

VITA

Kathleen Marie Wilson, Ph. D.

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University of Nebraska - Lincoln
College of Education and Human Sciences
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CURRENT PROFESSIONAL EXPERIENCE

2001- Present

Associate Professor and Graduate Chair; Department of Teaching, Learning, and Teacher Education; College of Education and Human Sciences, University of Nebraska - Lincoln

2003 - Present

Co-Founder/Co-Director of the Kit and Dick Schmoker Reading Center, College of Education and Human Sciences, University of Nebraska - Lincoln

AWARDS AND HONORS

2010

Certificate of Recognition for Contributions to Students – UNL Parents Association, University of Nebraska – Lincoln

2009

Certificate of Recognition for Contributions to Students – UNL Parents Association, University of Nebraska – Lincoln

2006

College Distinguished Teaching Award - College of Education and Human Sciences, University of Nebraska - Lincoln

RESEARCH INTEREST THEMES

Reading/writing acquisition, formative assessment process, and motivation; digital technology integration into professional development for the prevention or correction of reading and writing; Common Core State Standards.

PUBLICATIONS - JURIED ARTICLES

Wilson, K. M., & Friedrich, L. A. (in preparation). i-Contact: Digital feedback Offered and Used (or not!).

Calfee, R. C., & Wilson, K. M. (accepted, in revision). Summative Tests and Formative Assessments: Finding the Right Balance under the Common Core Standards for Literacy. *Teachers College Record*.

Wilson, K. M., Trainin, G., & Laughridge, G., Brooks, D., & Wickless, M. (2011). Our Zoo to You: The impact of zoo animals in the classroom on science and literacy concepts in first grade journal writing. *Journal of Early Literacy Childhood, 11(3), 275-306*.

- Wilson, K. M. & Trainin, G. (2007). First grade student's motivation and achievement for reading, writing, and spelling. *Reading Psychology*, 28, 257-282.
- Srinivasan, S., Pérez, L. C., Palmer, R. D., Brooks, D. W., Wilson, K. M., & Fowler, D. (2006) Reality versus simulation. *Journal of Science Education and Technology*, 15, 137-141.
- Trainin, G., Wilson, K., Wickless, M., & Brooks, D. (2005). Extraordinary animals and expository writing: Zoo in the classroom. *Journal of Science Education and Technology*, 14, 299-304.
- Wilson, K. M. & Swanson, H. L. (2001). Are mathematics disabilities due to a domain-general or domain-specific working memory deficit? *Journal of Learning Disabilities*, 34, 237-248.

PUBLICATIONS – BOOKS

- Calfee, R. C., & Wilson, K. M. (accepted, in revision). *Assessing the Common Core: Our Schools in 2020, and How They Got There*. New York: Guilford.
- Shell, D. F., Brooks, D. W., Trainin, G., Wilson, K. M., Kaufman, D. F., & Herr, L. M. (2010). *The unified learning model: How motivation, cognition, neurobiological sciences inform best teaching practices*. Dordrecht, The Netherlands: Springer.

PUBLICATIONS - INVITED CHAPTERS

- Calfee, R. C., Wilson, K. W., Kapinus, B. (Accepted, in revision). Summative Tests and Formative Assessments: Finding the Right Balance under the Common Core Standards for Literacy. In E. Hiebert & P. D. Pearson (Eds). *Grounding the Common Core Standards in Established Research and Practice*. New York: Guilford.
- Wilson, K. M., & Calfee, R. C., (2012). Inquiry-based formative assessment for improving student learning. In Ortlieb, E. T., & Cheek, Jr., E. H. (Eds.). *Literacy Research, Practice, and Evaluation: Vol. 1, Using informative assessments for effective literacy practices*, (pp. 3-37) Bingley, UK: Emerald Group.
- Wilson, K. M., & Calfee, R. C., with Kathleen Clark (2011). Classroom Assessment. In M. F. Graves, C. Juel, B. B. Graves, DeWitt, P. *Teaching Reading in the 21st Century: Motivating All Readers* (5th ed., pp. 76-119). Boston: Allyn & Bacon.
- Hiebert, E. H., Wilson, K. M., & Trainin, G. (2010). Understanding Silent Reading in Classroom Settings: Do Students Really Read in Independent Reading Contexts? In E. H. Hiebert & D. R. Reutzel (Eds.) *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, NJ: International Reading Association.
- Wilson, K. M., & Calfee, R. C. (2007). Classroom Assessment. In M. F. Graves, C. Juel, & B. B. Graves *Teaching Reading in the 21st Century* (4th ed., pp. 426-473). Boston: Allyn & Bacon.
- Calfee, R. C., Wilson, K. M., & Graves M. F.(2007). *Assessments and lesson plans*. Boston: Allyn & Bacon.
- Calfee, R. C., Miller, R., Norman, K. A., Wilson, K. M., & Trainin, G. (2006) Learning to do Educational Research. In R. J. Sternberg & M. Constanas (Eds.) *Translating Educational Theory and Research into Practice* (pp. 77-104). Mahwah, NJ: Erlbaum.

- Calfee, R. C., & Wilson, K. M. (2004). A Classroom-based writing assessment framework. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds.) *Handbook of Language and Literacy: Development and Disorders* (pp. 583-599). New York: Guilford Press.
- Calfee, R. C., & Wilson, K. M. (2004) Classroom Assessment. In *M. F. Graves, C. Juel, & B. B. Graves. Teaching Reading in the 21st Century*, (3rd ed., pp.542-605). Boston: Allyn & Bacon.
- Wilson, K. M., Graves M. F., Calfee, R. C., & Trainin, G. (2003) *Assessments and lesson plans* Boston: Allyn & Bacon.
- Calfee, R. C., Norman, K. A., Trainin, G., & Wilson, K. M., (2001) Conducting a design experiment for improving early literacy or what we learned in school last year. In C. Roller (Ed.), *Learning to teach reading: Setting the research agenda* (pp 166-179). Newark, DE: IRA.

PUBLICATIONS IN PREPARATION – BOOKS

- Wilson, K.M., & Calfee, R. C. (in preparation). *Assessing literacy across four dimensions: A year-long plan for PreK to 6th grade classrooms*. New York: Guilford Press.

WHITE PAPERS

- Brenner, D. & Wilson, K. (2009). *Supporting struggling readers in English education*. Seattle, WA: Apex Learning, Inc.

[http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02\(2\).pdf](http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02(2).pdf)

- Brenner, D. & Wilson, K. (2009). *English Foundations series: The research base*. Seattle, WA: Apex Learning Inc.

[http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02\(2\).pdf](http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02(2).pdf)

- Brenner, D. & Wilson, K. (2009). *English Foundations I: The research base*. Seattle, WA: Apex Learning Inc.

[http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02\(2\).pdf](http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02(2).pdf)

- Brenner, D. & Wilson, K. (2009). *English Foundations II: The research base*. Seattle, WA: Apex Learning Inc.

[http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02\(2\).pdf](http://apexlearning.com/documents/Research_EnglishFoundations_Series_2009-02(2).pdf)

PROFESSIONAL PRESENTATIONS - INTERNATIONAL

2012

- Trainin, G., Wilson, K. M., & Hiebert, E. H. (2012, April). Increasing Literacy across Contexts Using Online Delivery. Paper presented at the First World Literacy Summit, Oxford, England.

2004

Trainin, G., Wilson, K. M., Calfee, R. C., & Norman, K. A. (2004, June). *The Role of Metacognition in Reading and Spelling Acquisition*. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Amsterdam, NL.

PROFESSIONAL PRESENTATIONS - NATIONAL

2013

Wilson, K. M. & Friedrich, L. A. (2013, December). *Digital Feedback as i-Contact for Professional Development*. Paper presented at the Literacy Research Association Annual Meeting. Dallas, TX.

Wilson, K. M. & Friedrich, L.A. (2013, May). *Empowering Literacy Instruction with iPads: Teacher Reflection in a Multilayered Professional Development Approach*. Poster presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

2012

Wilson, K. M. & Calfee, R. C. (2012, November). Inquiry-based Formative Assessment for improving student learning. Paper presented at Literacy Research Association Annual Meeting. San Diego, CA

Wilson, K. M. & Friedrich, L. (2012, November). The iPad Ripple Effect in a Clinical Setting: Benefits for Struggling Readers, University Students, and their Professors. Paper presented at Literacy Research Association Annual Meeting. San Diego, CA.

Friedrich, L. & Wilson, K. M., (2012, September). Practical uses for iPads in the literacy classroom. Paper presented at the Plum Creek Festival, Seward, NE.

2011

Wilson, K.M. & Friedrich, L.A. (2011, December) Technology Integration by an Instructional Coach in Two Midwestern Elementary Schools: A Case Study. Paper presented at the Annual Meeting of the Literacy Research Association, Jacksonville, FL.

Hiebert, E., Trainin, G., & Wilson, K. M. (2011, July) Increasing Capacity of Complex Text is the Goal. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

2010

Wilson, K. M., Trainin, G., & Wasserman, K. (2010, December 3) Internal and External Factors Related to Literacy Coaches' Self-Efficacy. Paper presented at the National Reading Conference/Literacy Research Association Annual Meeting, Fort Worth, TX

Wilson, K. M. (2010, April 25) Strand - Special topics in silent reading: A comparison of silent and oral reading development. Revisiting Silent Reading: New Directions for Teachers and Researchers Preconvention Institute. Paper presented at the International Reading Association 55th Annual Conference, Chicago, IL

2009

Wilson, K. M. (2009, December) Studies in Literacy Specialists and Coaches. Invited discussant. Annual Meeting of the National Reading Conference, Albuquerque, NM

Norman, K. A., Wilson, K. M., Trainin, G., Huston D. L., & Calfee, R. C. (2009, April) Intervening Early: Effects of Effective and Efficient Phonics Instruction in a Post-Kindergarten Summer Program. *Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA*

Trainin, G., Wilson, K. W., & Hiebert, E. H. (2009, April) Silent reading fluency and its relationship to oral reading fluency and comprehension. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA

2008

Wilson, K. M., Trainin, G., Hiebert, E., Erickson, J., & Laughridge, V. (2008, December) Toward a theory for silent reading fluency. Paper presented at the Annual Meeting of the National Reading Conference, Orlando, FL

Trainin, G., Wilson, K. M., Hiebert, E. H., Erickson, J. & Laughridge, V. (2008, April) Silent reading fluency: A new approach. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY

2007

Trainin, G., Wilson, K. M., & Rankin-Erickson, J. (2007, April) *Teaching fluency: Can technology based feedback help?* Paper presented at the American Educational Research Association Meeting, Chicago, IL

Wickless, M., Harry, J., & Wilson, K. M. (2007, March) *Using live animals to integrate instruction: The impact of language arts journal entries on science learning.* Paper presented at the National Science Teachers Association Meeting, St. Louis, MO

2006

Wilson, K. M. (2006, December) *The interaction of teacher and student ethnicity, SES and gender on children's literacy self-perceptions.* Paper presented at the Annual Meeting of the National Reading Conference, Los Angeles, CA

Wilson, K. M., Erickson, J., Trainin, G. (2006, July) *Teaching fluency with accessible texts: Does the intergration of technology result in greater student growth?* Poster presented at the 2nd Annual University of California-Berkeley Summer Institute for Reading, Berkeley, CA

Murphy, M., Wilson, K. M., Trainin, G., & Erickson, J. (2006, April) *Bridging the gap: Helping at-risk third grade students become successful readers.* Paper presented at the American Educational Research Association, San Francisco, CA

Erickson, J. L., Leader-Janssen, E. M., Trainin, G., Wilson, K. M., & Husby, B. (2006, April) *Finding links: Teachers' understanding of highly qualified staff development and the relationship between the two.* Paper presented in April at the Annual Meeting of the American Educational Research Association, San Francisco, CA

Erickson, J., & Leader-Janssen, E.M., Wilson, K. M., Trainin, G. (2006, April) *Fluency instruction with low achieving middle school readers.* Paper presented in April at the Annual Meeting of the American Educational Research Association, San Francisco, CA

2005

Wilson, K. M., Murphy, M., Trainin, G., & Erickson, J. (2005, December) *Bridging the gap: Helping third grade students become successful readers*. Paper presented at the National Reading Conference Annual Meeting, Miami, FL

Trainin, G., Wilson, K. M., Laughridge, V. & Erickson, J. (2005, December) *A clash of narratives: Rural education at a time of change*. Paper presented at the National Reading Conference Annual Meeting, Miami, FL

Trainin, G. & Wilson, K. M. (2005, April) *The importance of fidelity in scaling up of a research-based reading program*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada

2004

Wilson, K. M. & Trainin, G., Wickless, M., & Brooks, D. (2004, December) *The effects of skill and will in science writing*. Paper presented at the National Reading Conference Annual Meeting, San Antonio, TX

Wilson, K. M., & Trainin, G. (2004, July) *Contextual factors influencing literacy self-perceptions in young learner*. Poster presentation at the American Psychological Association 112th Annual Convention, Honolulu, HI

2003

Wilson, K. M. & Trainin, G. (2003, June) *Blossoming literacy: measuring early readers' developing self-system*. Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO

Wilson, K. M. (2003, April) *Postsecondary choices of seniors with learning disabilities: Mixing self-perceptions and social supports*. Poster presentation at the Annual Meeting of the American Educational Research Association, Chicago, IL

2002

Wilson, K. M. (2002, December) *Perceptions predicting the decisions students with learning disabilities make about their education*. Paper presented at the National Reading Conference Annual Meeting, Miami, FL

Trainin, G., Wilson, K. M. & Norman, K, (2002) *The Impact of an Innovative Curriculum on Teacher's Instruction and Student Achievement*. Paper presented at the International Reading Association meeting, San Francisco, CA

2001

Wilson, K. M. & Wasserman, K. (2001, December) *Variations on a theme of effective literacy practice: Professional development to change practice*. Paper presented at the National Reading Conference Annual Meeting, San Antonio, TX

Wilson, K. M., Haralson, E., Howard, C., & Rangel, M. (2001, December) *Sustaining professional development: Case studies of changes in teachers' beliefs about literacy instruction*. Paper presented at the National Reading Conference Annual Meeting, San Antonio, TX

Wilson, K. M. (2001, April) *Design experiments in early reading acquisition year one: Lessons from the trenches*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA

Newman, R. S. & Wilson, K. M. (2001, April) *Academic help seeking and learning disability: Influence of goals and perceived competence*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA

2000

Wilson, K. M. (2000, November) *Bringing the lost sheep home: lessons from an early reading tutorial*. Paper presented at the 2000 CERA Conference of the California Educational Research Association. Ontario, CA

Norman, K. A., Calfee, R. C., & Wilson, K. M. (2000, April) *WordWork: The Effects of social-cognitive instruction on learning English orthography*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA

Calfee, R.C., Norman, K., Trainin G., & Wilson, K. (2000, May) A Design Experiment for improving early literacy or what we learned in school last year. Paper presented at the international Reading Association, Indianapolis, IN

INVITED PROFESSIONAL PRESENTATIONS / NATIONAL

Wilson, K. M., Trainin, G., Rankin-Erickson, J., & Hayden, H. E. (2008, April) *Teaching reading fluency with QuickReads* Paper presented at the Pearson Digital Learning Conference, Atlanta, GA

INVITED PRESENTATIONS/ PROFESSIONAL DEVELOPMENT

Wilson, K. M. & Friedrich, L. A. (2013, August). *Education: Literacy Sectional*. UNL TechEdge Conference. UNL. Lincoln, NE.

Wilson, K. M. (2013). Formative Assessment as Action Research. Discipline-based Education Research Group (DBER). UNL, Lincoln, NE.

Wilson, K. M. (2008-2009) Three white papers and professional consulting. Apex Learning Corporation, Seattle, WA

Wilson, K. M. (2008) Research-based practices for early language and literacy developments. Ready to Make a Difference: Research-to-Practice Birth through Grade Three (Invited Speaker) Omaha, NE

Wilson, K. M. (2008) Vocabulary development: K-8th Grade: A professional development program. St. John the Apostle Elementary School. Lincoln, NE

Wilson, K. M. (2008) Best practice writing instruction. Diocesan-wide, Semi-Annual Professional Development Day. St. John the Apostle Elementary School. Lincoln, NE

Wilson, K. M. (2007/8) Research-based reading comprehension strategies for effective secondary content area instruction: A year-long professional development program. Raymond Central District, NE

Wilson, K. M. (2007) Vocabulary development and assessment within an arts framework. Arts LINC: Arts Education Model Development and Dissemination Program. Kearney, NE

- Wilson, K. M., Erickson, J., Trainin G., Laughridge, V., & Larsen, K. (2005/6) Improving literacy across the K-12 curriculum – A year-long professional development program. Cedar Bluffs School District, NE
- Wilson, K. M. (2005). Decoding and Spelling: WordWork I & II. North Bend Elementary School, NE
- Wilson, K. M. (2003) Phonemic Awareness and WordWork. Early Literacy Institute PreK-3. South Sioux City Community Schools
- Wilson, K. M. (2003) Vocabulary development across the middle school curriculum. Dawes Middle School, Lincoln Public Schools
- Wilson, K. M. (2002) Decoding and Spelling for secondary level ELL students. Results Grant. Lincoln Public Schools
- Norman, K., Wilson, K. M., Trainin, G., Calfee, R, Wasserman, K. (2002) WordWork- An Early Decoding and Spelling Curriculum. A workshop conducted at the at the International Reading Association meeting, San Francisco, CA
- Jacobson, B., Saunders, K., & Wilson, K. M. (2001) Phonics instruction in the Lincoln Public Schools. Nebraska State Board of Education. Lincoln, NE
- Norman, K., Wilson, K. M., Trainin, G., Calfee, R, Wasserman, K. (2001) WordWork- An Early Decoding and Spelling Curriculum. A workshop conducted at the at the California Reading Association meeting, San Francisco, CA

LITERACY-RELATED RESEARCH EXPERIENCE

Literacy Learning and Instruction through iPad implementation in Graduate and Undergraduate Clinical Experiences, University of Nebraska – Lincoln (2011- present)

Principal Investigator: Dr. Kathleen Wilson
Co-PI: Laurie Friedrich

This study uses qualitative methodology to study literacy instruction and learning when employing iPads in clinical settings. The study analyzes the findings through the perspectives of graduate students, undergraduate students, K-12 grade children, and university instructors involved in the clinical lectures and practica.

Literacy Coaches' Self-Efficacy Project (Funded by UCARE), University of Nebraska -- Lincoln and The University of Scranton (2009-present)

Principal Investigator: Dr. Kathleen Wilson
Co-PI: Dr. Guy Trainin & Dr. Kathleen Wasserman

This study is examining the self-perceptions of literacy coaches, reading specialists, and literacy leaders who serve in K-12th grade schools and school districts in Nebraska and Pennsylvania.

Silent Reading Fluency Norms Phases I and II (Funded by Private Donor), University of Nebraska -- Lincoln & University of California, Berkeley (2006-present)

Principal Investigator: Dr. Kathleen Wilson
Co-PI: Dr. Guy Trainin, Dr. Elfrieda Hiebert, Dr. Joan Erickson

These projects are part of a long-term effort to (a) understand the relationship between silent reading fluency and reading comprehension (b) develop and test a web-based instrument for measuring students' silent reading fluency, and (c) determine benchmarks for silent reading fluency based.

Teaching Fluency with Quick Reads: Does the Integration of Technology Result in Greater Student Growth? (Pearson Learning Group Grant), University of Nebraska -- Lincoln (2005-2006)

Principal Investigator: Dr. Kathleen Wilson
Co-P I: Dr. Guy Trainin and Dr. Joan Erickson

This experimental study examines the effects of the technology + text version and the text-only version of the QuickReads⁷ materials have on the reading fluency and comprehension achievement of elementary school students (2nd-5th grades).

Our Zoo-to-You Writing Project. (Museums for America Grant), a collaboration with the University of Nebraska – Lincoln , Folsom Childrens Zoo, and the Lincoln Public Schools (2005-2007)

Principal Investigator: Mimi Wickless
Co-Investigators: Dr. David Brooks, Dr. Kathleen M. Wilson, Dr. Guy Trainin

This project's purpose is to examine the science writing first graders to determine changes that are made in the quality and quantity over an academic year after the class's involvement with the Our-Zoo-to You Project. A comparison of writing samples from District classrooms with and without opportunities to observe the behavior of live animals will be made.

A Phonics/Decoding Intervention for Struggling Adolescent Readers (UNL Layman Grant), University of Nebraska -- Lincoln (2003-2005)

Principal Investigator: Dr. Joan Erickson
Co-investigators: Dr. Kathleen Wilson and Dr. Guy Trainin

This study compares the effectiveness of two reading intervention programs that were created to support the development of students' basic reading skills (phonics) as well as growth in vocabulary and reading comprehension of all types of materials. Middle students who are significantly behind in their reading skills (1st to 3rd grade reading level) will be tutored by University of Nebraska, Lincoln students who are currently enrolled in the College of Education and Human Sciences.

Our Zoo-to-You Writing Project. (Undergraduate Creative Activities & Research Experiences Grant), University of Nebraska -- Lincoln (2002-2006)

Principal Investigator: Dr. Guy Trainin
Co-Investigator: Dr. Kathleen Wilson

This project is a collaboration with the Lincoln Children's Zoo education program. Its purpose is to examine children's science writing to determine changes that are made in the quality and quantity over an academic year after the class's involvement with the Our-Zoo-to You Project. Grades that took part in the project ranged from 1st - middle school. A UNL undergraduate will work as a research assistant for the project and will be involved with data gathering and analysis.

WordWork Tutoring Project: Third Grade (UNL Layman Grant), University of Nebraska -- Lincoln (2003-2004)

Principal Investigator: Dr. Kathleen Wilson

Co-investigators: Dr. Guy Trainin and Dr. Joan Erickson

This study compares the effectiveness of two early reading intervention programs that were created to support the development of phonemic awareness and phonics skills in third grade students who are one or more years behind in their reading achievement. A second aim of the study is to examine the changes in pre-service teacher self-efficacy related to early literacy instruction. Pre-service teachers in the College of Education and Human Sciences are tutors in the project. The pre-service teachers will be surveyed before training, after the semester of tutoring and at the end of their first in-service year to determine if participation in the project as tutors is related to changes in self-efficacy for teaching early reading skills.

Technology Enhanced Reading Instruction: A Research Cluster (NDE Cluster Grant), University of Nebraska -- Lincoln (2003-2004)

Principal Investigator: Dr. David Brooks

Co-investigators: Dr. Joan Erickson, Dr. Guy Trainin, Dr. Kathleen Wilson, Dr. Leen-Kiat Soh, Sidney Brown.

The strategy for this project is to develop pilot materials as distance learning modules that can be used by teachers and parents to understand in an explicit, concrete manner just how the Read-Plus/ WordWork intervention can be accomplished, and how they can impact on learning. All of the materials developed will be Web-based, meaning that all of the materials will be deliverable using the Internet. The intent is to develop materials that can be accessed by browser software anywhere in the world.

Project Read Plus: Asynchronous Distance Learning (NDE Catalyst Grant), University of Nebraska -- Lincoln (2002-2003)

Principal Investigator: Dr. Kathleen Wilson

This one year project is examining the growth in in-service teacher knowledge and self-efficacy for teaching reading and writing strategies to elementary school students. An initial three-day workshop and weekly teacher meetings included scientifically-based instructional strategies for teaching reading, writing, vocabulary building, and decoding/spelling. A summer school for third grade struggling readers followed the workshop giving the teachers experience in implementing the strategies. Continuing professional development and support is currently being provided on a monthly basis through asynchronous web-based discussions during the 2002-2003 school year.

Project Read Plus: Synchronous Distance Learning (NDE Catalyst Grant), University of Nebraska -- Lincoln (2002-2003)

Principal Investigator: Dr. Kathleen Wilson

This one year project is examining the growth in teacher knowledge and self-efficacy for teaching reading and writing strategies to high school level Native American students. Included in this study was a two-day workshop introducing experienced, in-service teachers to scientifically-based instructional strategies for teaching reading, writing, vocabulary building, and decoding/spelling. Continuing professional development and support is currently being provided

on a monthly basis through synchronous distance learning discussions during the 2002-2003 school year.

Design Experiments (Spencer Grant), University of California -- Riverside (1998-2001)

Principal Investigator: Dr. Robert Calfee

In this three year study, we examined the development of decoding and spelling skills and strategies through the implementation of an integrated decoding and spelling program in primary grade classrooms. As lead graduate research assistant, I facilitated on-going professional development activities, conducted in-depth interviews with the teachers participating in the study, and developed curriculum, instructional strategies, and phonics and literacy self-concept assessments.

Project Read Plus, University of California – Riverside (1998-1999)

Principal Investigator: Dr. Robert Calfee

This study focused on the literacy development of middle and high school students in low SES schools. My duties included assisting in the implementation of a specialized professional development program to support the participating secondary school faculties. I consulted with designated staff members, supporting literacy through English, Science, Mathematics, Social Studies and all other subject areas. I also facilitated on-going professional development activities involving performance-based writing assessments, holistic scoring measures, and analytical rubrics. In tandem with this study, I conducted a longitudinal study examining the students' changes in motivation related to academic writing during the initial year the program was implemented.

Class Size Reduction Assessment Project, (Rand Foundation Grant) University of California, Riverside (1998-1999)

Principal Investigator: Dr. Robert Calfee

This study evaluated the effectiveness of class size reduction in the primary grades. My responsibilities included the administration of early and emergent literacy assessments, as well as training the assessment team in administering reading the assessment tools.

ENDOWMENTS – EXTERNAL

Wilson, K. W., Trainin, G., & Erickson, J. (2009) *Kit and Dick Schmoker Reading Center*. Private donor. (\$1,000,000)

FUNDED GRANTS - EXTERNAL

Wickless, M., Brooks, D., Heng-Moss, T. M., Trainin, G., Wilson, K. M., & Mayo, L. (2006) NE Coordinating Commission for Postsecondary Education. *Science Inquiry - Learning First Hand*. (\$48,364)

Wilson, K. M., Trainin, G., & Erickson, J. (2005) Pearson Learning Group. *Teaching Fluency with Quick Reads: Does the Integration of Technology Result in Greater Student Growth?* (\$150,000)

Wickless, M., Brooks, D., Wilson, K. M., & Trainin, G. (2005) Museums for America. *UNL and Folsom Childrens Zoo and Botanical Garden Our Zoo To You Project* (\$40,233)

Erickson, J., Wilson, K. M., & Trainin, G. (2003) Cooper Foundation Grant - *Books for the Great Plains Institute of Reading and Writing Reading Center* (\$5,000)

Erickson, J., Wilson, K. M., & Trainin, G. (2003) Woods Foundation Grant - *Coordinator for the Great Plains Institute of Reading and Writing Reading Center* (\$20,000)

Wilson, K. M. (2002-2003) Catalyst Grant - *Lincoln Public Schools Read Plus Project* Nebraska Department of Education(\$9,990)

Wilson, K. M. (2002-2003) Catalyst Grant - *Omaha Nation Public School Read Plus Project* Nebraska Department of Education(\$9,990)

GRANTS CONSULTANT - External

Knoche, L., & Raikes, H. (2007-2009) *Rural Language and Literacy Connections: Nebraska Early Reading First* US Dept of Education (IES) \$2,741,563

FUNDED GRANTS - INTERNAL

Wilson, K. M., Trainin, G., & Wasserman, K. (2009). UCARE, University of Nebraska, Lincoln. (\$2,000).

Brooks, D., Erickson, J., Trainin, G., Wilson, K. M., Soh, L. K., & Brown, S. (2003) University of Nebraska, Lincoln, Vice-Chancellor of Research *Technology Enhanced Reading Instruction: A Research Cluster* (\$25,000)

Wilson, K. M., Trainin, G., & Erickson, J. (2003) Layman Grant - *WordWork Tutoring Project: Third Grade* University of Nebraska, Lincoln (\$10,000)

Erickson, J., Wilson, K. M., & Trainin, G. (2003) Layman Grant - *WordWork Tutoring Project: Secondary Level* University of Nebraska, Lincoln (\$10,000)

Wilson, K. M. (2002-2003) Undergraduate Creative Activities & Research Experiences Grant - *Our Zoo-to-You Writing Project* University of Nebraska, Lincoln (\$2,000)

Wilson, K. M., Trainin, G., & Erickson, J. (2003) Teachers College Institute Grant - *Great Plains Institute of Reading and Writing* University of Nebraska, Lincoln (\$15,000)

TEACHING EXPERIENCE

University of Nebraska, Lincoln - College of Education and Human Science
2001-Present

Common Core State Standards: Assessment & Implementation (TEAC 921B) An examination of the development and implementation of the Standards for English Language Arts in US schools.

Seminar in Teaching Challenges and Opportunities - The Teacher and The Learner (TEAC 991/949) Exploration of the psychological processes of effective teaching and successful learning.

Psychology of Reading (TEAC 989/EDPSY 989) Examination of the relationship of psychological processes to reading. Theories and models of reading acquisition and comprehension are applied to beginning through mature readers.

Motivation and Engagement in the Literacy Classroom (TEAC 921B) A survey of achievement motivation literature related to academic reading and writing.

Emerging Reading and Language (TEAC 817) Current research trends in early literacy development and instruction for children from birth through third grade.

Assessment, Evaluation, and Instruction of At-Risk Students (TEAC/SPED 886) Use of informal literacy assessments and instructional strategies in classrooms and clinical settings.

Professional Development for Literacy Coaching (TEAC 836A) Capstone course for the P-12 Reading Specialist Endorsement Program. Explores issues in program needs assessment and administration, literacy assessment, materials selection, individualized coaching, and intervention design.

Content Area Reading: Grades 4-12 (TEAC 441/841) Instructional methods for using literacy as tools for learning across the curriculum.

Contemporary Literacy Practice: Read-Plus (CURR 890N) Instructional methods for teaching decoding/spelling, vocabulary building, and narrative and expository text comprehension and writing.

Contemporary Literacy Practice: Reading and Writing Assessment (CURR 890E) A survey of informal literacy assessments appropriate for use in elementary classrooms.

Teaching Reading and Language Arts in the Elementary School (TEAC 311/313) Introduction for pre-service elementary school teachers to current theory and methods for teaching reading acquisition, listening, speaking, and the reading and writing of narrative and expository text across the curriculum.

Teaching Supervision: UNL Reading Center for SPED/TEAC 406/806A: *Reading and Writing Disabilities: Adolescents Practicum* and SPED 415/415A: *Reading and Writing Disabilities: Elementary Students Practicum*

University of California, Berkeley - Graduate School of Education

Small Group Facilitator, July 2006
2nd Annual Summer Institute in Reading.

Led small group discussions related to the development of reading comprehension and writing for participants who work in Arkansas, Hawaii, New York, and Montana. Discussions involved interaction and responses to presentations by national leaders in reading research. Participants included educational leaders from across the US.

University of California, Berkeley - Graduate School of Education

Small Group Facilitator, June 2005
1st Annual Summer Institute in Reading.

Led small group discussions related to fluency and vocabulary development for participants who work with adolescents. Discussions involved interaction and responses to presentations by national leaders in reading research. Participants included educational leaders from across the US.

University of California, Riverside - Graduate School of Education

Associate in Education, 2000
Teaching Reading and Writing in the Content Areas (EDUC 174)

Focus for pre-service teachers on the theory, skills and strategies for teaching reading and writing in the content areas.

Slingerland Institute, Santa Ana, CA

Instructor, 1996

The Slingerland Adaptation of the Orton-Gillingham Multisensory Approach to Literacy Instruction - Year Two offered in cooperation with the University of San Diego.

The Prentice School, Santa Ana, CA

Classroom Teacher, 1989-1996

Instruction of sixth through eighth grade students diagnosed with a specific language disability (dyslexia) using the Slingerland Multisensory Approach to instruction; conducted in-service education programs for teachers in mathematics and reading/language arts; furnished diagnostic services within the middle school; tutored specific language disability/dyslexic high school students and adults in reading, language arts, and mathematics.

University of Nebraska – Lincoln Graduate Advising

Completed Degrees:

5 Ph.D. (Committee Chair), 17 Ph. D. (Committee Member), 1 EdD (Committee Chair), 6 EdD (Committee Member), 13 M. A. (Committee Chair), 5 M. A. (Committee Member), 2 M.Ed. (Committee Chair), 2 M. Ed. (Committee Member)

Doctoral Graduates PhD: Caryn Zietlow, (2009); Virginia Laughridge (2011); Carrie Kracl (2011); Allison Hauptman (2012); Susan Alford (2013).

Doctoral Graduates EdD: Janet Larson, (2013/2014).

Dissertation Reader: Ph.D. (2006); Elizabeth Leader-Janssen (2007); Malinda Murphy, Megan Overby (2008); Jennifer Lorenzen (2010); Harriet Emily Hayden, Sharon Zumbrunn, Daria Auciello (2011); Kelly Kingsley(2012); Teresa Eckout Wanser (2013); Michael Dempsey (2013).

Masters Thesis Reader: MA 2011: Katie Wilson

Degrees in Progress:

5/2 PhD (Committee Chair/Co-Chair); 3/1 Ed.D (Committee Chair/Co-Chair); 11/ 5 PhD (Committee Member/Outside Member); 6/1 EdD (Committee/Outside Member); 12 M. A. (Committee Chair); 1 M.Ed. (Committee Chair).

RELEVANT UNIVERSITY, PROFESSIONAL ORGANIZATION, AND COMMUNITY SERVICE

University of Nebraska, Lincoln:

Faculty Mentor for Dr. Judith Wilson (2012-present)

UNL Academic Rights and Responsibilities Panel (2009-present).

Special Academic Freedom and Tenure- A Committee (2011)

Graduate Chair, Department of Teaching, Learning, and Teacher Education (2009-present)

CEHS Professional Education Committee Member (2011 – present)

Chair, Schmoker Reading Center Assistant Professor of Practice Search Committee, Kit & Dick Schmoker Reading Center (2009; 2011)

Member, Search Committee for Department Chair, Department of Teaching, Learning, and Teacher Education (2012-present)

Member, Executive Graduate Committee, College of Education and Human Sciences (2009-present)

Member, Program Chairs Committee, Department of Teaching, Learning, and Teacher Education (2009-present)

Member, Advisory Committee, Department of Teaching, Learning, and Teacher Education (2004-2005; 2009-present)

Member, Master of Arts in Elementary Teaching Program Planning Committee, Department of Teaching, Learning, and Teacher Education (2008-2009)

Chair, Science Education Search Committee, Department of Teaching, Learning, and Teacher Education (2008)

Advisor, P-12 Nebraska Reading Specialist Endorsement (2002-present)

Member, MA – Elementary Education Degree Planning Committee (2008- present)

Member, Undergraduate Curriculum Committee, College of Education and Human Sciences (2004-2005).

Member, Curriculum Committee, Department of Teaching, Learning, and Teacher Education (2004-2006)

Member, Carnegie Project on the Education Doctorate, Department of Teaching, Learning, and Teacher Education (2007-present)

Member, Graduate Admissions Committee, Department of Teaching, Learning, and Teacher Education (2006-2009)

Member, Elementary Education Search Committee, Department of Teaching, Learning, and Teacher Education (2007-2008)

Member, Second Language Acquisition Search Committee, Department of Teaching, Learning, and Teacher Education (2005)

Member, Research Liaison Search Committee, College of Education and Human Sciences (2004)

Member, Elementary Teacher Education Program Committee, Department of Teaching, Learning, and Teacher Education. (2001-present)

Member, Undergraduate Program Improvement Committee, Department of Teaching, Learning, and Teacher Education. (2003-2004)

Member, Second Language Acquisition Search Committee, Department of Teaching, Learning, and Teacher Education (2003)

Panel discussion member (October, 17, 2003) *Early language and literacy development: Current status of early childhood teacher preparation in early language and literacy*

development. Presented at the Early Language and Literacy Conference: It Begins with Relationships, Omaha, NE

Coordinator, UNL Teachers College Literacy Group, Spring Semester 2003

Member, Elementary Literacy Search Committee, Department of Teaching, Learning, and Teacher Education (2003)

Member, Personnel Committee, Center for Curriculum & Instruction (2002-2003)

National Reading First Higher Education Consortium:

Invited Member (2007- 2008)

International Reading Association:

IRA Children's and Young Adult's Book Award Subcommittee (2007-2008)

Literacy Research Association/National Reading Conference:

Field Council Representative - Nebraska (2002 - present)

American Educational Research Association:

Program Chair, Division C, Section 1: Literacy and Language Arts (2008-2009)

Invited Member, Review Board, Writing and Literacies Special Interest Group (2009-2010)

Invited Member, Review Board, Division C, Section 1: Literacy and Language Arts (2009-2010)

Nebraska State Department of Education:

UNL Representative, Nebraska Department of Education Higher Education Language Arts Standards Revision Group (2013-present)

Member, Doane College Accreditation Review Committee – Reading Specialist Endorsement (2011)

Member, Nebraska State Literacy Leadership Team (2010-2011)

Member, the Nebraska Reading/Writing Standards Steering Committee (2007-2008)

Chair, Nebraska Reading First Higher Education Group (2003-present)

Chair, Reading Specialist Ad Hoc Committee, Nebraska Council on Teacher Education (2004-2006)

Member, Nebraska P-16 Initiative (2002-2003).

Member, Nebraska Reading First Advisory Board, 2001 - present.

Member, Literacy Advisory Board, 2001- present

Eastern Nebraska Reading Council:

Vice President 2003-2004

Nebraska Dyslexia Society:

Board Member (2008-2009).

University of California, Riverside:

Member, Course Development Committee for the Reading Certificate Program, 1999

Member, Reading Advisory Committee, 1997- 2000

California Association of Teachers of English:

Representative, California Young Readers Medal Committee, 1996

PUBLICATION/PROPOSAL REVIEWS

Textbooks:

Cohen, V. L., & Cowen, J. E. (2008) *Literacy for Children in an Information Age: Teaching Reading, Writing, and Thinking* Thomson Wadsworth

Journals:

Learning and Individual Differences
Journal of Literacy Research
Research in the Teaching of English
Journal of Economics Education
Reading Psychology

Conference Proposals:

American Educational Research Association
American Psychological Association
Literacy Research Association/National Reading Association

Edited Book Proposals:

Guilford Press - *Issues and Studies in Literacy Development*

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
American Psychological Association
International Reading Association
International Dyslexia Association
Literacy Research Association/National Reading Conference
National Society for Studies in Education
Nebraska State Reading Association