

Dr. Stacy Stacy Fields
Middle Tennessee State University
Assistant Professor
Elementary and Special Ed
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Education

Doctor of Philosophy, Middle Tennessee State Univ, 2018.
Major: Literacy Studies

Master of Education, Lipscomb University, 2012.
Major: Education Other

Bachelor of Science, Union University, 1998.
Major: Education General

Academic, Government, Military and Professional Positions

Elementary School Teacher-2nd Grade, Rutherford County Schools, Homer Pittard Campus School. (2012).

Elementary School Teacher-5th Grade, Rutherford County Schools, Blackman Elementary School. (2001 - 2004).

Middle School Teacher-6th Grade, Rutherford County Schools, Thurman Francis School. (1998 - 2001).

Licensures and Certifications

MTSU Graduate Faculty Status, Middle Tennessee State University. (April 2019 - March 2029).

Professional Teaching License, State of Tennessee. (July 1, 2001 - August 31, 2021).

Professional Memberships

International Literacy Association. (December 2021 - Present).

Literacy Research Association. (November 2021 - Present).

Literacy Association of Tennessee. (December 2020 - Present).

Association for Middle Level Educators. (August 2019 - Present).

Mid-South Educational Research Association. (November 2016 - Present).

Society for the Scientific Study of Reading. (March 2016 - Present).

Kappa Delta Pi. (December 2019 - May 2022).

Development Activities Attended

Workshop, "Creating Space for Multilingual Learners," Student Achievement Partners. (May 23, 2024).

Workshop, "MTSU Faculty Recruitment Panel 2024," MTSU. (March 26, 2024).

Workshop, "Middle TN Transfer Meeting," THEC. (March 21, 2024).

Workshop, "New AI Tools for Faculty-Fall 2023," LT and ITC. (September 2023).

Tutorial, "The Future of Qualitative Research with AI," Intellectus Qualitative. (September 29, 2023).

Workshop, "Reading Intervention: What Works for Middle and High School Students," MTSU Dyslexia Center, Murfreesboro, TN. (June 13, 2023).

Faculty Teaching Circle, "Preservice Training: A Humanizing Pedagogy Approach," Learning, Teaching, and Innovative Technologies Center. (September 2022 - April 2023).

Workshop, "Creating OER When OER Doesn't Exist: Lesson's Learned," Learning, Teaching, & Innovative Technologies Center-MTSU. (April 19, 2023).

Seminar, "Updates from the Office of Research and Sponsored Programs Rachel McGinnis," College of Education Research Committee. (April 12, 2023).

Workshop, "Apprenticing Educational Researchers: Strategies for Facilitating Research Teams with Graduate and Undergraduate Students," Research Committee. (February 8, 2023).

Seminar, "The Growth and Impact of Alternative Certification: Findings from Two Studies," American Association of Colleges for Teacher Education. (August 2022).

Faculty Development-Grant, "Grant Enhancement Program," Office of Research and Sponsored Programs. (January 2022 - May 2022).

Workshop, "Working Synergistically: Aligning Teaching Research and Service," Research Committee. (March 4, 2022).

Seminar, "Getting to Know One Another: Sharing our Research and Creative Activity," COE Research Committee. (February 4, 2022).

Seminar, "The Spirit of our Work-Dr. Cynthia Dillard," Vanderbilt-Peabody Office of Equity, Diversity, and Inclusion. (January 24, 2022).

Workshop, "Introduction to MT-IGO and URECA," Office of Research and Sponsored Programs. (November 16, 2021).

Seminar, "Lunch and Learn-ORSP," COE Research Committee. (November 5, 2021).

Workshop, "Easy, Realistic Math Stations for your Pre-Algebra Classroom." (October 10, 2021).

Workshop, "Lunch and Learn-Research Committee," COE Research Committee. (October 1, 2021).

Workshop, "Searching for Funding Opportunities: GrantForward," Office of Sponsored Programs. (September 21, 2021).

Workshop, "Faculty Writing Retreat," Office of Research and Sponsored Programs & the Office of the Provost. (August 10, 2021 - August 11, 2021).

Workshop, "Amplify Training," Rutherford County Schools. (July 22, 2021).

Seminar, "Integrating Evidence-Based Literacy Strategies into Grades 6-12 Social Studies, Science, and English Language Arts Instruction," REL Southeast, Tallahassee, FL. (May 2021).

Seminar, "Integrating Reading Foundations: A Tool for College Instructors of Pre-service Teachers," REL Southeast. (May 2021).

Workshop, "Faculty Writing Retreat," LT & ITC. (May 2021).

Workshop, "Working Together on Common Interests," Research Committee. (May 6, 2021).

Seminar, "Get the Facts Out," AMTE. (April 2021).

Seminar, "What Does it Take to Meet the Needs of Struggling Readers? An Overview of Essential Practices for Intensifying Literacy Instruction," National Center on Intensive Intervention. (April 2021).

"Faculty Teaching Circle," MTSU General Education. (June 2020 - April 2021).

Seminar, "Measuring Instruction Hours in Online Courses: Too Much, Too Little, Just Right?...", LT&ITC. (April 7, 2021).

Seminar, "Exploring Race and Gender in Teacher Observation Scores," The Education Trust. (January 27, 2021).

Conference Attendance, "2020 Literacy Association of Tennessee Conference," Literacy Association of Tennessee. (December 5, 2020).

Seminar, "Understanding Academic Language in edTPA: Supporting Learning and Language Development," SCALE-Stanford Center for Assessment, Learning, and Equity. (November 9, 2020).

Conference Attendance, "Mid-South Educational Research Association 2020 Conference," Mid-South Educational Research Association. (October 28, 2020 - October 29, 2020).

Seminar, "edTPA Deep Dive, Task 1," Pearson. (September 9, 2020).

Seminar, "Orientation to edTPA," Pearson. (September 2, 2020).

Seminar, "Using Assessment as a Tool for Equity and Inclusion," New England Educational Assessment Network. (August 13, 2020).

Workshop, "Literacy Professional Development," Hello Literacy. (July 15, 2020).

Workshop, "Introduction to Panopto," Murfreesboro, TN. (May 14, 2020).

Workshop, "Spring 2020 Faculty Writing Retreat," Learning, Teaching, & Innovative Technologies Center, Murfreesboro, TN. (May 12, 2020 - May 14, 2020).

Seminar, "Math + Language Teaching Strategies = Success (Grades 6-8)," National Council of Teachers of Mathematics. (April 21, 2020).

Faculty Fellowship, "Creating a Faculty Development Plan for Yourself." (April 7, 2020).

Conference Attendance, "MTSU Literacy Research Conference," MTSU Ph.D. Program, MURFREESBORO, TN. (February 29, 2020).

Faculty Fellowship, "Using ePortfolios in Courses and Degree Programs," Faculty Fellows. (February 6, 2020).

Workshop, "Classroom Organization and Management Program," Peabody College, Vanderbilt University, Nashville. (2019).

Conference Attendance, "Middle Tennessee Writing Project's Fall Writing Conference," Middle Tennessee Writing Project, MURFREESBORO, TN. (October 19, 2019).

Faculty Fellowship, "Backwards Design for the College Classroom." (October 2, 2019).

Faculty Fellowship, "Developing or Updating your Teaching Philosophy Statement (TPS)." (September 24, 2019).

Faculty Fellowship, "D2L: Helping to Improve Your Teaching Life." (September 4, 2019).

Awards and Honors

2021 Senior Gift, MTSU. (May 2021).

TEACHING

Teaching Experience

MLED 4200, section 001, Assessing the Mid Lev Learner. 3 credit hours. 6 enrolled.

MLED 4340, section 002, Manage Learn Env in MLE. 3 credit hours. 6 enrolled.

READ 4035, section B01, Lang Literacy Mid Grad 5-8. 6 credit hours. 6 enrolled.

READ 6790, section D01, Literacy Practicum. 3 credit hours. 9 enrolled.

MLED 4200, section 001, Assessing the Mid Lev Learner. 3 credit hours. 6 enrolled.

MLED 3300, section D01, Instructional Technology MLE. 3 credit hours. 7 enrolled.

MLED 4340, section 002, Manage Learn Env in MLE. 3 credit hours. 6 enrolled.

READ 6460, section D01, Content Literacy. 3 credit hours. 6 enrolled.

READ 4035, section B01, Lang Literacy Mid Grad 5-8. 6 credit hours. 6 enrolled.

READ 6790, section D01, Literacy Practicum. 3 credit hours. 12 enrolled.

MLED 4200, section 001, Assessing the Mid Lev Learner. 3 credit hours. 6 enrolled.

MLED 3300, section D01, Instructional Technology MLE. 3 credit hours. 6 enrolled.

MLED 4340, section 002, Manage Learn Env in MLE. 3 credit hours. 6 enrolled.

READ 6710, section D02, Adolescent Literacy. 3 credit hours. 12 enrolled.

READ 4035, section 001, Lang Literacy Mid Grad 5-8. 6 credit hours. 7 enrolled.

READ 6790, section D01, Literacy Practicum. 3 credit hours. 8 enrolled.

MLED 4200, section 001, Assessing the Mid Lev Learner. 3 credit hours. 7 enrolled.

ELED 6580, section 001, Effective Mgmt for EI Ed Class. 3 credit hours. 21 enrolled.

MLED 4340, section 002, Manage Learn Env in MLE. 3 credit hours. 7 enrolled.

ELED 4340, section 006, Managing Learning Environments. 3 credit hours. 31 enrolled.

ALSI 7210, section 001, Assessment Literacy. 3 credit hours. 12 enrolled.

READ 4035, section 001, Lang Literacy Mid Grad 5-8. 6 credit hours. 8 enrolled.

MLED 4200, section 001, Assessing the Mid Lev Learner. 3 credit hours. 11 enrolled.

ELED 6580, section 001, Effective Mgmt for EI Ed Class. 3 credit hours. 21 enrolled.

MLED 4340, section 001, Manage Learn Env in MLE. 3 credit hours. 11 enrolled.

READ 5460, section 001, Content Literacy. 3 credit hours. 8 enrolled.

READ 4035, section 001, Lang Literacy Mid Grad 5-8. 6 credit hours. 11 enrolled.

MLED 4000, section 002, Methods of Teaching MLE. 3 credit hours. 11 enrolled.

MLED 4200, section 001, Assessing the Mid Lev Learner. 3 credit hours. 11 enrolled.

ELED 6580, section 001, Effective Mgmt for EI Ed Class. 3 credit hours. 20 enrolled.

MLED 4340, section 001, Manage Learn Env in MLE. 3 credit hours. 11 enrolled.

ELED 3300, section 002, Digital Apps for Teach/Learn. 3 credit hours. 20 enrolled.

ELED 3300, section D01, Digital Apps for Teach/Learn. 3 credit hours. 20 enrolled.

ELED 3300, section D02, Digital Apps for Teach/Learn. 3 credit hours. 20 enrolled.

READ 4035, section 001, Lang Literacy Mid Grad 5-8. 6 credit hours. 12 enrolled.

ELED 3300, section 001, Digital Apps for Teach/Learn. 3 credit hours. 18 enrolled.

ELED 3300, section D01, Digital Apps for Teach/Learn. 3 credit hours. 20 enrolled.

ELED 3300, section D02, Digital Apps for Teach/Learn. 3 credit hours. 15 enrolled.

ELED 4110, section 007, Directed Teaching K-8. 12 credit hours. 1 enrolled.

ELED 4350, section 004, Practicum. 6 credit hours. 4 enrolled.
ELED 4350, section 005, Practicum. 6 credit hours. 3 enrolled.
EESE 1011, section 002, Creating Diff Instruction. 2 credit hours. 21 enrolled.
EESE 1011, section 006, Creating Diff Instruction. 2 credit hours. 24 enrolled.
ELED 4110, section 005, Directed Teaching K-8. 12 credit hours. 5 enrolled.
EESE 1011, section 002, Creating Diff Instruction. 2 credit hours. 23 enrolled.
EESE 1011, section 003, Creating Diff Instruction. 2 credit hours. 18 enrolled.
EESE 1011, section 004, Creating Diff Instruction. 2 credit hours. 24 enrolled.
ELED 4110, section 027, Directed Teaching K-8. 12 credit hours. 2 enrolled.

Non-Credit Instruction

Faculty Book Club, LT&ITC, 10 participants. (September 2023 - November 2023).
Workshop, LT and ITC, 7 participants. (October 19, 2023).
Workshop, 33 participants. (November 10, 2022).
Workshop, Middle Tennessee Writing Project, 6 participants. (September 2022).
Workshop, 12 participants. (May 4, 2022).
Workshop, 15 participants. (April 2022).
Workshop, College of Education Lunch and Learn, 6 participants. (November 20, 2019).

Directed Student Learning

Master's Thesis Committee Chair, "The Importance of Encoding in Phonics Instruction." (January 2024 - April 2024).
Advised: Alisha Arwood

Master's Thesis Committee Chair, "Reading intervention strategies that are most beneficial for third-grade students: Personalized online intervention versus small group instruction with teacher." (January 2024 - April 2024).
Advised: Allison Proctor

Master's Thesis Committee Chair, "The effect of writing in reading intervention small groups on elementary student's memorization of sight words." (January 2024 - April 2024).
Advised: Brittany Brown

Master's Thesis Committee Chair, "The relationship between sentence-level comprehension instruction and passage-level comprehension among 3rd graders." (January 2024 - April 2024).
Advised: Emma Arnette

Master's Thesis Committee Chair, "The relationship between oral reading fluency scores with repeated readings occurring at home versus not at home with both with interventions at school.." (January 2024 - April 2024).
Advised: Hannah Bowe

Master's Thesis Committee Chair, "Instructional strategies that will be best benefit diverse learners." (January 2024 - April 2024).
Advised: Jilaena Dienye

Master's Thesis Committee Chair, "The relationship between reading performance and mathematical proficiency in upper elementary students." (January 2024 - April 2024).
Advised: Lori Bradley

Master's Thesis Committee Chair, "Untitled." (January 2024 - April 2024).
Advised: Rachel Miller

Master's Thesis Committee Chair, "The relationship between individualized instruction and oral reading fluency achievement." (January 2024 - April 2024).
Advised: Sara Harris

UG Honors Thesis, Chair, "Funding Equal Access to Technology in Schools Across the State of Tennessee and the Broader United States." (September 2023 - April 2024).
Advised: Mekalah Bannister

Dissertation Committee Member, "The Impact of Teacher Sensemaking and Attribution Theory on Instructional Decision-Making." (June 2023 - April 2024).
Advised: Candace Thompson

Master's Thesis Committee Chair, "Using Reader's Theater to improve Reading Comprehension." (January 2023 - April 2023).
Advised: Candie Beaver

Master's Thesis Committee Chair, "Engagement and Reading Comprehension." (January 2023 - April 2023).
Advised: Catherine Gore

Master's Thesis Committee Chair, "The Effect of Multiple Component Reading Instruction Intervention On Middle School Students' Reading Comprehension." (January 2023 - April 2023).
Advised: Danielle French

Master's Thesis Committee Chair, "Small group reading interventions." (January 2023 - April 2023).
Advised: Ellen Walls

Master's Thesis Committee Chair, "Text Complexity and Teacher Knowledge." (January 2023 - April 2023).
Advised: Gabrielle Pryor

Master's Thesis Committee Chair, "ELL Vocabulary." (January 2023 - April 2023).
Advised: Haley Kyle

Master's Thesis Committee Chair, "Efficacy of An After-School Tutoring Program." (January 2023 - April 2023).
Advised: Jennifer Williams Lodi

Master's Thesis Committee Chair, "Using Socratic Seminar to improve reading comprehension." (January 2023 - April 2023).
Advised: Maggie Bates Broach

Master's Thesis Committee Chair. (January 2023 - April 2023).
Advised: Mary Beth Brennan

Master's Thesis Committee Chair, "Instruction of Background Knowledge." (January 2023 - April 2023).
Advised: Rachel Vanover

Master's Thesis Committee Chair, "Writing Engagement using Writer's Workshop." (January 2023 - April 2023).
Advised: Shannon Linell

Master's Thesis Committee Chair, "Student pairing and the impact on reading comprehension and fluency." (January 2023 - April 2023).
Advised: Sydney Mahaffey

Master's Thesis Committee Chair, "The Effects of Nonfiction Text Structure Intervention on Fourth Grade Students' Reading Comprehension and Confidence in Reading." (August 2021 - April 2022).
Advised: Beth Onks

Master's Thesis Committee Chair, "Are There Age-Related Declines in Reading Comprehension Skills for Older Adults?." (August 2021 - April 2022).
Advised: Blanche Glimps

Master's Thesis Committee Chair, "The Impact of West Virginia Phonics on the Fluency of First Grade Readers." (August 2021 - April 2022).
Advised: Chelsey Richards

Master's Thesis Committee Chair, "The Effects of Pre-teaching Vocabulary on Reading Comprehension in Students Who Struggle with Reading." (August 2021 - April 2022).
Advised: Hannah Jackson

Master's Thesis Committee Chair, "Effects of Reading While Listening on Reading Comprehension in High School Students." (August 2021 - April 2022).
Advised: Lauren Henry

Master's Thesis Committee Chair, "Comprehension Strategies; What to Teach in the Classroom and Determining Student Application." (August 2021 - April 2022).
Advised: Leia Brewer

Master's Thesis Committee Chair, "The Efficacy of Lexia Reading Program on Reading Scores of At-Risk Populations." (August 2021 - April 2022).
Advised: Tasha Dyer

Master's Thesis Committee Member, "Integrating Paideia Socratic Seminar into Kindergarten Instruction to Elicit Higher Order Thinking Skills." (August 2021 - April 2022).
Advised: Lydia Smith

Dissertation Committee Member, "Analysis of Upper Elementary Second Language Writing: A Corpus Based Approach." (August 4, 2020 - March 2022).
Advised: Karilena Yount

Dissertation Committee Member, "Investigating the effectiveness of multimodal feedback on computer-based speaking assessments for middle and high school English learners." (September 24, 2020 - June 2021).
Advised: Jennifer François

Dissertation Committee Member, "The Impact of Fundamental Fluency Intervention on Third Graders with Reading Difficulties." (November 17, 2019 - March 2021).
Advised: Lori Chew

Awards and Honors

Difference Maker-Graduating Senior, MTSU Office of Student Affairs. (August 14, 2024).

Difference Maker-Graduating Senior, MTSU Office of Student Affairs. (May 8, 2024).

Senior Student Recognition, Office of the Vice President of Student Affairs and Vice Provost for Enrollment and Academic Services. (May 11, 2022).

RESEARCH

Published Intellectual Contributions

Barnes, Z.T. et al. 2024. Science, Literacy, and Students with Disabilities: What Middle School Science Teachers Need to Support Students with Disabilities in Their Classrooms. *Reading and Writing Quarterly*. (Jan. 2024). DOI:<https://doi.org/https://doi.org/10.1080/10573569.2023.2299672>.

Parsons, S.A. et al. 2023. The Writing Engagement Scale: A Formative Assessment Tool. *The Reading Teacher*. (Sep. 2023), 1-12. DOI:<https://doi.org/http://doi.org/10.1002/trtr.2244>.

Barnes, Z.T. et al. 2023. A Special Educator's Guide to the Science of Reading. *Preventing School Failure: Alternative Education for Children and Youth*. (Aug. 2023). DOI:<https://doi.org/https://doi.org/10.1080/1045988X.2023.2243847>.

- Barnes, Z. et al. 2023. Effective disciplinary literacy strategies for students with disabilities in middle and high school science classrooms. *Preventing School Failure: Alternative Education for Children and Youth*. (Mar. 2023).
- Fields, R.S. et al. 2023. Effects of Adapted Self-Regulated Strategy Development for EL Adolescents. *Reading Psychology*. (Jan. 2023). DOI:<https://doi.org/https://doi.org/10.1080/02702711.2023.2169798>.
- Elleman, A.M. et al. 2022. Exploring the role of knowledge in predicting reading and listening comprehension in fifth grade students. *Learning and Individual Differences*. 98, (Aug. 2022). DOI:<https://doi.org/https://doi.org/10.1016/j.lindif.2022.102182>.
- Schrodt, K. et al. 2022. Self-Directed Kindergarten Writers. *Texas Journal of Literacy Education*. 9, 2 (Jan. 2022), 12-29.
- Barksdale, B. et al. 2021. We Read as One: Strategies for Empowering a Community of Intergenerational Readers. *The Dragon Lode*. 40, 1 (Nov. 2021), 8-15.
- Trail, L. et al. 2020. Finding Flexibility with HyFlex: Teaching in the Digital Age. *International Journal of the Whole Child*. 5, 2 (Dec. 2020), 22-26.
- Schrodt, K. et al. 2020. The Ping Pong Project: Creating a Kindness Movement through Author Studies. *Tennessee Literacy Journal*. 1, 2 (Jun. 2020), 57.

Presentations Given

- Fields, R. S., McClain, J. B., DaSilva, A., Lee, S., Barnes, Z. T., Society for the Scientific Study of Reading Annual Conference 2024, "A meta-analysis of writing intervention studies for K-12 English Learners," Society for the Scientific Study of Reading, Scandic Falkoner Hotel, Copenhagen, Denmark. (July 12, 2024).
- Vaughn, M., Lammert, C., Arlington, K., Barksdale, B., Fields, R. S., American Educational Research Association 2024, "Exploring Upper Elementary Students' Agency Across Contexts," American Educational Research Association, Pennsylvania Convention Center, Philadelphia, PA. (April 13, 2024).
- Barnes, Z. T., Fields, R. S., Schrodt, K., Literacy Research Conference 2024, "Science, Literacy, and Students with Disabilities," MTSU Literacy Ph.D. Program, Middle Tennessee State University. (February 2024).
- Parsons, S. A., Ives, S. T., Marine, J., Barksdale, B., Fields, R. S., Rogers, P., Literacy Research Association Annual Conference 2023, "Students' Writing Engagement and Writing Quality," Literacy Research Association, Hilton Atlanta, Atlanta, United States of America. (November 30, 2023).
- Lindo, E. J., Elleman, A. M., Grow, J., Talbert, S. K., Shewalter, P., Fields, R. S., Barnes, Z. T., Oslund, E. L., Society for the Scientific Study of Reading Conference 2023, "Examining the effectiveness of reading comprehension instruction for students in grades K-12 over the last century: A meta-analytic review," Society for the Scientific Study of Reading Conference, Sheraton Grand Mirage Resort, Port Douglas, Queensland, Australia. (July 21, 2023).
- Barksdale, B., Schrodt, K., McClain, J., Fields, R. S., Literacy Research Association 2022, "Examining the Affordances of Assignments Intended to Cultivate Criticality Among Preservice Literacy Teachers," Literacy Research Association, Arizona Grand Resort and Spa, Phoenix, AZ, United States of America. (December 2, 2022).
- Barksdale, B., Schrodt, K., Fields, R. S., Evert, K., 71st LRA Annual Conference 2021, "Culturally Responsive Book Club Experiences for Preservice Teachers," Literacy Research Association, Westin Peachtree Plaza, Atlanta, GA. (December 2021).
- Barksdale, B., Fields, R. S., Schrodt, K., LAT 50th Annual Conference 2021, "We Read as One: Strategies for Empowering a Community of Intergenerational Readers," Literacy Association of Tennessee, Embassy Suites Conference Center. (December 6, 2021).
- Hooser, A., Carter, L., Dillard, H., Evert, K., Krahenbuhl, K., Rost, J., Fields, R. S., MSERA Annual Conference 2021, "Developing Scholar Practitioners as Agents for Change," Mid-South Educational Research Association, New Orleans, LA. (November 2021).

- Trail, L., Caukin, N., Fields, R. S., ATE 2021 Online Summer Conference, "Finding Flexibility with Hyflex: Teaching in the Digital Age," Association of Teacher Educators. (August 2, 2021).
- Barksdale, B., Fields, R. S., Schrod, K., Literacy Association of Tennessee 2020, "Choosing and Using Diverse Children's Picture Books," Literacy Association of Tennessee, Virtual. (December 5, 2020).
- Schrod, K. (Presenter), Barksdale, B., Fields, R. S., Mid-South Educational Research Association 2020, "Kindergarteners as Self-Directed Writers: Voice, Choice, and Brave Writing," Mid-South Educational Research Association, Virtual. (October 29, 2020).
- Fields, R. S. (Presenter), Schrod, K., Barksdale, B., Mid-South Educational Research Association 2020, "Disciplinary Literacy: Strategies for the Middle School Content Area," Mid-South Educational Research Association, Virtual. (October 28, 2020).
- Schrod, K., Fields, R. S., Kappa Delta Pi International Honor Society (KDP) 54th Annual Convocation: Future Ready Teaching 2020, "#TextMeetsTech: Navigating Meaning and Identity through Transliteracy Practice," Kappa Delta Pi, Louisville, KY. (June 22, 2020).
- Hover, A., Fields, R. S., Schrod, K., Kappa Delta Pi International Honor Society (KDP) 54th Annual Convocation: Future Ready Teaching 2020, "Using students' academic, personal, cultural, and community differences as assets to guide instruction," Kappa Delta Pi International Honor Society, Columbus, OH. (June 22, 2020).
- Fields, R. S., Literacy Research Conference 2020, "Integrating Literacy Into Content Area Instruction," Literacy Studies Ph.D. Program, Middle Tennessee State University, Murfreesboro, TN. (February 29, 2020).
- Fields, R. S., Elleman, A. M., Oslund, E. L., Clark, L. B., Ahmed, Z., Olson, C., Mid-South Educational Research Association 2019, "Adapted Self-Regulated Strategy Development: An Intervention for Second Language Adolescents," Mid-South Educational Research Association, The Jung Hotel and Residence, New Orleans, LA. (November 7, 2019).

Media Contributions

- "MTSU True Blue Pledge 2024," MTSU Marketing and Communications. (August 2024).
- "College of Education MT Engage Week events feature campus service professionals, local author," MTSU News. (September 22, 2023).
- "Blackman academy sophomores gain insight from many MTSU sources," MTSU News. (March 21, 2022).
- "Literacy Association of Tennessee Social Media Post," Facebook. (December 8, 2021).
- "Literacy Research Association Social Media Post," Facebook. (December 3, 2021).
- "Mid-South Research Association Social Media Post," Facebook. (November 19, 2021).
- "Blackman High Collegiate Academy Social Media Post," Facebook. (November 11, 2021).
- "Literacy Nights help MTSU education students put books in hands of children, families," MTSU News. (November 8, 2021).
- "MTSU COE Preview Day Social Media Post," Facebook. (November 8, 2021).
- "RCS partnership with MTSU Middle Level," YouTube. (August 2021).
- "Why should YOU choose MTSU's middle school program," YouTube. (August 2021).
- "Reading at Home With Your Child: Interactive Read Aloud How To," YouTube. (April 2021).
- "'MTSU On the Record' studies flexibility in education with Hyflex model," MTSU On the Record. (April 13, 2021).

Contracts, Grants and Sponsored Research

- Fields, R. S. (Principal), Griffin, N. (Co-Principal), Liccardi, B. (Supporting), "A Most Tolerant Little Town: Book Signing," Sponsored by MT Engage, Middle Tennessee State University, \$1,000.00. (September 27, 2023).
- Schrodt, K. (Principal), Lee, S. (Supporting), Fields, R. S. (Supporting), McClain, J. (Supporting), Harmon, S. (Supporting), Mangione, K. A. (Supporting), "Humans of Murfreesboro: Celebrating Service Professionals through Portraits and Stories," Sponsored by MT Engage, Middle Tennessee State University, \$1,000.00. (September 26, 2023).
- Barksdale, B. (Principal), Stevens, M. (Principal), Fields, R. S. (Co-Principal), Schrodt, K. (Co-Principal), Hooser, A. (Co-Principal), McClain, J. (Co-Principal), Pence, A. (Co-Principal), Griffin, N. (Co-Principal), "The Tina Stewart Campus Nonviolence Grant," Sponsored by Campus Nonviolence Committee, Middle Tennessee State University, \$1,000.00. (November 1, 2022 - April 30, 2023).
- Fields, R. S. (Principal), Evert, K., Schrodt, K., Krahenbuhl, K., Jones, R. S., Hooser, A., "Innovation Poster Presentations for the 21st Century," Sponsored by Instructional Enhancement Grant, Middle Tennessee State University, \$7,851.78.
- Fields, R. S. (Principal), Evert, K., Schrodt, K., Krahenbuhl, K., Jones, R. S., "Innovation Poster Presentations for the 21st Century," Sponsored by Instructional Enhancement Grant, Middle Tennessee State University, \$7,851.78.
- Schrodt, K., Barksdale, B., Fields, R. S., Griffin, N., Mangione, K. A., McClain, J., Pence, A. R., "Family Engagement and Educator Preparation Innovation Project Grant Opportunity," Sponsored by National Association for Family, School, and Community Engagement, \$16,623.00.
- Schrodt, K. (Principal), McClain, J. (Co-Principal), Barksdale, B. (Co-Principal), Fields, R. (Co-Principal), Lambert, F. (Co-Principal), Hooser, A. (Co-Principal), Carter, K. (Co-Principal), Carter, J. L. (Co-Principal), Hebert, H. S., Stevens, M. (Co-Principal), "'Books Unite Us': A Banned Book Event," Sponsored by MT Engage, Middle Tennessee State University, \$1,000.00. (August 2022 - September 21, 2022).
- Schrodt, K. (Principal), Barksdale, B. (Co-Principal), Fields, R. S. (Co-Principal), Hooser, A. (Co-Principal), Carter, J. L. (Co-Principal), McClain, J. (Co-Principal), Evert, K. (Co-Principal), Jin, Y. (Supporting), "Education Innovation and Research (EIR) Program Early Phase Grants," Sponsored by Office of Elementary and Special Education, Department of Educational Leadership, Federal, \$1,776,429.00.
- Evert, K. (Co-Principal), Fields, R. S. (Co-Principal), Stevens, M. (Supporting), Barksdale, B. (Supporting), Carter, J. L. (Supporting), Pence, A. (Supporting), Ridgely, R. (Supporting), "Aspiring Educators Academy: Student Engagement Retention and Success," Sponsored by The College System of Tennessee-TBR, State, \$50,000.00.
- Barksdale, B., Fields, R. S., Schrodt, K., "Instructional Enhancement Grant," Sponsored by MTSU, Middle Tennessee State University, \$1,000.00. (May 2022).
- Schrodt, K., Fields, R. S., Barksdale, B., "Literacy for All: A Decade Long Partnership with Middle Tennessee State University (MTSU), Read to Succeed, and Murfreesboro City Schools (MCS)/Rutherford County Schools (RCS)," Sponsored by C. Peter Magrath & W.K. Kellogg Foundation Community Engagement Scholarship Awards, Private, \$20,000.00.
- Schrodt, K. (Principal), McClain, J. (Supporting), Barksdale, B. (Supporting), Fields, R. S. (Supporting), Hebert, H. (Supporting), Griffin, N. (Supporting), "Book Trivia-MT Engage Week 2021," Sponsored by MT Engage Week, Middle Tennessee State University, \$1,000.00. (August 2021 - September 2021).
- Fields, R. S. (Principal), Carter, L. (Supporting), Barksdale, B. (Supporting), Bollman, R. (Supporting), Pence, A. (Supporting), Evert, K. (Supporting), Stevens, M. (Supporting), "Talent in the Margins," Sponsored by THEC, State, \$73,435.00.
- Boulware, J., Schrodt, K., Pence, A., Lee, S., Barksdale, B., Fields, R. S., "Moving the Literacy, M.Ed. to an Online Delivery Format," Sponsored by MTSU Online, Middle Tennessee State University, \$31,919.76. (November 2020 - May 2021).

Schrodt, K. (Principal), Abney, A. A., Fields, R. S., Barksdale, B., Hooser, A., "The Tina Stewart Campus Non-Violence Fund," Sponsored by MTSU Student Government Association and the Campus Nonviolence Committee, Middle Tennessee State University, \$1,600.00. (November 2020 - April 2021).

Barksdale, B., Fields, R. S., Schrodt, K., Mangione, K., Tharp, T., "Expanding Literacy Initiatives for Maury County Schools, Rutherford County Schools, and Murfreesboro City Schools," Sponsored by Middle Tennessee State University, Middle Tennessee State University, \$4,846.00. (November 26, 2019 - May 2020).

Fields, R. S., Krahenbuhl, K. S., "Recruitment of Diverse Educators into the Profession of Education," Sponsored by Public Service Grant, Middle Tennessee State University, \$2,038.00.

Awards and Honors

Herbert M. Handley Outstanding Dissertation Award, Mid-South Educational Research Association. (November 7, 2019).

Research Currently in Progress

"Humanizing Pedagogy FLC: Incorporating Humanizing Practices Into Undergraduate Coursework" (Planning). (February 8, 2023 - Present).

This is a project that will come out of the Humanizing Pedagogy FLC. It will enable the faculty members to study the outcomes of embedding humanizing pedagogy practices into their curriculum.

"Framing Reading and Writing Identity in Disciplinary Specific Preservice Teachers" (On-Going). (January 17, 2023 - Present).

The purpose of this study is to explore the growth of pre-service teachers' identity as literacy teacher related to their perception of themselves as readers and writers. Students in READ 4035 (Language and Literacy in the Middle Grades) will be recruited. This course is required of all Middle Level education majors. As future middle school content area experts, these pre-service teachers are entering this READ 4035 class with a foundational knowledge of their individual content areas (e.g., Math, Science, Social Studies, ELA). However, it is also required that they embed literacy skills (i.e., reading and writing) into their content areas. This project will follow student growth as readers and writers over the course of a semester.

Research Question #1-What is the impact of middle level content area pre-service teachers in reading after receiving disciplinary literacy instruction?

Research Question #2-What is the impact of middle level content area pre-service teachers in writing after receiving disciplinary literacy instruction?

"Exploring Learner Agency" (On-Going). (August 2, 2022 - Present).

The research team at Middle Tennessee State University in collaboration with Washington State University are interested in learning more about 3rd, 4th, and 5th grade students' feelings about agency. Agency is a student's perceptions on how much of a voice they have in the school setting. Students whose parents have given parental consent, will be asked to complete the Student Agency Profile survey which takes approximately 6 -7 minutes where students rate questions according to a smiley face, Likert scale ranking of their feelings about agency. The research team would like to collaborate and work with your school district on this research project. Benefits to working with MTSU and Washington State University are to be a voice in a national data collection study regarding how students feel about their choices in classrooms.

"Classroom Management: Best Practices for Secondary Students" (Planning). (January 2022 - Present).

In the post COVID era, as a college and as a program coordinator, more and more schools are dealing with classroom management issues in the secondary school setting. Qualitative and quantitative survey data from employers indicate that classroom management is one of the most pressing issues for preservice students. This study seeks to research best practices in order to provide professional development for MTSU school partners and update the Middle Level curriculum.

"The Student Scorecard: Accounting for the Social and Cognitive Elements of Formative Writing Assessment" (On-Going). (January 2022 - Present).

In this study, we take an integrate socio-cultural and cognitive approach (Purchell-Gates et al., 2004, 2016) to the formative assessment of young learners' writing proficiency by designing a writing self-assessment for students to fill out with regard to their own writing assignments. The self-assessment - a scorecard- is a five-point scale measuring students' perceptions of their text production appropriate for assessing elementary students' participation in writing tasks that includes items related to sociocultural, affective, and cognitive dimensions of writing. Beyond serving as a tool of assessment, the items of the scorecard are designed to reinforce pedagogically sound interactions and activity. Our hope is to leverage the student self-scorecard data to formatively inform, improve and augment curriculum and instruction.

Middle Tennessee State University will be collaborating with George Mason University (Drs. Parsons and Rodgers) in order to make this a multi-university and multi-state project.

"Effects of Feedback for ELL Writers: A Meta-Analysis" (Working Paper). (August 2021 - Present).

Purpose: Multilingual learners who are developing English language and literacy skills in English dominant contexts consistently underperform on measures of English writing in comparison to their monolingual English-speaking peers. Therefore, a meta-analysis of EL K-12 writers was conducted to examine the impact of instruction supporting ELs on their writing performance. In this study we address the following questions:

1. What is the overall effect size of the interventions on ELs' writing performance?
2. How are the effects moderated by different characteristics of the studies?

Method: In order to be included in the analysis, studies must have an experimental or quasi-experimental design that allows for the calculation of an effect size in K-12 EL writing. A total of 14 articles with 17 independent samples were included in the analysis. Effect sizes (Hedge's *g*) were calculated for each study. A random effects model was used to find the weighted mean effect size.

Results: Preliminary findings indicate that interventions aimed at supporting EL writing outcomes produced a positive, small effect size ($ES = 3.1$). Moderator analyses were conducted with eight characteristics: measurement type, publication type, content area integration, writing strategy, technology, frequency of treatment, feedback, and grade level. No significant moderators were found in this preliminary analysis.

Conclusion: These preliminary results provide support for the premise that teaching writing, whether direct strategies or ancillary skills, is beneficial to EL students. However, pinpointing the most effective practices remains challenging due to the limited number of studies meeting the inclusion criteria in this domain.

This study has just been updated and submitted to an international conference.

"Examining the Sensitivity of Standardized and Proximal Measures in Comprehension Interventions: A Meta-analytic Review" (On-Going). (August 2012 - Present).

This long-term, on-going project has been a collaborative effort steered by Dr. Amy Elleman in an effort to recalculate the NRP.

"Book Club Experiences for Pre-Service Teachers" (Complete). (March 4, 2020 - February 2022).

This study seeks to help understand how pre-service teachers develop their understanding of literacy instruction through a book club experience. Researchers seek to lead more powerful learning experiences to develop teacher knowledge on literacy instruction through authentic experiences.

The second iteration of this study was presented this year at the 72nd LRA Annual Conference 2022 in a presentation entitled, "Examining the Affordances of Assignments Intended to Cultivate Criticality Among Preservice Literacy Teachers". This research is ongoing.

SERVICE

University Service

Committee Member, Admission to Teacher Education. (August 2022 - Present).

Committee Member, Rutherford County Partnership Team. (August 2022 - Present).

Chair, Scholars Week. (January 2022 - Present).

Organizer. (November 2021 - Present).

Chair, COE Recruitment Committee. (August 2021 - Present).

Committee Member, College of Education Scholarship Committee. (March 2021 - Present).

Chair, Department of Elementary and Special Education Recruitment Committee. (January 29, 2021 - Present).

Committee Member, Assessment and Accreditation (AAA) Committee. (August 2020 - Present).

Committee Member, Literacy Studies M.Ed. (August 2020 - Present).

Program Coordinator, Middle Level Department. (August 2020 - Present).

Committee Member, Scholar's Week University Committee. (October 2019 - Present).

Committee Member, Financial Aid Appeals Committee. (August 2021 - May 2025).

Committee Member, University Relations Committee. (August 2021 - May 2025).

Committee Member, Search Committee. (March 2024 - May 2024).

Chair, University Relations Committee. (January 2024 - May 2024).

Chair, Social Media/Marketing. (January 2023 - December 2023).

Committee Member, COE Education Research Committee. (January 22, 2021 - May 2023).

Committee member, MTSU True Blue Helping Hands Initiative. (August 2020 - December 2022).

Committee Member, Scholar's Week College of Education Committee. (October 2019 - May 2022).

Organizer, Reimagining Preview Day and Field Trips to the COE. (November 2021).

Co-coordinator, Lunch and Learn. (January 2021 - May 2021).

Committee Member, Honors Council. (August 19, 2020 - May 2021).

Committee Member, Middle Level Department. (August 2019 - August 2020).

Committee Member, Department Collaboration Committee. (September 17, 2019 - May 2020).

Committee Member, Literacy Studies Conference Committee. (2019 - February 2020).

Professional Service

Board of Advisors, Teaching as a Profession-CTE Rutherford County, Murfreesboro, TN. (October 2023 - Present).

Session Chair, Literacy Research Association. (November 29, 2023).

Reviewer/Referee, Literacy Research Association. (February 2023 - July 2023).

Reviewer/Referee, National Youth Advocacy and Resilience Journal. (October 2022).

Reviewer/Referee, Mid-South Educational Research Association. (August 2022).

Board of Advisors, Kappa Delta Pi-International Honors Society in Education. (December 13, 2019 - May 2022).

Board of Advisors, Education Pathway Career and Technical Education Teachers, MURFREESBORO, TN. (April 8, 2019 - May 2022).

Committee Chair, MSERA-Publication Committee. (January 24, 2019 - May 2022).

Reviewer/Referee, Literacy Research Association. (April 2022).

Reviewer/Referee, Mid-South Educational Research Association. (August 2021).

Reviewer/Referee, Alinea Learning. (June 2021).

Reviewer/Referee, Literacy Research Association. (April 2021).

Reviewer/Referee, Literacy Research Association. (March 2020).

Public Service

Mentor, TNAchieves, Murfreesboro, TN. (December 2019 - Present).

Judge, TN Invention Convention, Murfreesboro, TN. (March 2024).

Organizer, SoKidLit Difference Makers Day, Murfreesboro, TN. (February 10, 2024).

Guest Speaker, Teacher as a Profession-Community High School, Unionville, TN. (November 15, 2023).

Guest Speaker, Maury County School District. (April 12, 2022).

Organizer, Cascade High School. (October 1, 2021).

Guest Speaker, Blackman Collegiate Academy. (March 17, 2021).

True Blue Helping Hands Contributor, True Blue Helping Hands. (November 2020).

Organizer, Project Lit-Oakland Middle School, Murfreesboro, TN. (February 4, 2020).

Organizer, Siegel High School Pathway Fair, Murfreesboro, TN. (January 8, 2020).

Guest Speaker, Siegel High School Education Pathway, Murfreesboro, TN. (January 7, 2020 - January 8, 2020).

Organizer, Siegel Middle Pathway Fair, Murfreesboro, TN. (December 3, 2019).

Organizer, Rockvale High School Education Pathway, Murfreesboro, TN. (November 13, 2019).

Organizer, Siegel High School Education Pathway, Murfreesboro, TN. (September 27, 2019).

Guest Speaker, Siegel High School-Careers in Education Class, Murfreesboro, TN. (September 6, 2019).