, October). *Assessment-driven reading instruction.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, June). *Supporting readers who struggle: Meeting individual needs.* World of Wonder Charter School, Dayton, OH.

Ash, G. E. (2007, May). *Developing word study lessons for direct instruction, guided practice, and independent practice.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, April). *Derivational relations spellers.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, April). *Within-word and syllables and affixes spellers.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, March). *Emergent and letter-name spellers.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, March). *Word study: An introduction to developmental orthography instruction.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, March). *Exemplary comprehension instruction in the middle grades.* Education Service Center, Region 18, Midland, TX.

Ash, G. E. (2007, January). *Integrating 6+1 Traits into your writing instruction and assessment.* World of Wonder Charter School, Dayton, OH.

Ash, G. E. (2007, January). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction.* Education Service Center, Region 18, Midland, TX.

Ash, G. E. (2006, September). *Protest and Dissent: Listening to the Voice(s) of America.* Undergraduate Advisors' Retreat, Texas State University. San Marcos, TX.

Ash, G. E. (2006, August). *Exemplary comprehension instruction in the middle grades.* Midland Independent School District, Midland, TX.

Ash, G. E. (2006, May). *Protest and Dissent: Listening to the Voice(s) of America.* US 1100 Instructors' Retreat, Texas State University. San Marcos, TX

Ash, G. E. (2006, February). *Improving vocabulary and comprehension instruction for adolescents.* Northwest Ohio Regional Professional Development Center, Toledo, OH.

Ash, G. E. (2005, June). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a three-day training in instruction in vocabulary, word study, and comprehension strategies). A County-wide-inservice.* East Holmes Local Schools, Holmes County, OH.

Ash, G. E. (2005, February). *Critical literacy: Applying the four reader roles to informative, technical, and persuasive texts.* Northwest Ohio Regional Professional Development Center, Toledo, OH.

Ash, G. E. (2004, October). *Teaching vocabulary to improve comprehension. A County-wide inservice.* Monroe County Intermediate School District, Monroe, MI.

Ash, G. E. (2004, August). *In the muddle: Teaching literacy to real adolescents in real schools. A focus on American history: Part II.* Mahoning County Educational Service Center, Youngstown, OH.

Ash, G. E. (2004, August). *Words really DO matter: Teaching vocabulary in all classrooms.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2004, August). *Word study for young adolescents to improve word identification, spelling, and vocabulary.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2004, April). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* North Central Ohio Special Education Regional Resource Center, Mansfield, OH.

Ash, G. E. (2004, April). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* East Central Ohio Special Education Regional Resource Center, New Philadelphia, OH.

Ash, G. E. (2004, March). *In the muddle: Teaching literacy to real adolescents in real schools. A focus on American history: Part I.* Mahoning County Educational Service Center, Youngstown, OH.

Ash, G. E. (2004, February). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Northwest Ohio Regional Professional Development Center, Toledo, OH.

Ash, G. E. (2004, February). *In the muddle II: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Northwest Ohio Special Education Regional Resource Center, Bowling Green, OH.

Ash, G. E. (2003, November). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* West Central Ohio Special Education Regional Resource Center, Wapakoneta, OH.

Ash, G. E. (2003, October). *Teaching reading strategies students USE: Strategic teaching for strategic learning.* Bayard Elementary School, Christina School District, Wilmington, DE.

Ash, G. E. (2003, October). *Text-based writing: Strategies for understanding the criteria and supporting developing answers.* Conrad Middle School, Red Clay Consolidated School District, Wilmington DE.

Ash, G. E. (2003, October). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Northwest Ohio Special Education Regional Resource Center, Bowling Green, OH.

Ash, G. E. (2003, September). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a two- day training in instruction in fluency, word study, and comprehension strategies).* Northeast Ohio Special Education Regional Resource Center, Warren, OH.

Ash, G. E. (2003, August). *Research-based fluency interventions for adolescent readers.* Ninth Grade Academy, Christina School District, Wilmington, DE.

Ash, G. E. (2003, August). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a two- day training in instruction in fluency, word study, and comprehension strategies).* Trimble Middle School, Trimble Local Schools, Glouster, OH.

Ash, G. E. (2003, July). *Words really DO matter: Teaching vocabulary in all classrooms.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2003, June). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Edmonds School District, Lynnwood, WA.

Ash, G. E. (2003, May). *What research and theory tell us about literacy instruction in the middle/ high school.* Western Regional Professional Development Center, Dayton, OH.

Ash, G. E. (2003, May). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction* Western Regional Professional Development Center, Dayton, OH.

Ash, G. E. (2003, April). *What research and theory tell us about literacy instruction in the middle/ high school.* Southeastern Regional Professional Development Center, Athens, OH.

Ash, G. E. (2003, April). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction* Southeastern Regional Professional Development Center, Athens, OH.

Ash, G. E. (2003, March). *Expanding what good readers do: Focusing on the four reader roles in content area instruction.* District-wide Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2003, March). *Expanding what good readers do: Focusing on the four reader roles.* West Central Regional Professional Development Center, Lima, OH.

Ash, G. E. (2003, March). *Guided reading in literature circles: Preparing for the three-ring circus.* West Central Regional Professional Development Center, Lima, OH.

Ash, G. E. (2003, February). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a two- day training in instruction in fluency, word study, and comprehension strategies).* West Central Regional Professional Development Center, Lima, OH.

Ash, G. E. (2002, December). *Fluency: What every teacher needs to know.* Ninth Grade Academy, Christina Independent School District, Wilmington, DE.

Ash, G. E. (2002, November). *Text-based writing: Strategies and assessments.* A. I. DuPont Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2002, October). *Word study: Orthographically-related spelling, word identification, and vocabulary development, grades 9-12.* Ninth Grade Academy, Christina Independent School District, Wilmington, DE.

Ash, G. E. (2002, September). *Guided reading in the intermediate grades: Fostering independent comprehension strategy use.* Jefferson Elementary School, Wausau, WI.

Ash, G. E. (2002,September). *Stop working so hard! Making students responsible for THEIR content area learning.* District-wide Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2002, September). *Guided reading with a focus on literacy centers*. Star Hill Elementary School, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2002, August). *What all good readers do: Before, during, and after comprehension instruction for the content areas, grades 4-8* . Hinesville School District, Hinesville, GA.

Ash, G. E. (2002, August). *Comprehension instruction continued: Still focusing on what good readers do, grades 4-8.* Hinesville School District, Hinesville, GA.

Ash, G. E. (2002, August). *Making the unlikely likely: Five essential elements for middle school students who struggle with literacy*. Hinesville School District, Hinesville, GA.

Ash, G. E. (2002, July*). Teaching readers who struggle: A pragmatic language arts framework (a full day training in instruction in fluency, word study, and comprehension strategies).* Nataki Talibah School of Detroit, Detroit, MI.

Ash, G. E. (2002, June). *Word study: Orthographically-related spelling, word identification, and vocabulary development, grades 4-8.* New Brunswick Public Schools, New Brunswick, NJ.

Ash, G. E. (2002, May). *Helping them all become good readers: Effectively using teacher-directed content area comprehension strategy activities*. New Brunswick Public Schools, New Brunswick, NJ.

Ash, G. E. (2002, April). *Helping them all become good readers: Effectively using teacher-directed comprehension strategy activities*. Longfellow Elementary, Bridgeport Public Schools, Bridgeport, CT.

Ash, G. E. (2002, March). *Guided reading with a focus on literacy centers*. Syracuse City School District, Syracuse, NY.

Ash, G. E. (2002, March). *What all good readers do*. New Jersey State Fourth Grade Teacher Convention – "Increasing Student Achievement in Your Fourth-grade Classroom." Fairfield, NJ.

Ash, G. E. (2002, March). *Scaffolded reading instruction for strategic learning*. New Jersey State Fourth Grade Teacher Convention – "Increasing Student Achievement in Your Fourth-grade Classroom." Fairfield, NJ.

Ash, G. E. (2002, February*). Strategy instruction for independence: Visualizing, inferring, and determining importance*. A. I. DuPont Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2002,February). *Strategy instruction for independence: Making connections and asking questions*. A. I. DuPont Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2002, January). *Strategy instruction for independence: Making connections*. Welch Elementary School, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2002, January). *Strategy instruction for independence: Comprehension and vocabulary instruction for intermediate and middle school students*. Edmonds School District, Lynnwood, WA.

Ash, G. E. (2002, January). *Best practices in English language arts: Building best practices from the bottom up*. Edmonds School District, Lynnwood, WA.

Ash, G. E. (2001, November). *Comprehension instruction, part III: Still focusing on what good readers do*. Caesar Rodney District Middle and High School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, November). *Strategic readers making connections*. Cape Henlopen School District, Lewes, DE.

Ash, G. E. (2001, November). *Comprehension instruction: What to look for in teacher observations, Part II*. Delaware Association for School Leadership, Wilmington, DE.

Ash, G. E. (2001, October). *Comprehension instruction: What to look for in teacher observations, Part I*. Delaware Association for School Leadership, Wilmington, DE.

Ash, G. E. (2001, August). *The essential elements of adolescent literacy instruction: A framework*. Edmonds School District, Lynnwood, WA.

Ash, G. E. (2001, August). *Words, words, words: Orthographic knowledge and word identification, spelling, and vocabulary instruction in the middle grades*. DOE/DATE Summer Conference on the Teaching of English, Camden-Wyoming, DE.

Ash, G. E. (2001, August). *Title I literacy instruction: A framework, part II*. Caesar Rodney District Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, August). *Title I literacy instruction: A framework, part I*. Caesar Rodney District Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, June). *Comprehension instruction continued: Still focusing on what good readers do*. Caesar Rodney District Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, June). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for the content areas*. Caesar Rodney District Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, March). *Five essential elements for struggling middle school readers*. Caesar Rodney District Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, January). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for content areas and the language art*s. Stanton Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2000, November). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for content areas and the language arts*. Skyline Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2000, November). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for content areas and the language arts*. A. I. DuPont Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2000, September). *Words, words, words: Orthographic knowledge and word identification, spelling, and vocabulary instruction in the middle grades*. Indian River School District, Milford, DE.

Ash, G. E. (2000, September). *Balance in ELA instruction*. Delaware Department of Education, Reading Cadre Institute, Lewes, DE.

Ash, G. E. (2000, August). *What is a zoot suit? Before, during, and after reading comprehension instruction in the content areas*. Newark High School, Christina School District, Newark, DE.

Ash, G. E. (2000, January). *Essential components of middle school reading programs: A focus on word study*. Oconee County Middle School, Oconee County School District, Watkinsville, GA.

Ash, G. E. (2000, January). *Interdisciplinary planning and teaching in the middle school classroom*. East Jackson Middle School, Jackson County School District, Commerce, GA.

Ash, G. E. (2000, January). *Understanding reading assessments*. Clarke Middle School, Clarke County School District, Athens, GA.

Ash, G. E. (1999, July). *What works with struggling middle school readers?* Regional Educational Service Agency, Winterville, GA.

Ash, G. E. (1998, July). *Five days to better upper elementary and middle school reading instruction.* Regional Educational Service Agency, Winterville, GA.

Ash, G. E. (1998, May). *Essential components of middle school reading programs*. Morgan County Middle School Inservice, Morgan County Independent School District, Madison, GA.

Ash, G. E. (1995, November). *There is no I in TEAM - Or how to get to kids to work and learn together*. Texas Education Service Center, Region 20, San Antonio, TX.

Ash, G. E. (1995, August). *Holistic scoring and TAAS writing across the curriculum.* McNair Middle School Teacher Inservice, Southwest Independent School District, San Antonio, TX.

Ash, G. E. (1995, August). *A training of trainers: Holistic scoring and TAAS writing across the curriculum.* District-wide Inservice, Southwest Independent School District, San Antonio, TX.

Ash, G. E. (1995, August). *Portfolio assessment--An investigative report: The who, what, where, when, and why of authentic assessment.* Texas Education Service Center, Region 20, San Antonio, TX.

## GRANTS AND CONTRACTS

**Funded External Grants and Contracts:**

*University of Delaware*

Improving Teacher Quality Grant, Title II, Part A of the *No Child Left Behind Act of 2001*
Higher Education Component (2002-2005)
$120,000.00 over three years (with Deborah Knight and Charles MacArthur at University of Delaware and Dawn Downes and Patricia Buchanan at the Christina School District, Newark, DE)

**Submitted External Grants and Contracts:**

*Texas State University*

Developing inquiry and research across curricula and genres in the middle grades: A formative experiment. College and Career Readiness Initiative (2010). With Dr. Lori Assaf ($10,000.00).

Reciprocal Teaching Plus (RT+). Elva Knight Research Grant (2006). International Reading Association. With Dr. Lori Assaf ($10,000.00).

Reciprocal Teaching Plus (RT+): Evaluating Professional Development Delivery Designs. Federal Grant Application. (2005). National Institutes of Health: Office of Education Science. With Dr. Lori Assaf ($1.1 million).

**Funded Internal Grants and Contracts:**

*Texas State University*

Research Enhancement Grant (2005)
$8000.00 to assess the role of prosody in the fluency and comprehension development of young adolescent readers

*University of Delaware*

General University Research Grant (2001-2002)
$6,000.00 to develop a balanced literacy framework for middle school instruction

CHEP Instructional Improvement Grant (2001-2002)
$7,000.00 to design a performance evaluation system to assess the work of student teachers in the area of literacy (Literacy Faculty Grant)

# SERVICE

## SERVICE HONORS AND AWARDS

College-level Winner, Presidential Award for Excellence in Service, College of Education, Associate/Full Professor, 2013
Phi Delta Kappa, inducted 2007 (International Education Honor Society)
Phi Kappa Phi, inducted 2000 (International Honor Society)
Alpha Upsilon Alpha, Xi Chapter, inducted 1997 (International Reading Honor Society)
Kappa Delta Pi, Lambda Omega Chapter, inducted 1988 (International Education Honor Society)

## INSTITUTIONAL

**University**

Texas State University
- Member, University-wide Common Experience Committee, 2005-present
- Team Leader, University Seminar (US 1100), 2008-2014
- Secretary, Faculty Senate, 2012-2013
- Member, Valuing Faculty Service Task Force, 2012
- Member, Research Read-Across Committee, 2012
- Senator, Faculty Senate, 2011-2013
- Member, Institutional Review Board for Human Subject Research, 2008-2010
- Representative, College and Career Readiness Initiative Symposium, Reading/ELA, 2008-2012
- Fellow, Multicultural Syllabus Reformation Institute, 2008
- Ally, Allies of Texas State, 2007-present
- Creator and Developer, University-wide Common Experience, 2006-2007
- Member, Dean of Honors College Search Committee, 2006-2007
- Member, Honors Program Committee, 2006-2012
- Fellow, Faculty Teaching and Learning Program, Faculty Advancement Center, 2004-2005

University of Delaware
- Member, Planning Committee, Festival of Words, 2001-2004

**College**

Texas State University
- External Member, College Review Group, College of Health Professions, 2013-2014
- Member, College Curriculum Committee, 2010-2012
- Mentor, Scholar/Mentor Program, 2010-2011, 2009-2010, 2007-2008
- Member, Graduate Council, 2009-present
- Chair, Faculty Advisory Council (FAC), 2007-2008
- Vice-Chair, Faculty Advisory Council (FAC), 2006-2007
- Member, Faculty Advisory Council (FAC), 2005-2007
- Member, Center for Research, Evaluation, and Advancement of Teacher Education (CREATE) Special Interest Group (SIG), 2005-2008
- Member, Regional Committee, Tomás Rivera Mexican American Children's Book Award, 2005-2009
- Member, College of Education Tenure and Promotion Policy Development Committee, 2005
- Member, Planning Committee, 10th Anniversary Celebration, Tomás Rivera Mexican American Children's Book Award, 2005

**Department**

Texas State University
- Chair, Scholarly/Creative Activities Annual Review Rubric Committee, 2014-present
- Program Co-Coordinator, Reading, 2013-2014
- Member, Reading Search Committee, 2013-2014
- Program Coordinator, Reading, 2009-2013
- Chair, Departmental Curriculum Committee, 2010-2012
- Co-Sponsor, San Marcos Student Reading Council (IRA Local Affiliate), 2009-2012
- Chair, Literacy Search Committee, 2007-2008
- Member, Departmental Tenure and Promotion Policy Development Committee, 2007-2008

Co-Program Coordinator, Reading, 2006-2009
Member, Literacy Search Committee, 2006-2007
Director, First Middle School Field-based Block, 2005-2012
University of Delaware
Member, Committee on Undergraduate Studies in Education, School of Education, 2003-2004
Coordinator, Masters of Education Program, School of Education, 2002-2003
Advisor, Masters of Education Program, All Literacy Students, School of Education, 2003-2004
Member, Curriculum and Instruction Masters Program Redesign Ad Hoc Committee, 2003
Member, Masters of Instruction Advisory Committee, 2001-2004
Member, Literacy Search Committee, 2001-2002, 2002-2003
Co-Chair, Literacy Search Committee, 2000-2001
Member, Technology Committee, 2000-2001
Member, Educational Resource Center Committee, 2000-2004
Coordinator, Adjunct Instructors for EDUC 320, 2000-2004

## PROFESSIONAL

**International**

International Reading Association/International Literacy Association (as of 2015)
Department Editor, *Journal of Adolescent and Adult Literacy*, 2011-2013
Member, Children's Literature in Reading Special Interest Group, 2014-present
Member, Editorial Advisory Board, *Journal of Adolescent and Adult Literacy*, 2011-present
Program Reviewer, Annual Conference of the International Reading Association, 2005-2013
Member, William S. Gray Citation of Merit Committee, 2014-present
Member, Government Relations Committee, 2009-2012
Member, Children's Book Award Committee, 2005-2007
Member, Editorial Advisory Board, *Reading Research Quarterly*, 2001-2003
Reviewer, Elva Knight Research Award, 2000-2001, 2002-2003, 2004-2005, 2007-2008
Member, Media Awards Subcommittee, 1998-2004
Guest Reviewer, *Reading Research Quarterly*, 1998-1999

**National**

National Reading Conference/Literacy Research Association
Member, Editorial Advisory Board, *Journal of Literacy Research*, 2000-present
Member, Student Research Award Committee, 2004-2005
Member, National Field Council, 2000-2006
Member, Editorial Advisory Board, National Reading Conference *Yearbook*, 1998-2001
Program Reviewer, Annual Conference of the NRC/LRA, 1997-present
National Council of Teachers of English
Reviewer, *English Education*, 2014-present
Member, Assembly on Literature for Adolescents (ALAN), 2014-present
Reviewer, Affiliate Journal Award Committee, 2013
Column Editor, *Journal of Children's Literature*, 2010-2012
Member, Children's Literature Assembly, 2010-present
Local Committee, National Conference, 2008
*Middle School Research Journal*
Reviewer, 2009-2010
*Handbook of Research in Middle Level Education*
Reviewer, 2008-2010

**Regional**

Southern Regional Education Board
Consultant, High Schools That Work, 2001-2005

**State-level**

Texas Council of Teachers of English Language Arts
Editor, *English in Texas*, 2013-2016
Texas Association of Literacy Education (IRA Affiliate)
Reviewer, *Texas Journal of Literacy Education,* 2014-present
State of Texas Textbook Review Panel Member, 8th Grade English Language Arts, 2010

College and Career Readiness Initiative, Reading/ELA Advisory Board Member, 2008-2012
Texas Education Agency, Master Reading Teacher Exam Assessor, 2007-2008
Higher Education Collaborative, TEA/Vaughn-Gross Center for Reading and Language Arts
Leadership Council, 2006-2010
Texas State Reading Association (former IRA Affiliate)
Member, Nominations and Elections Committee, 2006-2007
Diamond State Reading Association (Delaware, IRA Affiliate)
University Consultant to the Board, 2000-2004
Delaware Department of Education
Member, Text-based Writing Subcommittee, 2000-2001
Georgia Children's Book Award
Member, Award Selection Committee, 1997-1998

## COMMUNITY

Trinity University, San Antonio, TX
Volunteer Recruiter, High School College Fairs, 2010-present
Member, Austin Alumni Board of Directors, 2005-present
Member, Class of 1990 Reunion Planning Committee, 2010, 2015
Adult Literacy Tutor, Austin, TX, 2008-2010
Literacy Tutor, Greater San Marcos Youth Council, 2007-2008
Austin Independent School District, Austin, TX
Action Team Leader, Middle School Redesign Task Force, 2007-2008
Texas Book Festival, Austin Texas
Volunteer, 2004-2005, 2012
Conrad Middle School, Wilmington, DE
School-wide DSTP Literacy Advisor and Tutor in English Language Learners Program, 2003-2004
A. I. DuPont Middle School, Wilmington, DE
School-wide DSTP Literacy Advisor and Tutor in English Language Learners Program, 2000-2003
Newark High School, Newark, DE
Content Area Literacy Inservice Director, 2000-2001
Clarke County Mentoring Program, Athens, GA
Mentor, 1997-1998
Well and Wise Readers, Athens Regional Medical Center, Athens, GA
University Liaison, 1997-1998
East Jackson Middle School, Jackson County, GA
Tutor for English Language Learners, 1996-1997