**Amy M. Elleman, Ph.D.**

Curriculum Vitae

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## CURRENT POSITION

* Associate Professor in the Elementary and Special Education Department & the Ph.D. in Literacy Studies Program at Middle Tennessee State University (2016- current)
* Interim Chair for the Elementary and Special Education Department at Middle Tennessee State University (2020-current)

**AREAS OF SPECIALIZATION**

* Designing effective reading comprehension interventions for students with reading difficulties
* Designing assessments for the early identification and monitoring of students at risk for developing reading difficulties
* Considering the unique contributions of knowledge building, vocabulary acquisition, and inference generation in the comprehension of text

**EDUCATION**

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| Ph.D. | 2009 | Department of Special Education, Vanderbilt University, Nashville, TN |
| M.Ed. | 2002 | Department of Special Education, Vanderbilt University, Nashville, TN |
| B.S. | 1994 | Department of Psychology, University of Maryland University College, Heidelberg, Germany |

**HONORS AND KEYNOTE PRESENTATIONS**

MTSU Distinguished Research Award 2020-21

*The Foundation for Dyslexia Speaker Award of Excellence,* TN IDA *(2016)*

Elleman, A. M. (2018, June). *Intentional comprehension instruction: Why some*

*students struggle and what we can do about it.*  Keynote presentation for the Mid-Cumberland Children’s Reading Foundation 2nd Annual Reading Conference, Lebanon, TN.

Elleman, A. M. (2013, April). *Frameworks for implementing evidence based*

*vocabulary and comprehension strategies.* Keynote presentation for the Colorado Department of Education Literacy Summit Conference, Denver, CO.

Elleman, A. M. (2013, February). *Going beyond the who and what: The*

*evidence for teaching all students to generate inferences*. Keynote Presentations for the National Institute for Learning Development (NILD) Conference: February 2013 in Valencia, CA.

Elleman, A. M. (2012, November) *Going beyond the who and what: The*

*evidence for teaching all students to generate inferences* and *creating lessons for reading detectives.* Keynote Presentation for the National Institute for Learning Development (NILD) Conference 2012 in Newport News, VA.

Elleman, A. M. (2012, June). *Can children learn to read between the lines?* Keynote

presentation at the 2012 LETRS Summit hosted by Louisa Moats, Sopris West, Kansas City, MO.

**RESEARCH**

**PUBLICATIONS**

(Students indicated with \*)

Oslund, E. L., **Elleman, A. M.,** & Wallace, K. (2020). Factors related to data-based decision-making: Examining experience, professional development, and the mediating effect of confidence on teacher graph literacy. *Journal of Learning Disabilities*.

Steacy, L. M., Fuchs, D., Gilbert, J. K., Kearns, D. M., **Elleman, A. M.,** &

Edwards, A. A. (2020). Sight word acquisition in first grade students at-risk for reading disabilities: An item-level exploration of the number of exposures required for mastery. *Annals of Dyslexia, 70*(2),259-274.

Schrodt, K., FitzPatrick, E. R., & **Elleman, A. M.** (2020). Becoming brave spellers.

*The Reading Teacher, 35,* 427-444.

Peng, P., Fuchs, D., Fuchs, L., Cho, E., **Elleman, A.,** Kearns, D., Patton, S.,

Compton, D. (2020). Is “Response/No response” too simple a notion for RTI frameworks? Exploring multiple response types with latent profile analysis. *Journal of Learning Disabilities, 53,* 454-468.

**Elleman, A. M.,** Oslund, E. L., Griffin, N.\*, & Meyers, K.\* (2019). A review of middle

school vocabulary interventions: Five research-based recommendations for practice. *Language, Speech, and Hearing in Schools, 50, 477-492.*

Schrodt, K.\*, **Elleman, A. M.,** FitzPatrick, E. R., Hasty, M. M., Kim, J. K., Tharp, T. J.,

& Rector, H. S. (2019). An examination of mindset instruction, self-regulation, and writer’s workshop on kindergartener’s writing performance and motivation: A mixed methods study. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 35,* 427-444.

**Elleman, A. M.,** & Oslund, E. L. (2019). Reading comprehension research:

Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences, 6*(1), 3-11.

**Elleman, A. M.,** Steacy, L. M., & Compton, D. L., (2019). The role of statistical learning

in word reading and spelling development: More questions than answers. *Scientific Studies of Reading, 20*, 1-7.

Peng, P., Fuchs, D., Fuchs, L., **Elleman, A. M.,** Kearns, D. M., Gilbert, J.,

Compton, D. L., Cho, E., & Patton III, S. (2019). A longitudinal analysis of the trajectories and predictors of word reading and reading comprehension development among at-risk readers*. Journal of Learning Disabilities*, *52*(3), 195-208.

Fuchs, D., Kearns, D. M., Fuchs, L., **Elleman, A. M.,** Gilbert, J. K., Patton III, S.,

Peng Peng, & Compton, D. L. (2018). Using moderator analysis to identify the first-grade children who benefit more and less from a reading comprehension program: A step toward aptitude-by-treatment interaction. *Exceptional Children*, *85*(2), 229-247.

Fuchs, D., Patton, S. III, Fuchs, L.S., Gilbert, J.K., Walsh, M., Lute, N., Haga, L.,

Peng, P., & **Elleman, A.** (2018). Combining reading comprehension instruction with cognitive training to provide intensive instruction to at-risk students. In M. Kennedy and P. Pullen (Eds.), *Handbook on RTI and MTSS.* Boston: Routledge.

Fuchs, D., Hendricks, E., Walsh, M. E., Fuchs, L. S., Gilbert, J. K., Zhang T., W.,

Patton III, S., Davis-Perkins, N., Kim, W., **Elleman, A. M**., & Peng, P. (2018). Evaluating a multidimensional reading comprehension program and reconsidering the lowly reputation of tests of near‐transfer. *Learning Disabilities Research & Practice*, *33*(1), 11-23.

**Elleman, A. M.** (2017). Examining the impact of inference instruction on the literal

and inferential comprehension of skilled and less skilled readers: A meta-analytic review. *Journal of Educational Psychology*, *109*(6), 761-781.

**Elleman, A. M.,** Steacy, L. M., & Compton, D. L. (2017). Child and word predictors

of vocabulary acquisition during text reading among struggling readers. *Scientific Studies of Reading, 21(2), 133-145.*

**Elleman, A. M.,** Olinghouse, N. G., Gilbert, J., Compton, D. L., & Spencer, J. (2017).

Developing content knowledge in struggling readers: An examination of differential comprehension instruction for younger and older elementary students. *Elementary School Journal, 118(2)*, 232-256.

**Elleman, A. M.,** & Compton, D.L. (2017). Beyond comprehension strategy

instruction: What’s next? *Language, Speech, and Hearing in Schools, 48, 84-91.*

Steacy, L. M., **Elleman, A. M.,** & Compton D. L.  (2017). Opening the “black box” of

learning to read: inductive learning mechanisms supporting word-learning development with a focus on interventions for children who struggle to read. *Theories of reading development*. Amsterdam, The Netherlands: John Benjamins Publishing.

Barth, A. E.,+ & **Elleman, A. M.**+ (2016). Evaluating the impact of a multi-strategy

inference intervention for middle grade struggling readers. *Language, Speech, and Hearing in Schools, 48, 31-41.*

+Note: Primary authorship shared for this article.

Steacy, L. M., **Elleman, A. M.,** Compton, D. L., & Lovett, M. W.(2016). Exploring

differential effects across two decoding treatments on item-level transfer in children with significant word reading difficulties. *Scientific Studies of Reading, 20*(4), 283-285.

Compton, D. L., Miller, A., **Elleman, A. M.,** & Steacy, L. (2014). Have we

forsaken reading theory in the name of quick fix interventions for children with reading disability? *Scientific Studies of Reading*, *18*(1), 55-73.

Compton, D. L., **Elleman, A. M.,** & Catts, H. W. (2012). Searching for supplementary

screening measures to identify children at high risk for developing later reading problems. In J. Sabatini, T. O’Reilly, E. R. Albro (Eds.), *Reading and understanding: Innovations in how we view reading assessment.* Rowman and Littleford Education: Lanham, MD.

**Elleman, A. M.,** Compton, D. L., Fuchs, D., Fuchs, L., & Bouton, B. (2011).

Exploring dynamic assessment as a means of identifying children at-risk of developing comprehension difficulties. *Journal of Learning Disabilities, 44.348-357.*

Lindo, E. J., & **Elleman, A. M.** (2010). Social validity’s presence in field-based reading

interventions. *Remedial and Special Education, 31,* 489-499.

Compton, D. L., **Elleman, A.,** Olinghouse, N. G., Lawrence, J., Bigelow, E., Gilbert, J., & Davis, G. N. (2009). The influence of in-text instruction on declarative knowledge and vocabulary learning in struggling readers. In R. Wagner, C. Schatschneider, & C. Pythian-Sence (Eds.), *Reading comprehension: Approaches to understanding its behavioral and biological origins (pp. 46-71).* Guildford Press, NY.

**Elleman, A. M**., Lindo, E. J., Morphy, P., & Compton, D. L. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Research on Educational Effectiveness, 2,* 1-41.

Compton, D. L., Fuchs, D., Fuchs, L. S., **Elleman, A. M.,** & Gilbert, J. K. (2008).

Tracking children who fly below the radar: Latent transition modeling of students with late-emerging reading disability. *Learning and Individual Differences, 18,* 329-337*.*

Sileo, N. M., Tyler-Chowdhuri, N., Smith, D., **Elleman, A.,** & Yzquerido, Z. (2007).

*Instructor’s Resource Manual and Test Bank* for *Smith, Introduction to Special Education: Teaching in an Age of Opportunity*, Sixth Ed. Pearson Learning: Boston, MA.

Compton, D. L., Olinghouse, N. G., **Elleman, A.,** Vining, J., Appleton, A. C., Vail, J. &

Summers, M. (2005). Putting transfer back on trial: Modeling individual differences in the transfer of decoding skill gains to other aspects of reading acquisition*.* *Journal of Educational Psychology, 97,* 55-69.

Smith, D., **Elleman, A.,** Tyler, Chowdhuri, N., & Yzquerido, Z. (2005) *Instructor’s*

*Resource Manual and Test Bank* for *Smith, Introduction to Special Education: Teaching in an Age of Opportunity*, Fifth Ed. Pearson Learning: Boston, MA.

**INVITED PRESENTATIONS**

**INTERNATIONAL AND NATIONAL**

**Elleman, A. M.** (2020, November). *Supporting students’ deeper understanding of text*

*through inference generation and knowledge-building.* Spoken presentation for the International Dyslexia Association Virtual Conference.

**Elleman, A. M.** (2021, February). *What did I just read? Leveraging knowledge,*

*vocabulary, and inference generation to improve reading comprehension.* Invited Thought Leader presentation at Plain Talk about Literacy and Learning, Virtual Conference.

**Elleman, A. M.** (2020, January). *Searching for deeper meaning: Evidence-based strategies for improving comprehension.* Invited presentation at Plain Talk about Literacy and Learning, New Orleans, LA.

**Elleman, A. M.** (2020, January). *Improving vocabulary instruction for elementary and middle school readers: Five research-based recommendations.* Invited presentation at Plain Talk about Literacy and Learning, New Orleans, LA.

**Elleman, A. M.** (2019, July). *Relations between vocabulary and comprehension: A story of complexity.* Discussant paper for the symposium, *Aspects of vocabulary and reading comprehension,* presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

**Elleman, A. M.** (2017, May). *Constructing meaning from expository text.* Presentation

at the 2017 Annual Conference of the Academic Language Therapist Association (ALTA), Richardson, TX.

**Elleman, A. M.** (2016, October). *Constructing meaning from expository text: Strategies*

*for vocabulary, inference generation, and text structure.* International Dyslexia Association Rocky Mountain Branch, Reading in the Rockies, Vail, CO.

**Elleman, A. M.** (2016, October). *Simplifying text complexity. International Dyslexia*

*Association Rocky Mountain Branch*, Reading in the Rockies, Vail, CO.

**Elleman, A. M.** (2016, October). *Power of persistence: Promoting motivation, self-*

*regulation, & engagement.* International Dyslexia Association Rocky Mountain Branch, Reading in the Rockies, Vail, CO.

**Elleman, A. M.** (2016, August). *Constructing Meaning from Expository Text: Evidence-*

*based strategies for improving comprehension and knowledge acquisition.* School Speech-Language Pathology Conference at Vanderbilt University, Nashville, TN.

**Elleman, A. M.** (2015, October). *Increasing engagement and learning from text:*

*Effective comprehension strategies for elementary students*. Invited spoken presentation for the CDE READing Conference, Colorado Department of Education, Denver, CO.

**LOCAL AND REGIONAL**

**Elleman, A. M.** (2019, June).*Key ingredients to improving comprehension: An*

*administrator’s guide.* Invited presentation at the Mid-Cumberland Children’s Reading Foundation 3rd Annual Conference, Lebanon, TN.

**Elleman, A. M.** (2018, June). *Constructing meaning from expository text: Strategies for*

*vocabulary, inference generation, and text structure.* Presentation at the Mid-Cumberland Children’s Reading Foundation 2nd Annual Conference, Lebanon, TN.

**Elleman, A. M.** (2017, May). *Reading comprehension: Identifying difficulties and*

*providing effective instruction​.* Presentation at the First Annual Literacy Summit for the Mid-Cumberland Children’s Reading Foundation, Dickson, TN.

**Elleman, A. M.** (2016, April). *Maximizing comprehension instruction for struggling*

*readers.* Tennessee International Dyslexia Association, RISE conference, Brentwood, TN.

**Elleman, A. M.,** & Brasher, C.(2015, November). *Making sense of text: Evidence-based*

*strategies for improving comprehension within an RTI framework.* Tennessee Association of School Psychologists (TASP).

**Elleman, A. M.,** & Talbert, S. (2015, April). *Searching for deeper meaning: Evidence-*

*based inference strategies for increasing the reading comprehension of struggling readers.* Spoken presentation at the southern regional International Dyslexia Association, Nashville, TN.

**Elleman, A. M.** (2015, April).*What did I just read? Improving educators’ abilities to*

*impact students’ reading comprehension***.** Invited full-day presentation for *lt's All About Language! Expert Workshop Series* hosted by Melanie Schuele at Vanderbilt University, Nashville, TN.

**Elleman, A. M.** (2015, January). *Beyond the who and what: Ways to increase readers’*

*higher-order reading skills* (parent workshop) and *Increasing readers’ higher-order reading skills* (educator workshop) for the Dyslexia Success Series at the MTSU Dyslexia Center hosted by Jim Herman, Middle Tennessee State University, Murfreesboro, TN.

**Elleman, A. M.** (2014, January).*What did I just read? Improving educators’ abilities to*

*impact students’ reading comprehension***.** Invited full-day presentation for *lt's All About Language! Expert Workshop Series* at Vanderbilt University, Nashville, TN.

**Elleman, A. M.** (2013, August). *Supporting struggling readers within the CCSS:*

*Meeting the challenge of increased text complexity.* Invited presentation at the Middle Tennessee State University Reading Conference, hosted by Jim Herman, MTSU Dyslexia Center hosted by Jim Herman, Middle Tennessee State University, Murfreesboro, TN.

**INTERNATIONAL AND NATIONAL RESEARCH PRESENTATIONS**

Peng P., Fuchs D., Fuchs, L., Cho, E., **Elleman, A. M.,** Kearns D. M., Patton, S., &

Compton, D. L. (April, 2020). *Is “Response/No Response” Too Simple a Notion for RTI Frameworks? Exploring the Validity of Multiple Response Types with Latent Profile Analysis.* Paper presentation for the 2020 American Educational Research Association annual conference, San Francisco, California.

Fields, S.,\* **Elleman, A. M.,** Oslund, E.L., Clark, L.B., Ahmed, Z., & Olson, C. (July, 2019).  *Effectiveness of adapted self-regulated strategy development and feedback instruction with second language adolescents*. Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

Oslund, E. L., Wallace, K.,\* **Elleman, A.M.,** & Kim, J. (July, 2019). *Using quantile regression to examine teacher confidence and graph literacy in data-based decision making.* Spoken paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

Wang, P.,\* Kim, J., & Elleman, A. M. (July, 2019). *Measurement invariance between classical test theory (CTT) and item response theory (IRT) on reading comprehension. Interactive paper presented* at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

Griffin, N.,\* Elleman, A. M., Oslund, E. L. (July, 2019). *The impact of contextual strategy instruction and growth mindset intervention on vocabulary comprehension and persistence.* Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

Schrodt, K., Elleman, A. M. (July, 2019). *An examination of mindset instruction, self-regulation, and writer’s workshop on kindergartener’s writing performance and motivation: A mixed methods study.* Interactive paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto, Canada.

**Elleman, A.M.,** Brasher, C.F.,\* Cooper, J.L,\* Oslund, E.L., Kim, J.K., &

Odegard, T. (2018, July). *In Search of a Reliable, Valid, and Instructionally Useful Measure for Comprehension Progress Monitoring: An Examination of Reader and Maze Item Characteristics.*Presentation at the annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.

Olson, C.,\* **Elleman, A. M.,** Oslund, E. L. (2018, July). *An Intervention to Improve*

*Adolescent EL Vocabulary Acquisition.* Poster presentation at the annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.

Liang, S. Y.,\* **Elleman, A. M.,** Scheule, C. M. (2018, July). *Early emerging, slow*

*mapping? Comprehension of conjunction clauses that involve unfamiliar even ordering in different types of readers*. Poster presentation at the annual meeting of the Society for the Scientific Study of Reading, Brighton, United Kingdom.

Lindo, E. J., Faggella,-Luby, M., & **Elleman, A. M.** (2017, October). *Conducting*

*systematic and meta-analytic reviews: basics for early career researchers.* Workshop presentation at the 39th International Conference on Learning Disabilities, Baltimore, MD.

Oslund, E., Odegard, T., **Elleman, A. M.** (2017, July). *A latent profile analysis*

*examination of longitudinal reading achievement differences in elementary grade students.* Poster presented at the Twenty-Fourth Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Canada.

Kim, W.\* & **Elleman, A. M.** (2017, July). *Early identification of dyslexia using a parent*

*survey.* Poster presented at the Twenty-Fourth Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Canada.

Cooper, J.\*, **Elleman, A. M.,** Kim, J., & Blackwell, A. (2017, July). *Differential*

*incidental vocabulary acquisition by person- and item- level factors in secondary students.* Spoken presentation at the Twenty-Fourth Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Canada.

Fields, S.\*, Gay, V.\*, Talbert, S.\*, **Elleman, A. M.,** Olson, C.\* (2017, July). *Feedback*

*for adolescent ELL writers: A meta-analysis.* Poster presented at the Twenty-Fourth Annual Meeting of the Society for the Scientific Study of Reading, Halifax, Canada.

**Elleman, A. M.,** Steacy, L. M., Elmore, J., Fitzgerald, J., Borovsky, A., Compton, D. L.,

Coyne-Green, A., Pritchard, E., Olson, C.\*, Fields, S.\*, & Griffiths, N.\* (2017, April). *Modeling the complex nature of vocabulary learning for students with learning differences.* Vocabulary SIG presentation at the American Education Research Association Conference, San Antonio, TX.

**Elleman, A. M.,** Hennessey, N.,Steacy, L. M., Coyne-Green, A., Pritchard, E.,

Ashton, G., Salamone, J., Schaeffer, S., Fields, S.\*, & Compton, D. L. (2016, November). *From the printing press to Twitter: An exploratory study examining the role of knowledge transfer in comprehension for students with learning differences.*Spoken presentation for the International Dyslexia Association, Orlando, FL.

**Elleman, A. M.,** Steacy, L. M., Gilbert, J. K., Fields, S.,\* & Compton, D. L.

(2016, July). *From the printing press to Twitter: An exploratory study examining the role of knowledge transfer in comprehension for students with learning differences.*Poster presented at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Parrish, J. L.,\* Talbert, S.,\* **Elleman, A. M.** (2016, July). *Integrated science and literacy*

*K-12 instruction: A meta-analysis.* Poster presented at the Twenty-Third Annual

Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Fuchs, D., Fuchs, L., Peng, P., Miller, A., Gilbert, J., Compton, D., Kearns, D., Patton, S.,

& **Elleman, A.** (2016, July). *1st grade reading and math study*. Spoken paper presented at the Twenty-Third Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Patton III, S. A., Fuchs, D., Fuchs, L., Peng, P., Davis, N., **Elleman, A.,** Yen, L. &

Compton, D. (2016, February). *Investigating cognitive moderators of comprehension outcomes for struggling readers in the elementary grades*. Poster session presented at the Pacific Coast Research Conference, Coronado, CA.

Cooper, J.\*, Coggins, J.\*, & **Elleman, A. M.** (2015, July). *Morphology and mnemonic*

*instruction: A comparison of two vocabulary methods on vocabulary acquisition and reading comprehension of secondary students.* Interactive paper presented at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii.

Kim, W.\*, & **Elleman, A. M.** (2015, July). *Comparisons of IRT and TRT models for a*

*testlet-based eighth-grade reading comprehension test.* Interactive paper presented at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii.

Miller, A. C., Fuchs, D., Fuchs, L. S., Compton, D. L., Preacher, K., Peng, P., Kearns, D.,

**Elleman, A. M.,** Patton, S., Yen, L., Peterson, D., & Hamlett, C. (2015, July). *Synergistic effects of a reading and math intervention.* Interactive paper presented at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii.

Thompson, P.\*, **Elleman, A. M**., & Kim, J. (2015, July). *Scaffolding emergent literacy*

*skills in pre-kindergarten through writing instruction.* Interactive paper presented at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii.

Steacy, L. M., Compton, D. L., & **Elleman, A. M.** (2015, July). *Examining the promise*

*of a treatment aligned assessment tool for evaluating response in children with RD: An item-level analysis.* Spoken paper presented at the Twenty-Second Annual Meeting of the Society for the Scientific Study of Reading, Hawaii.

Fuchs, D., Peng, P., **Elleman, A.,** Kearns, D., Fuchs, L., Compton, D., Patton, S., Steacy,

L., Toste, J., & Miller, A. (2015, March). *Explaining the value of working memory training when combined with skills-based instruction in reading comprehension for young at-risk students.* SREE Spring Conference, Washington, DC.

**Elleman, A. M.,** Barth, A., & Oslund, E. (2015, February). **‘***It’s elementary, my dear*

*Watson’ - except, of course, when trying to discover what works for improving comprehension in adolescent readers: Evaluating the impact of the reading detectives program, a multi-strategy inference intervention for adolescents.* Spoken panel presentation at the 22nd Annual Meeting of the Pacific Coast Research Conference in San Diego, CA.

Lindstrom, E. R., Steacy, L. M., **Elleman, A. M.,** Olinghouse, N., &

Compton, D. L., (2015, April). *Predicting vocabulary acquisition during text reading among struggling readers using child- and word-level features*. Poster presented at the Annual Meeting of the Council for Exceptional Children, San Diego, CA.

Hendricks, E., Kim, W., Fuchs, D., & **Elleman, A. M.** (2015, February). *Developing a*

*comprehensive instructional program to strengthen reading comprehension among struggling readers.* Poster presentation for the 22nd Annual Meeting of the Pacific Coast Research Conference in San Diego, CA.

Talbert, S\*., **Elleman, A. M.,** Barnes, Z., Marshall, H. B., Clark, E. T., Kim, W.,

Schrodt, K. (2014, August). *The differential impact of inferential comprehension instruction and content knowledge instruction on the comprehension and knowledge acquisition.* Poster presented at the Twenty-Fourth Annual Meeting of the Society for Text and Discourse, Chicago, IL.

Lindstrom, E. R., Miller, A. C., Steacy, L. M., **Elleman, A. M.,** & Compton, D. C.

(2014, August). *The role of topic familiarity and general knowledge in predicting*

*passage comprehension.* Poster presented at the Twenty-Fourth Annual Meeting of the Society for Text and Discourse, Chicago, IL.

**Elleman, A. M.,** Lindo, E. J., Talbert, S. M., Cooper, J. Kim, K., Steacy, L. M., &

Morphy, P. (2014, July). *Examining the sensitivity of standardized measures in comprehension interventions: A meta-analytic review.* Interactive paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Kim, K., Kim, K., **Elleman, A.M.,** & Brooks, C. (2014, July). *Latent growth curve*

*analysis for curriculum-based measurement of reading.* Interactive paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Fuchs, D., Fuchs, L. S., & Compton D. L., **Elleman, A. M.,** Kearns, D., Peng, P.,

Miller, A. C., & Steacy, L. M. (2014, July). *Randomized control trial of the value of cognitive training in a reading comprehension program for poor readers in first grade.* Paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

Lindstrom, E. R., Steacy, L. M., **Elleman, A. M**., & Compton, D. L. (2014, July). *Child*

*and word predictors of vocabulary acquisition during text reading among struggling readers.* Paper presented at the Twenty-First Annual Meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.

**Elleman, A. M.,** Lindo, Endia J., Morphy, P., Steacy, L. M., Talbert, S., Cooper, J., &

Kim, K. (2014, March). *Examining contextual and participant characteristics that impact the effectiveness of comprehension instruction: A meta-analytic review.* Interactive presentation for the British Dyslexia Association Conference in Guildford, England.

Compton, D. L.,Miller, A., **Elleman, A. M.,** Steacy. L., Lindstrom, E. R.,

Gillespie, A. (2014, March). *The contribution of various forms of reader knowledge to reading comprehension skill.* Keynote presentation for the British Dyslexia Association Conference in Guildford, England.

Fuchs, D., Elleman, A., Kearns, D., Fuchs, L.S., Peng, P., Fuchs, L., Compton, D.,

Patton, S., Toste, J., Steacy, L., & Miller, A. (2014, February). *Reading comprehension instruction for first-grade struggling readers: Findings from the fourth year of a program of research.* In D. Fuchs (Chair), *Reading comprehension: Possible determinants and a program to strengthen it.* Pacific Coast Research Conference, Coronado, CA.

Toste, J., Fuchs, D., Peng, P., Fuchs, L., Compton, D., Patton III, S., Elleman, A., Kearns,

D., & Peterson, D. (2014, February). *Do students’ reading skills differentially predict teacher perceptions in first through third grades?* Pacific Coast Research Conference, Coronado, CA.

Fuchs, D., Kearns, D., **Elleman, A. M.,** Peng, P., Fuchs, L., Miller, A.,

Compton, D., Patton, S., Zhang, W., Yen, L., Toste, J., & Steacy, L. (2013, February). *First-grade reading comprehension study*. Keynote presentation at the 21st Annual Meeting of the Pacific Coast Research Conference in San Diego, CA.

**Elleman, A. M.,** Amundrud, S., Cooper, J., Hasty, M. Thompson, P. Marshall, H.,

Brasher, C., & Kim, J. (2013, February). *Becoming reading detectives: A pilot study considering the impact of inferential comprehension instruction on textual understanding and knowledge acquisition.* Poster presentation for the 21st Annual Meeting of the Pacific Coast Research Conference in San Diego, CA.

Lindo, J., **Elleman, A. M.,** Cooper, J., Kim, K., & Compton, D. L. (2013, February)*.*

*Examining the contextual and participant characteristics that impact the effectiveness of comprehension instruction: A meta-analysis of comprehension interventions in grades K-12.* Poster presentation for the 21st Annual Meeting of the Pacific Coast Research Conference in San Diego, CA.

Steacy, L., Fuchs, D., Compton, D. L., Gilbert, J. K., Kearns, D., &

**Elleman, A. M.** (2013, February)*. A closer look at sight word acquisition: An examination of word- and child-level predictors of word exposures required for mastery.* Poster presentation for the 21st Annual Meeting of the Pacific Coast Research Conference in San Diego, CA.

Peng, P., Fuchs, D., Kearns, D., **Elleman, A.M.,** Fuchs, L., Compton, D. L.,

Patton, S.A., & Miller, A. (2012, July). *Exploring cognitive and academic moderators of a first-grade tutoring program to strengthen word reading and comprehension.* Interactive paper presented at the Twentieth Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

**Elleman, A. M.** (2011, December). *Formative monitoring for differentiated instruction:*

*Using progress morning to inform classroom literacy instruction.* Spoken presentation presented at the First International Conference on Curriculum Reform and Teacher Development, Hangzhou Normal University, Hangzhou China.

**Elleman, A. M.,** Lindo, E. J., & Compton, D. L. (2011, July).*Is inference the*

*“strongman” we need for increasing RD students’ comprehension of text? A meta-analysis of inference studies conducted with students in K-12.* Interactive paper presented at the Eighteenth Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

**Elleman, A. M.,** Gilbert, J., Olinghouse, N. G., Davis, G. N., Spencer, J., Hoffman, L., &

Compton, D. (2009, June). *Examining the trade-off between acquisition of declarative knowledge and vocabulary in struggling readers during meaning versus vocabulary focused text instruction*. Paper presented at the Sixteenth Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

**Elleman, A.** & Compton, D. L. (2009, February). *Effects of vocabulary instruction on the*

*inferential and literal comprehension of school-age children: A meta-analytic review.* Poster presented at the Seventeenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Compton, D. L., **Elleman, A.,** Fuchs, D., & Fuchs, L. S. (2009, February). *Exploring*

*Dynamic assessment as a means of identifying children at-risk of developing comprehension difficulties*. Paper presented at the Seventeenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

**Elleman, A. M.,** Compton, D. L., Fuchs, L. S., & Fuchs, D. (2008, July). *Exploring*

*Dynamic assessment as a means of identifying children at-risk of developing comprehension difficulties*. Paper presented at the Fifteenth Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.

Compton, D. L., Fuchs, L. S., **Elleman, A. M.,** & Gilbert, J. K. (2008, February). *A latent*

*transition model of students with late-emerging reading disability.* Paper presented at the Sixteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

**Elleman, A. M.,** Lindo, E. J., Morphy, P., & Compton, D. L. (2007, November). *The*

*impact of vocabulary instruction on passage-level comprehension of school-age*

*children: A meta-analysis.* Poster presented at the Fourteenth Annual Meeting of the Society for the Scientific Study of Reading, Prague, Czech Republic.

Compton, D. L., Bigelow, E., Olinghouse, N. G., **Elleman, A.,** & Lawrence, J.

(2006, March). *Isolating the effects of metacognitive instruction on the retention of declarative knowledge in struggling readers.* Invited presentation made at The Behavioral and Biological Bases of Reading Comprehension Conference, The Florida Center for Reading Research, St. Petersburg, FL.

Compton, D. L., **Elleman, A.,** Olinghouse, N. G., & Lawrence, J. (2005, February).

*Predicting struggling readers' response to comprehension instruction*. Paper presented at the Thirteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

Compton, D. L., **Elleman, A.,** Olinghouse, N. G., Vining, J., & Lawrence, J. (2004, June). *An evaluation of decoding, comprehension, and metacognition instruction on reading comprehension gains in poor readers.* Paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.

Compton, D. L., Olinghouse, N. G., **Elleman, A.,** Vining, J., Appleton, A. C., Vail, J. &

Summers, M. (2003, June). *Putting transfer back on trial: Modeling individual differences in the transfer of decoding skill gains to other aspects of reading acquisition in children with reading disabilities.* Poster presented at the Tenth Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.

Compton, D. L., & **Elleman, A.,** Olinghouse, N. G., Bigelow, E., Vining, J., & Lawrence, J. (2004, June). *An evaluation of decoding, comprehension, and metacognition* *instruction on reading comprehension gains in poor readers.* Paper presented at the Eleventh Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.

Compton, D. L., **Elleman, A.,** Olinghouse, N. G., Bigelow, E. & Lawrence, J.

(2005, February). *Predicting struggling readers' response to comprehension instruction.* Paper presented at the Thirteenth Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.

**Elleman, A.,** Lawrence, J., Olinghouse, N. G., Vining, J., Bigelow, E., & Compton, D. L.

(2005, June). *Predicting struggling readers’ responsiveness to reading comprehension instruction.* Poster presented at the Twelfth Annual Meeting of the Society for the Scientific Study of Reading, Toronto, CA.

**REGIONAL AND LOCAL PRESENTATIONS**

**Elleman, A. M.,** Lindo, E., & Stacy, R. S. (November, 2018).*Conducting meta-analytic reviews: Basics for early career researchers.* Presentation at the Mid-South Educational Research Association Annual Meeting, Pensacola, Florida.

Jackson, J., & **Elleman, A. M.** (November, 2018). *The effectiveness of growth mindset on comprehension and achievement outcomes: A review of the literature.* Poster Presentation Mid-South Educational Research Association Annual Meeting, Pensacola, Florida.

Oslund, E.L., **Elleman, A.M.,** Wallace, K. & Rollins, A. (November, 2018).  *Teachers’ ability and confidence in data-based decision making.*Presentation at the Mid-South Educational Research Association Annual Meeting, Pensacola, Florida.

Wallace, K., Oslund, E.L., **Elleman, A.M.,** Kim, J.K., & Rollins, A. (November, 2018).  *Teachers’ graph literacy in relation to the amounts and perceived quality of professional development opportunities.*Presentation at the Mid-South Educational Research Association Annual Meeting, Pensacola, Florida.

Kim, W. H., & **Elleman, A. M.** (2015, March). *Psychometric calibration of an eighth-*

*grade reading comprehension test.* Poster presentation. College of Education

winner for best poster, MTSU Scholar’s Day, Middle Tennessee State University.

Kim, W. H., & **Elleman, A. M**. (2014, November). *Psychometric calibration of an*

*eighth-grade reading comprehension test*. Paper presented at Mid-South Educational Research Association.

Cooper, J. & **Elleman, A. M.** (2013, April). *Defining moments: An examination of*

*using definition supported authentic texts to improve reading comprehension and increase vocabulary acquisition*. Poster presentation, MTSU Scholar’s Day.

Thompson, P., **Elleman, A. M.,** Cooper, J., Hasty, M. Amundrud, S., Marshall,

H., Brasher, C., & Kim, J. (2013, April). *Becoming reading detectives: A pilot study considering the impact of inferential comprehension instruction on textual understanding and knowledge acquisition.* Poster presentation for MTSU Scholar’s Day.

**Elleman, A. M.,** Morphy, P., Lindo, E. J., & Compton, D. L. (2007, July). *The impact of*

*vocabulary instruction on passage-level comprehension of school-age children: A*

*meta-analysis.* Paper presented at High Incidence Seminar in the Department of Special Education, Vanderbilt University, Nashville, TN.

**GRANTS**

Magne, C. **& Elleman, A. M.** (2018, Fall).The role of prosody in comprehension. Grant submitted to NIH R15 ($373,335 not awarded).

**Elleman, A. M.** (2011, Fall). *The differential impact of literal and inferential*

*comprehension instruction on textual understanding and knowledge acquisition of skilled and less skilled readers ($7,072.50).* Faculty Research and Creative Activity Committee (FRCAC), MTSU.

**GRANT EXPERIENCE**

Consultant (2020). *A Randomized Trial of the Connect-IT Intervention for*

*Middle School Students with Reading Difficulties*, IES Goal 3 Grant; Marcia Barnes, Principal Investigator, U. S. Department of Education.

Consultant (2017). *Learning Disabilities Innovation Hub*, Donald Compton, Principal

Investigator, National Institute of Child Health and Human Development.

Consultant (2012-current). *National Center on Leadership in Intensive Intervention Grant*; Doug Fuchs, Principal Investigator, Office of Special Education Programs, U.S. Department of Education.

Research Associate (2009-2011). *Responsiveness-to-Instruction to Strengthen the*

*Academic Performance of Students with Reading and Math Disabilities*. Doug Fuchs, Principal Investigator, U.S. Department of Education.

Research Assistant (2004-2009). *Predictors and Subtypes of Reading Disabilities:*

*Implications for Instruction of “Late-Emergers*; Donald L. Compton, Principal Investigator, Institute of Education Sciences, U.S. Department of Education.

Research Coordinator (2002-2004).*Linking decoding instruction, decodable text,*

*and metacognitive instruction to affect strong reading comprehension outcomes for children with disabilities;* Donald L. Compton, Principal Investigator, Office of Special Education Programs, U.S. Department of Education.

Research Assistant (2001-2002). *IRIS Center for Faculty Enhancement.* Deborah

Deutsch-Smith, Principal Investigator, Office of Special Education Programs, U.S. Department of Education.

**SELECT NATIONAL PRESS & RECOGNITION FOR RESEARCH**

<http://journals.sagepub.com/doi/abs/10.1177/1048395018759556?journalCode=woma>

<http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/infer-this>

<http://www.danielwillingham.com/daniel-willingham-science-and-education-blog/what-happens-when-you-teach-children-to-make-inferences-while-reading>

<http://backseatlinguist.com/blog/does-vocabulary-instruction-improve-reading-comprehension/>​

ASHA Continuing Education Board adoption of the article*, A Review of Middle-School Vocabulary Intervention: Five Research-Based Recommendations for Practice for their self-study* for the course “Vocabulary Strategies for Middle-School Students and Adolescents”.

**PROFESSIONAL MEMBERSHIP**

* Society for Scientific Studies of Reading
* International Dyslexia Association
* International Reading Association
* American Educational Research Association
* British Dyslexia Association
* Society for Text and Discourse

**ON-LINE MODULE DEVELOPMENT**

**Elleman, A. M.,** Weisenbach, J., Skow, K., & Brown, J. (2002). *Classroom Assessment*

*(Part 1): An introduction to monitoring academic achievement in the classroom*. Peabody College, Vanderbilt University, IRIS Center for Faculty Enhancement:

<http://iris.peabody.vanderbilt.edu/gpm/challenge.htm>.

**Elleman, A. M.,** Weisenbach, J., Skow, K., & Brown, J. (2002). *Classroom assessment*

*(Part 2): Evaluating reading progress.* Peabody College, Vanderbilt University, IRIS Center for Faculty Enhancement: <http://iris.peabody.vanderbilt/rpm/challenge.htm>.

**UNIVERSITY TEACHING**

**DISSERTATION MENTORSHIP**

**Dissertation Chair (MTSU)**

Katie Myers (Expected Fall 2021). *Dynamic assessment of morphological awareness*

*with English Language Learners.*

Kim Bell (Expected Fall 2021). *Examining the relationship among teacher mindset, knowledge of text complexity, and text selection on student reading achievement.*

Jasmine Jackson (Expected Spring 2022). *The relationship between text selection and growth mindset of middle school learners* (Working Title).

Molly Risley (Expected Fall 2022). *Leveraging analogical reasoning in knowledge acquisition and expository text comprehension* (Working Title).

Jennifer Grow (Expected Summer 2022). *Examining the validity, reliability, and feasibility of a progress monitoring tool for literacy motivation* (Working Title).

Natalie M. Griffin (2020). *The impact of growth mindset intervention on vocabulary, comprehension, and persistence.*

Summer Talbert (2019). *The relationship of reading strategies and content knowledge in*

*models of integrated instruction.*

Zack Barnes (2018).*Cognitive flexibility and working memory’s longitudinal prediction*

*of reading achievement.*

R. Stacy Fields (2018). *Effects of adapted self-regulated strategy development and*

*focused vocabulary instruction for second language adolescents.*

Weon H. Kim (2017). *Application of the IRT and TRT models to a reading*

*comprehension test.*

Holly Marshall (2017). *The effectiveness of readers’ theatre on fluency, comprehension,*

*and motivation of primary students.*

Casey Brasher (2017). *Beyond screening and progress monitoring: An examination of*

*reliability and concurrent validity of maze comprehension assessments for fourth grade students.*

Jennifer Cooper (2016). *Examining incidental vocabulary acquisition by person- and*

*item-level factors in secondary students.*

Katie Schrodt (2015). *The relationship among mindset instruction, kindergarteners’*

*performance, and motivation in writer’s workshop.*

Penny Thompson (2015). *Scaffolding emergent literacy skills in pre-kindergarten*

*through writing instruction.*

Danica Booth (2014). *Scaffolding content area reading for English learners.*

Erica Powell (2013). *Predicting college students' first year success: Should 'soft skills' be*

*taken into consideration to more accurately predict retention and academic achievement of college freshmen?*

Rachel Anderberg (2013). *The effects of cross age tutoring on the reading abilities of*

*first and second grade students.*

**Dissertation Committee Member (MTSU)**

Ping Wang (2021). *Reader-test interactions: An explanatory item response study on reading comprehension.*

Masoud Mahmoodi-Shahrebabaki (2020). *The associations among literacy teachers’ grade level, teaching experience, work-family conflict, burnout, and turnover intentions.*

Peng (Nancy) Zheng (2020). From textbooks to teachers’ perspectives: Building Chinese students’ intercultural competence through college English teaching.

Qian Wang (2020). The impact of student-level and school level factors: An application of hierarchical linear modeling.

Tess Fotidzis (2019). *Phonology, prosody, and reading skills: A mismatch negativity experiment.*

Zahya Ahmed (2019). *Impact of gender and linguistic background on English language*

*arts test: Differential item functioning.*

Victoria Gay (2019). *Examining the effectiveness of a sentence-combining intervention*

*on the writing quality of college freshmen.*

Kelli Wallace (2019). *Teachers’ knowledge and implementation of response to*

*intervention practices: Graph literacy and data-based decision making.*

Perry Louden (2019). *Morphological word chunking vs syllable types: Understanding*

*the effectiveness of two approaches to polysyllabic word reading instruction for middle school struggling readers.*

Daren Li (2019). *Impacts of socioeconomic and ELL status on English language arts.*

Karen Reed (2017). *Empowering school librarians to be literacy instruction leaders*

*through professional development.*

Melanie Maxwell (2017). *Examining professional development and teacher’s learning*

*about literacy instruction.*

Sang Hee Jung (2017). *Metrical stress sensitivity and reading skills in adults.*

Andrea Milligan (2017). *A psychometric analysis of a teacher-made reading*

*comprehension benchmark exam.*

Laura Briggs (2017). *A comparison of narrative and expository text comprehension for*

*students at varying levels of SES: A latent growth curve analysis.*

Heechun Moon (2016). *The influence of implicit speech rhythm sensitivity on reading*

*comprehension.*

Joanne Coggins (2016). *Measurement of morphological awareness use of fourth and fifth*

*grade students with reading difficulties.*

Tyra Pickens (2016). *The impact of race and socioeconomic status on the reading*

*comprehension growth trajectories of adolescents.*

Melissa Stutgart (2016). *Common Core State Standards benchmark assessments: Item*

*alignment to the shifts in Tennessee.*

Melissa Brock (2015). *The relationship between prosodic sensitivity at the discourse*

*level and reading skills: An electrophysiological investigation.*

Kyungtae Kim (2015). *Model comparisons among testlet response theories (TRT) on a*

*reading comprehension test.*

Rachel Peay Cornett (2014). *Psychometric analysis of the elementary experience scale*

*and its predictability of elementary literacy scores.*

Davonna Thomas (2013). *Structured literature circles: The impact of a supplemental*

*program on post-secondary developmental reading students.*

**Dissertation Committee Member (Vanderbilt University)**

Sylvia Liang (2020). *Language-literacy intervention through telepractice for school-age children: A single subject design study.*

Meagan Walsh (2020). *An efficacy study of reading PI: A nonfiction comprehension intervention for struggling third-grade readers.*

**TEACHING AND COURSE DEVELOPMENT**

**MTSU**

Course Developed

* LITS 7410 Applied Meta-Analysis in Education
* LITS 7400 Reading Comprehension: Theories and Research Methodologies

Courses Taught

* LITS 7100 Historical Trends, Methods, and Issues in Literacy, doctoral-level course
* LITS 7400 Reading Comprehension: Theories and Research Methodologies, doctoral-level course
* LITS 7110 Models of Assessment, doctoral-level course
* LITS 7210 Evidence Based Methods of Literacy Development, doctoral-level course
* LITS 7140 Research Methods in Literacy, doctoral-level course
* LITS 7330 Readings in Literacy, doctoral independent study course
* LITS 7340 Literature Review in Literacy, doctoral independent study course
* LITS 7350 Research in Literacy, doctoral independent study course
* DYST 6000/7000 Introduction to Dyslexia and Other Reading Disabilities, graduate course
* DYST 6010/7010 Identification of Dyslexia and Other Reading Disabilities, graduate course
* READ 4130 Corrective Reading, undergraduate course
* ECE 4375 Literacy in Early Childhood, undergraduate course

**VANDERBILT**

* SPED 2830/3830 Instructional Principles and Procedures in Reading for Students with Disabilities (2007-2011)

**GUEST LECTURES**

* Guest Speaker “Pros and Cons of Meta-Analysis”, Special Education Department Ph.D. Professional Seminar Course, invited by Marcia Barnes, Vanderbilt University (April 2021)
* Guest Lecturer, MSE doctoral course, invited by Seth Jones, MTSU (2018, 2020)
* Panel Presenter, Special Education Department Ph.D. Leadership course, invited by Marcia Barnes, Vanderbilt University (2018)
* Guest Lecturer, Special Education department undergraduate and graduate reading course focusing on students with disabilities, invited annually by Laurie Cutting, Vanderbilt University (2012-2015)
* Guest Lecturer, Special Education department undergraduate course focusing on reading methods focusing on students with disabilities, invited by Laura Steacy, Vanderbilt University (2015)
* Panel Presenter, Special Education department undergraduate course focusing on reading methods for early childhood students with disabilities, invited by Laura Steacy, Vanderbilt University (2014)

**STUDENT ADVISEE AWARD RECIPIENTS**

**Literacy Studies Ph.D. Program Outstanding Student Award**

* Casey Brasher
* Jennifer Cooper
* Summer Talbert
* Katie Schrodt
* R. Stacy Fields
* Natalie Griffin
* Jennifer Grow
* Molly Risley

**Mid-South Education Research Association Research in Progress Award**

* Katie Myers (2018)
* Jasmine Jackson (2019)
* Molly Risley (2019)

**Mid-South Education Research Association Herbert M. Handley Outstanding Dissertation Award**

* R. Stacy Fields (2019, November). *Effects of adapted self-regulated strategy development and focused vocabulary instruction for second language adolescents.*

**SERVICE**

**SERVICE TO THE RESEARCH COMMUNITY**

* TN Director for Mid-South Education Research Association, 2017 – 2019
* Editorial Board Member for the *Reading Teacher*, 2021
* Editorial Board Member for the *Journal of Educational Psychology*, 2016-2021
* Editorial Board Member for the *Journal of Learning Disabilities*, 2017-2021
* Editorial Board Member for the *Annals of Dyslexia*, 2018-2021
* Associate Editor, Special Issue, The Role of Statistical Learning in Orthographic Processing, *Scientific Studies of Reading*, 2018

**Guest Reviewer**

* *Scientific Study of Reading, 2015-2016*
* *Assessment for Intervention*, 2014-2016
* *Learning and Individual Differences*, 2014-2015
* *Journal of Educational Psychology,* 2015-current
* *Review of Education Research*, 2015
* *Journal of Research in Educational Effectiveness,* 2010-2015
* *Journal of Speech and Hearing in Schools, 2013-2014*
* *Journal of Reading Behavior*, 2012
* *The Elementary School Journal,* 2011
* *Journal of Early Education*, 2010
* *Journal of Learning Disabilities*, 2009 - current
* *Annals of Dyslexia*, 2008 - current
* Editorial Assistant and Guest Reviewer for *National Reading Conference Yearbook,* 2006-2007

**SERVICE TO THE UNIVERSITY**

* Search Committee Member, Vice Provost for Academic Programs
* Host to Dr. Cathy Zhou, visiting scholar from Hunan First Normal University, China (2019-2020)
* Host to Dr. Jing Yang, visiting scholar from Shandong University of Finance and Economics, China (2019-2020)
* Host to Dr. Luo Dehong, visiting scholar from Guangxi University, China (2015-2017)
* Host to Dr. Dan Yuan, visiting scholar from Chongqing University of Arts and Sciences, China (2017-2018)

University Committee Membership

* READ University Committee (2019 – current)
* MTSU Career Achievement Committee (2017 – 2020)
* MTSU Scholar’s Week Committee (2019- 2020)
* Graduate College Council (2017 - 2018)
* Academic Misconduct Committee (2014 – 2016)
* Faculty Development Grant Committee (2014 – 2017)
* Grade Appeals Committee (2012-2014)
* Library Committee (2012-2014)

**SERVICE TO THE COLLEGE OF EDUCATION**

College Committee Membership

* COE Steering Committee (2019-2020)
* COE Promotion & Tenure Committee (2019-2020)
* COE Scholar’s Week Committee (2015 - 2020
* COE AAA Committee (2019 - current)
* NCATE Standards I Committee (2013-2014)

College of Education Search Committees

* OPLE Director, Faculty Search Committee (2021)
* Associate Dean, Faculty Search Committee (2017-2018)
* ALSI Ed.D. Faculty Search Committee (2014-2015)
* ALSI Ed.D. Faculty Search Committee (2013-2014)
* Dyslexia Center Director Search Committee (2012-2013)

**SERVICE TO THE DEPARTMENT & LITERACY PHD PROGRAM**

* Promotion & Tenure Committee Chair for the Elementary and Special Education Department (2018-2019)
* Promotion & Tenure Committee for the Elementary and Special Education Department (2017 – current)
* Literacy Studies Ph.D. Program Committee, MTSU (2011 – current)
* READ Master’s Program Committee, Elementary and Special Education Department, MTSU (2012-2020)
* Literacy Studies Graduate Student Association Faculty Advisor, Literacy Studies Ph.D. Program, MTSU (2012 – 2020)
* Program Chair/Co-Chair for the annual Literacy Studies Research Conference, Literacy Studies Ph.D. Program, MTSU (2013-2020). This conference is focused on bridging research to practice in literacy.

Department and Program Search Committees

* Middle Level Search Committee (2018-2019)
* Elementary and Special Education READ Faculty Search (2017-2018)
* Elementary and Special Education Faculty Search Committee (2016-2017)
* Elementary and Special Education Faculty Search Committee (2013-2014)
* Literacy Studies Faculty Search Committee (2013-2014)

**SERVICE TO THE EDUCATION COMMUNITY**

* Guest Speaker for Pennsylvania Reading League, Discussing Chapter 8 on Inference Generation in Nancy Hennessey’s book, *The Reading Comprehension Blueprint* (February 2021)
* TN DOE Evaluator for Educator Preparation Programs (2019-Current)
* National CAEP Certified Evaluator (2019 – 2020)
* Expert Reviewer for AIM Pathways online literacy knowledge program for educators (2018-2019)
* Invited discussant for the PA Reading League Book Club
* Executive Board Member for the Mid-Cumberland Children’s Reading Foundation (2017 - current)
* Board Member for the Mid-Cumberland Children’s Reading Foundation (2015- 2016)
* Instructional Coaching at St. Louis School, Memphis, TN. (2016-2017)
* Professional Development and Implementation of a Reading Detectives and Explorer Comprehension Program at the Boys and Girls Club, LaVergne & Murfreesboro, TN (2012-2013)
* Instructional coaching at Heritage Elementary School, Thompsons Station, TN (2012-2013)

**PROFESSIONAL DEVELOPMENT PRESENTATIONS**

**Elleman, A. M**. (2016, September/November). Maximizing reading comprehension

instruction. St. Louis School, Memphis, TN.

**Elleman, A. M.,** Amundrud, S., & Hasty, M. (2012, May*).**Preventing the summer slide.*

Professional development presentation for the Smyrna and Murfreesboro’s Boys and Girls Club, Murfreesboro, TN.

**Elleman, A. M.** (2000, August). *Managing the classroom and creating engaging lessons.*

Wallace Academy, Centerstone Mental Health Center, Nashville, TN.

**Elleman, A. M.** (2001, August). *How to set up classroom systems to maximize*

*instructional time.* Wallace Academy, Centerstone Mental Health Center,

Nashville, TN.

**Elleman, A.** & Olinghouse, N. (2002, May). *Teacher training: How to use Phonological*

*and Strategy Training (PHAST) to increase decoding and metacognition in poor readers*. Vanderbilt University, Nashville, TN.

**PRIOR PROFESSIONAL EXPERIENCE**

|  |  |  |
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| **2009 - 2011** | **Special Education Department, Vanderbilt University** | |
| ***Research Associate****.* Assisted in creating the curriculum for a scale-up version of Comprehension Strategy Instruction (CSI). CSI is a curriculum that consists of decoding, comprehension and vocabulary instruction designed to help struggling readers in late elementary school. Assisted in writing journal articles and chapters to disseminate findings from IES-funded grant, *Evaluating a Multi-component Reading Comprehension Program Designed to Address the Diverse Needs of Struggling Readers in Late Elementary School* (Donald L. Compton, Principal Investigator). | |  | | ***Lecturer for SPED 2830 & SPED 3840: Instructional Principles and Procedures in Reading for Students with Disabilities****.* Instructing undergraduate and graduate students about the reading theory and application of instructional methods for teaching students who are at risk for developing or have reading difficulties. |

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| **2008-2009 Fall** | **Special Education Department, Vanderbilt University** |
| ***Lecturer for SPED 2830 & SPED 3840: Instructional Principles and Procedures in Reading for Students with Disabilities****.* Instructing undergraduate and graduate students about the reading theory and application of instructional methods for teaching students who are at risk for developing or have reading difficulties. | |

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| **2007 Fall** | **Special Education Department, Vanderbilt University** |
| ***Teaching Assistant****.* Assisted in teaching SPED 2830 & SPED 3840: Instructional Principles and Procedures in Reading for Students with Disabilities | |

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| **2007 Summer** | **Special Education Department, Vanderbilt University** |
| ***Lecturer******for* SPED 3900:** Advanced Readings in Special Education, a graduate course focusing on advanced instructional methods for teaching reading to struggling readers. | |

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| **2006-2007** | ***National Reading Conference Yearbook*, Vanderbilt University** |
| ***Editorial Assistant****.* Assisted in assigning reviewers to manuscripts, discussing manuscripts at editorial board meetings, managing the review process including correspondence to authors, and proofreading of final submissions and galleys. | |

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| **2004-2009** | **Special Education Department, Vanderbilt University** |
| ***Graduate Research Assistant****.* Assisted in designing materials and lessons for Comprehension Strategy Instruction. Assisted in training research assistants to teach research-based reading instruction including decoding instruction, reciprocal teaching, and intensive vocabulary instruction to students in grades 2-6,administered diagnostic and custom reading assessments, implemented the CSI program with small groups of students and assisted in monitoring fidelity of treatment for the IES-funded grant, *Evaluating a Multi-component Reading Comprehension Program Designed to Address the Diverse Needs of Struggling Readers in Late Elementary School* (Donald L. Compton, Principal Investigator). | |

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| **2004 Summer** | **IRIS Center for Faculty Enhancement, Vanderbilt University** |
| ***Coordinator******of Web-Based Modules****.* Coordinated and assisted in the creation of two web-based learning modules focused on the use of research-based assessment procedures in general education classes. These were developed for college faculty to use with pre-service teachers (Deborah Deutsch-Smith, Principal Investigator). | |

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| **2002-2004** | **Special Education Department, Vanderbilt University** |
| ***Research Project Coordinator****.* Recruited participants from two local school systems, coordinated project with participating schools and teachers, trained and supervised eight research assistants in assessment and implementation of the Linking Reading Instruction program, developed a fidelity protocol and monitored treatment fidelity, created lesson materials, managed data, and instructed small groups of students for the OSEP-funded grant, *Linking decoding instruction, decodable text, and metacognitive instruction to affect strong reading comprehension outcomes for children with disabilities* (Donald L. Compton, Principal Investigator). | |

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| **2001-2002** | **IRIS Center for Faculty Enhancement, Vanderbilt University** |
| ***Research Assistant****.* Participated on a team to provide feedback and guide development of web-based modules. Trained and supervised six undergraduate research assistants to find, review, and code websites for the IRIS website directory. Reviewed and analyzed textbooks and college syllabi for special education content to construct a baseline to compare the impact of IRIS on pre-service education (Deborah Deutsch-Smith, Principal Investigator). | |

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| **2000-2001** | **Special Education Department, Vanderbilt University** |
| ***Supervisor****.* Observed and provided feedback to undergraduate and graduate students in special education sites and Peabody Reading Clinic under the supervision of clinic director, Stephanie Al Otaiba. | |

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| **2000-2001** | **Columbia Academy, Centerstone Mental Health Center, Columbia, TN** |
| ***Program Manager****.* (Part-time position). Managed a self-contained special education program for students with emotional disabilities. Interviewed, hired, and supervised a teacher and assistant. Responsible for meeting state evaluation criteria and special education requirements. Acted as a liaison between Centerstone and Maury County School System. | |

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| **1999-2000** | **Wallace Academy, Centerstone Mental Health Center, Nashville, TN** |
| ***Coordinator/Assistant Principal****.* Interviewed, coached, and conducted annual performance evaluations teachers at self-contained school for students with behavior disorders. Monitored curriculum standards and materials. Acted as testing coordinator for TCAP. Organized school-wide events and programs such as student council, volunteer reading tutors, and the school-wide level system for supporting positive behavior. | |
| **1997-1999** | **Wallace Academy, Centerstone Mental Health Center, Nashville, TN** |
| ***Teacher for Students with Behavior Disorders & Reading Specialist****.* Created active lessons for all core subjects in a self-contained class for 15 adolescents identified as oppositional defiant. Developed, implemented, and monitored individual education programs and functional behavioral intervention plans for each student. Organized a school-wide reading program to assess struggling readers and provided decoding instruction to students who qualified for the program. | |

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| **1995-1997** | **Carroll Middle School, Robeson County Schools, Lumberton, NC** |
| ***7th Grade Resource Teacher****.* Implemented and managed an inclusion program with pull-out services as needed for students with learning disabilities and health impairments. Team taught math and reading classes. Consulted with general education teachers on modifications and strategies to assist the students with special needs in their classrooms. Implemented a successful behavior modification system for students with ADHD. | |

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| **1995-1996** | **National Opinion Research Center, Fayetteville, NC** |
| ***Research Interviewer****.* Conducted in-home computer-generated interviews with parents and adolescents for the national study *Adolescent Health Study* (Richard Udry, Principal Investigator). | |

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| **1995-1996** | Children’s Developmental Center, Raeford, NC |
| ***Early Intervention Teacher****.* Provided early intervention services to toddlers and their families. Prepared and conducted activities for children with developmental delays including children with Down’s syndrome, hearing and vision impairments, and physical disabilities. Created and implemented individual and family education plans. Supervised two assistants. | |

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| **1992-1994** | **Ramstein Elementary School, Department of Defense Schools, Ramstein, Germany** |
| ***Special Education Aide****.* Implemented instruction for small group and individual math and reading lessons in third and fourth grade inclusion classrooms. | |

**CERTIFICATION AND TRAINING**

* Teaching Licensure: State of Tennessee Special Education K-12 (2003)
* Reading Mastery and Phonological and Strategy Training (PHAST), Hospital for Sick Children, Toronto, Canada (2002)
* Wilson Training (2001). Williamson County Schools.
* Prevention and Management of Aggressive Behavior (PMAB), Wallace Academy, Nashville, TN (1999-2001)
* Life Space Crisis Interview (LSCI): Managing Crisis with Adolescents, Wallace Academy, Nashville, TN (2000)

**STUDENT AWARDS**

* Dean’s List (1991-1994), University of Maryland University College
* Graduated *cum laude* (1994), University of Maryland University College
* Graduate Student Scholarship, 2004-2009, Vanderbilt University