

Curriculum Vita

Margaret Vaughn

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EDUCATION:

- Doctor of Philosophy, Curriculum and Instruction, University of North Carolina at Greensboro, December 2010
- Master of Education, Elementary Education Certification, Drexel University, August 2001
- Bachelor of Arts, Urban Studies, University of Pennsylvania, May 1999

Certificates and Licenses:

- English as a Second Language Certification, 2009
- National Board Certification, Early Childhood Generalist, 2004
- K-6 Elementary Certification, 1999

EXPERIENCE:

Teaching, Extension, and Research Appointments:

- Associate Professor of Literacy, College of Education, Health, and Human Sciences, University of Idaho, Moscow, ID, August 2017 – to present.
- Assistant Professor of Literacy, College of Education, Health, and Human Sciences, University of Idaho, Moscow, ID, January 2011 to August 2017
- Teaching Assistant, University of North Carolina, Greensboro, Greensboro, NC, 2007-2010
- University School Team Leader, University of North Carolina, Greensboro, Greensboro, NC, 2007-2010
- Research Assistant, University of North Carolina, Greensboro, Greensboro, NC, 2008-2008
- First Grade Teacher, Grady Brown Elementary School, Hillsborough, NC, 2000-2008
- Balanced Literacy Teacher, Harrington Elementary School, Philadelphia, PA, 1999-2000

TEACHING ACCOMPLISHMENTS:

Areas of Specialization: Literacy learning, Teacher education, Research Methodologies

Courses Taught:

University of Idaho

- EDCI 466 Literacy Assessment and Intervention (2012-2019)
- EDCI 502 Advanced Qualitative Research Practices (2013)
- EDCI 502 Literacy Research Methodologies (2019)
- EDCI 502 Advanced Data Analysis of Literacy Instruction (2013)
- EDCI 502 Theoretical Perspectives and Literacy Research (2012)
- EDCI 504 Advanced Writing and Research (2011,2012)

- EDCI 504 Teachers as Leaders (2011, 2013)
- EDCI 321 Literature for Children (2012-2019)
- EDCI 570 Introduction to Research (2012, 2013)
- EDCI 201 Introduction to Education (2011)
- EDCI 322 Integrated Language Arts (2011)
- University of North Carolina Greensboro**
- CUI 250 Teaching as a Profession (2009-2010)
- CUI 350 Inquiry into Teaching & Learning I (2009)
- CUI 375 Inquiry into Teaching & Learning II (2010)

Graduate Students Advised: (2011 to present) *due to confidentiality requirements, this information has been redacted from this document

Materials Developed:

- Vaughn, M. (2015). Guided Reading Library: University of Idaho Digital Library Collections. Retrieved from <http://www.lib.uidaho.edu/digital/guidedreading/>.
- Kimmons, R. & Vaughn, M. (2014). Creating open e-books for children. *University of Idaho Doceo Center Open Courses*. Retrieved from http://courses.doceocenter.org/open_e-books_for_children. Licensed under CC BY 3.0.

Courses Developed:

- **EDCI 502 Language, Ideology, and Teaching**
A doctoral course focused on critical literacy and qualitative research methodologies.
- **EDCI 502 Advanced Qualitative Research Practices**
A doctoral course focused on qualitative research methodologies.
- **EDCI 502 Advanced Literacy Instruction and Data Analysis**
A doctoral course focused on theoretical implications and qualitative research methodologies.
- **EDCI 504: Professional Writing and Research**
A graduate course focused on research methodologies and writing pedagogy.
- **EDCI 504: Advanced Writing and Research**
A graduate course focused on action research and writing.
- **EDCI 502: Theoretical Perspectives and Literacy Research**
A doctoral course focused on theoretical and research perspectives.
- **EDCI 599: Independent Studies**
A series of courses developed to support student inquiry projects.
- **EDCI 466: Literacy Assessment and Intervention**
An undergraduate course developed in local elementary schools where undergraduate students use assessment and intervention to teach literacy instruction to elementary students.
- **ISEM 301: Building Literacy Communities**
An undergraduate course across the university on service learning in literacy.

Non-credit Classes, Workshops, Seminars, Invited Lectures:

- Invited Speaker, Literacy Research Association, Critical literacy and Social justice, 2016

- Invited Speaker, College of Education New Faculty Mentoring, Spring 2017, Fall 2017
- Invited Speaker, College of Education Scholarship and Publication for New Faculty, 2015

Honors and Awards:

- Fulbright Specialist, U.S. Department of State, 2020-2024, (**national award**)
- American Educational Research Association 2019 Review of Research Award (**national award**)
- American Educational Research Association 2018 Classroom Observation SIG 2018 Exemplary Paper Award (**national award**)
- Association of Teacher Educators 2017 Distinguished Research in Teacher Education Award (**national award**)
- Horace Mann National Teacher Education Award, 2007 (**national award**)
- University of Idaho, Mid-Career President's Faculty Award Recipient, 2016
- University of Idaho, Award Recipient of Excellence for Award for Scholarship, 2015
- University of Idaho, Haslett Distinguished Faculty Fellow award, University of Idaho, 2013 – 2014

SCHOLARSHIP ACCOMPLISHMENTS:

Peer Reviewed Books

- **Vaughn, M.** (*under contract*). *Student agency: The power of students*. New York, NY. Teachers College Press.
- **Vaughn, M.**, Massey, D.D. (*in press*). *Children's literature from theory to practice*. New York, NY. Guilford Press.
- Parsons, S.A., & **Vaughn, M.** (*in press*). *Principles of effective literacy instruction K-5*. New York, NY. Guilford Press.

Peer Reviewed Book Chapters

- **Vaughn, M.** (2021). Adaptive teaching. Parsons, S.A., & Vaughn, M. (Eds). *Principles of effective literacy instruction*. New York, NY. Guilford Press.
- **Vaughn, M.**, Hillman, K., McKarcher, T., & Latella, C. (2017). Exploring a pathway to reshape school-wide literacy practices for Indigenous students. 75-80. J. Reyhner (Ed), *Honoring our teachers*. University of Oklahoma Press.
- **Vaughn, M.**, Penney-Pinkham, D., Hillman, K., McKarcher, T., Terry, B. S., Latella, C., Whipple, T., & Finnell, B. (2015). Locating Coyote: Reorienting the literacy curriculum to empower Indigenous students and educators. J. Richards, & K.Zenkov (Eds.), *Empowering diverse learners and their teachers: Closing the instructional gap through social justice teaching*. 57-71. Charlotte, NC: Information Age Publishing.

Peer Reviewed Journal Articles

1. **Vaughn, M.**, Premo, J., Erickson, D., & McManus, C. (2020). Student agency in literacy: Validation of the Student Agency Profile (StAP). *Reading Psychology*, 42(1), 1-26.
2. **Vaughn, M.**, Jang, B.G., Sotirovska, V., & Cooper-Novack, G. (2020). Student agency in literacy: A systematic review of the literature." *Reading Psychology*: 42(2), 1-23.

3. **Vaughn, M.** (2020). What is student agency and why is it needed now more than ever. Student agency: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*. 59(2), 109-118.
4. **Vaughn, M.** (2020). Where to from here: Fostering agency across landscapes. Student agency: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*. 59(2), 234-243.
5. Ankrum, J.A., Moorewood, A., Parsons, S.A., **Vaughn, M.**, Parsons Ward, A.E., & Hawkins, P.,(2020). Documenting adaptive literacy instruction: The Adaptive Teaching Observation Protocol (ATOP). *Reading Psychology*. 41(2), 71-86.
6. Gallagher, M.E., Parsons, S.A., **Vaughn, M.** (2020). Adaptive teaching in mathematics: A review of the literature. *Educational Review*, 1-16.
7. **Vaughn, M.**, Scales, R.Q., Stevens, E., Kline, S., Barrett-Tatum, J., Van Wig, A., Yoder, K.K., & Wellman, D. (2019). Understanding literacy adoption policies across contexts: A multi-state examination of literacy curriculum decision-making. *Journal of Curriculum Studies*, 1-20.
8. **Vaughn, M.**, Premo, J.T., Sotirovska, V. Erickson, D. (2019). Evaluating agency in literacy using the Student Agency Profile (StAP). *The Reading Teacher*. 1-20.
9. **Vaughn, M.** (2019). Adaptive teaching during reading instruction: A multi-case study. *Reading Psychology*. 41(1), 1-33.
10. **Vaughn, M.** & Kuby, C.R. (2019). Fostering critical, relational visionaries: Autoethnographic processes in teacher education. *Action in Teacher Education*. 41(2), 117-136.
11. Roll, K., & **Vaughn, M.** (2019). Reshaping practice: An action research project exploring writing instruction. *Journal of Teacher Action Research*, 5(2), 77-94.
12. Parsons, S.A., **Vaughn, M.**, Scales, R., Gallagher, M., Davis, S., & Ward-Parsons, A. (2018) Teachers' instructional adaptations: A research synthesis. *Review of Educational Research*. 88(2), 205-242.
13. **Vaughn, M.** & Massey, D. (2017). This is the first book I ever read that I couldn't put down: Structuring authentic opportunities in literacy methods for preservice teachers (2017). *Journal of Literacy Practice and Research*, 43(1), 34-40.
14. **Vaughn, M.**, Parsons, S.A., Scales, R., Wall, A. (2017). Envisioning our practice: Interpreting and examining pedagogical visions of four junior faculty. *New Educator*, 1, 251-270.
15. **Vaughn, M.**, Parsons, S.A., Reyes, C., Puzio, K., & Allen, M.H. (2017). A multiple case study of teachers' visions and reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*. 18(4), 526-539.
16. Parsons, S. A., **Vaughn, M.**, Malloy, J. A., & Pierczynski, M. (2017). The development of teachers' visions from preservice into their first years teaching: A longitudinal study. *Teaching and Teacher Education*, 64(1), 12-25
17. **Vaughn, M.**, & Parsons, S. A., Burrowbridge, S.C., Weesner, J., & Taylor, L. (2016). In their own words: Teachers reflections on adaptability. *Theory Into Practice*, 55(3), 1-8.
18. Parsons, S. A., **Vaughn, M.** (2016). Toward adaptability: Where to from here? *Theory Into Practice*, 55(3), 267-274
19. **Vaughn, M.** Re-envisioning literacy in a teacher inquiry group in a Native American context.(2016). *Literacy Research and Instruction*, 55(1), 24-47.

20. Bradshaw, S., & **Vaughn, M.** (2016). Students and teachers reading and reflecting: Revisiting Retrospective Miscue Analysis during classroom instruction. *Journal of Research in Education*, 26(1), 54-75.
21. **Vaughn, M.**, Parsons, S.A., Gallagher, M., & Branen, J. (2016). Teachers' adaptive instruction supporting students' literacy learning. *The Reading Teacher*, 69(5), 539-547.
22. Parsons, S.A., & **Vaughn, M.** (2016). A case study of one teacher's instructional adaptations. *Journal of Classroom Interaction*, 51(1), 4-17.
23. Rose, L., **Vaughn, M.**, & Taylor L. (2015). Reshaping literacy instruction in a high poverty early childhood classroom. *Journal of Research in Education*, 25(1), 72-87.
24. **Vaughn, M.**, Allen, S., Kologi, S., & McGowan, S. (2015). Revisiting literature circles as open spaces for critical discussions. *Journal of Reading Education*, 40(2), 27-32.
25. Kuby, C., **Vaughn, M.** (2015). Young children's identities becoming: Exploring agency in the creation of multimodal literacies. *Journal of Early Childhood Literacy*, 15(1), 1-40.
26. **Vaughn, M.** (2015). Adaptive teaching: Case studies of two elementary teachers' visions and adaptations during literacy instruction. *Reflective Practice: International and Multidisciplinary Perspectives*, 16(1), 43-60.
27. **Vaughn, M.** (2014). The role of student agency: Exploring openings during literacy instruction. *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*, 28(1), 4-16.
28. **Vaughn, M.** (2014). Aligning visions: Striking a balance between personal convictions for teaching and instructional goals. *Educational Forum*, 78(3), 1-9.
29. **Vaughn, M.**, Parsons, S.A., Kologi, S., & Saul, M.S. (2014). Action research as a reflective tool: A multiple case study of eight rural educators' understandings of instructional practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 15(3), 1-19.
30. Parsons, S.A., Malloy, J.A., **Vaughn, M.** & La Croix, L. (2014). A longitudinal study of teacher visioning: Traditional program graduates and Teach for America Corps Members. *Literacy Research and Instruction*, 53, 134-161.
31. Parsons, S.A., & **Vaughn, M.** (2013). Exploring adaptive teaching across contexts: Cross case analysis of rural and urban educators' instructional adaptations. *Alberta Journal of Educational Research*, 59(2), 299-318.
32. **Vaughn, M.** & Saul, M.S. (2013). Navigating the rural terrain: A study of visions to promote change. *Rural Educator*, 34(2), 38-48.
33. **Vaughn, M.** & Parsons, S. A. (2013). Teachers as innovators: Instructional adaptations opening spaces for enhanced literacy learning. *Language Arts Journal*, 91(2), 81-93.
34. **Vaughn, M.**, & Faircloth, B. (2013). Teaching with a purpose in mind: Cultivating a vision for teaching. *The Professional Educator*, 37(2), 1-12.
35. **Vaughn, M.** (2013). Examining teacher agency: Why did Les leave the building? *New Educator*, 9(2), 119-134.
36. **Vaughn, M.**, Parsons, S. A., (2012). Visions, enactments, obstacles and negotiations: case studies of two novice teachers enrolled in a graduate literacy course. *Journal of Reading Education*, 38(1), 18-25.

37. Parsons, S.A, Massey, D., **Vaughn, M.**, Scales, R., Faircloth, B.S., Howerton, W.S., Griffith, R.R., Atkinson, T.S. (2010). Developing thoughtfully adaptive teachers of reading in face to-face and online teacher education course. *Journal of School Connections*, 3(93), 91-111.

Other Peer Reviewed Articles:

38. **Vaughn, M.**, & Faircloth, B. (2011). Understanding teacher visioning and agency during literacy instruction. In J. V. Hoffman, D. Shallert, C. Fairbanks, J. Worthy, & B. Maloch (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 309-323). Oak Creek, WI: National Reading Conference.
39. Parsons, S.A., **Vaughn, M.**, Bruyning, A., & Daoud, N. (2017). Teaching, visioning, and hope: A longitudinal study of one teacher's vision. In N.P. Gallavan, & L. G. Putney (Eds). *Action in Teacher Education Yearbook XXVI* (pp.21-36).

Other Editorial Reviewed Articles:

40. **Vaughn, M.**, & Fisher, D. (guest editors). (2020). Affective dimensions of student literacy learning [themed journal issue]. *Reading Psychology*, 42(1).
41. **Vaughn, M.**, & Fisher, D. (guest editors). (2020). Affective dimensions of student literacy learning [themed journal issue]. *Reading Psychology*, 42(2).
42. **Vaughn, M.**, (guest editor). (2020). Student agency: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*. 59(2).
43. **Vaughn, M.**, & Massey, D. (2019). Tackle reading: Putting purposeful reading back into literacy instruction. *Literacy Today*, 10-11.
44. **Vaughn, M.**, & Massey, D. (2018). Making sense of student agency in the early grades. *Phi Delta Kappan*, 99(7), 62-66.
45. **Vaughn, M.**, & Parsons, S. A. (guest editors). (2016). Adaptive teaching: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*, 55(3).

Other:

Thesis and Dissertations: *Case Studies of two elementary school teachers: how adaptations impact student agency.*

Book review: *Artifactual literacies: Every object tells a story. Journal of the Community Development Society*, (2012).

Invited Book Review (non-blind, peer reviewed): **Vaughn, M.**, (2019). Inspiring writing in the primary schools. *Journal of Early Childhood Research*, 2019.

Media and Impact

Vaughn, M. (2013). https://missoulian.com/news/state-and-regional/young-nez-perce-authors-celebrate-tribe-with-books/article_095a57f6-1720-11e3-a314-0019bb2963f4.html

Blog Posts

Vaughn, M. & Parsons, S. A. (2013). Teachers as innovators: Instructional adaptations opening spaces for enhanced literacy learning. *Language Arts Journal*, 91(2), 81-93. Referenced in <https://www.edutopia.org/blog/adaptive-teaching-across-reading-dimensions-antony-smith>

Podcasts

<https://teachingliteracypodcast.com/episode-08-adaptive-literacy-teaching-with-dr-margaret-vaughn/>

(Discussion of Adaptive teaching research)

<https://podcasts.apple.com/us/podcast/episode-09-student-agency-in-literacy-dr-margaret-vaughn/id1482475731?i=1000462566190>

(Discussion of Student agency research)

Scholarly Presentations and Other Creative Activities:

- Ankrum, J.W., Morewood, A.L., Parsons, S., Parsons, A.W., & **Vaughn, M.** (2020). *A Study of Literacy Teacher Expertise and Adaptability*. Poster presentation to be presented at the Annual Conference of the International Literacy Association, Columbus, OH.
- Vaughn, M.**, Parsons, S.A., Gallagher, M.A., (2019). *The Adaptive Teaching Inventory: Developing a measure of teacher adaptability*. Paper to be presented at the annual meeting of the Association of Literacy Educators and Researchers. Corpus Christi, TX.
- Scales, R.Q., **Vaughn, M.**, Stevens, E., (2019). *An exploration of elementary school principals' visual representations explaining literacy curriculum adoption and implementation process*. Paper to be presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Conradi, K., Parsons, A.W., **Vaughn, M.**, (2019). *Elementary students' text diets: Results from a nationwide survey*. Paper to be presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Vaughn, M.**, Premo, J., Erickson, D., McManus, C. (2019, April). *Examining student agency during literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, CA.
- Parsons, S.A., Gallagher, M., **Vaughn, M.**, Scales, R.Q., Ankrum, J., Hayden, E. (2019, April). *The Metacognitive Awareness Inventory for Teachers: A validation study*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, CA.
- Vaughn, M.**, Jang, B.G., Sotirovska, V.V., & Eriksson, H.E. (2018, April). *A conceptual analysis of agency during literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Gallagher, M. A., Parsons, S. A., **Vaughn, M.** (2018, April). *Responsive teaching in mathematics: A review of the literature*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Ankrum, J.W., Morewood, A.L., Parsons, A.W., Parsons, S.A., **Vaughn, M.**, Hawkins, P. (2018, April). *Documenting adaptive instruction: The Adaptive Teaching Observation Protocol (ATOP)*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Vaughn, M.** (2017, December). *Negotiating agency in the context of literacy instruction: A case study of Nina*. Paper presented at the annual meeting of the Literacy Research Association. Tampa, FL.

- Vaughn, M.,** Jang, B.G., Sotirovska, V.V., & Eriksson, H.E. (2017, December). *A systematic review of agency during literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Vaughn, M.** (2017, April). *Examining teachers' visions during literacy Instruction across multiple rural contexts*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Vaughn, M.** (2016, December). *Critical literacy and social justice*. Invited speaker at the annual meeting of the Literacy Research Association. Nashville, TN.
- Vaughn, M.** (2016, December). *Conceptualizing student agency during literacy experiences*. Paper presented at the annual meeting of the Literacy Research Association. Nashville, TN.
- Vaughn, M.** (2016, December). *Developing an adaptive stance in preservice teachers*. Paper presented at the annual meeting of the Literacy Research Association. Nashville, TN.
- Parsons, S.A., **Vaughn, M.**, Scales, R.Q., Davis, S.G., Pierczynski, Davis, S., Gallagher, M. A., Pierczynski, M., Ward Parsons, A. (2016, December). *Literacy teachers' instructional adaptations: A literature review*. Paper presented at the annual meeting of Literacy Research Association. Nashville, TN.
- Parsons, S. A., **Vaughn, M.**, Bruyning, A., & Daoud, N. (2016, November). *Literacy teachers' visions for instruction*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Vaughn, M.**, Parsons, S.A., Gallagher, M. A., Scales, R.Q., Davis, S.G., Pierczynski, M., Ward Parsons, A., Allen, M. (2016, April). *A review of the literature on adaptive teaching*. Paper presented at the annual meeting of the American Education Research Association, Washington, DC.
- Vaughn, M.** (2015, December). *Examining knowledge: Transformational learning through pre service teachers' action research projects*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.** (2015, December). *Exploring student agency: A multi-case study of instructional practices across learning contexts*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.** (2015, December). *Fostering young writers: Exploring authoring practices during a student writing project*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Parsons, S. A., **Vaughn, M.**, Scales, R. Q., Davis, S. G., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, December). *A literature review of adaptive teaching during literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.**, & Parsons, S.A. (2015, November). *Principles of adaptive teaching in literacy*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Parsons, S. A., **Vaughn, M.**, Scales, R. Q., Davis, S., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, November). *Methods used to study teacher adaptations in literacy instruction: A literature review*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Vaughn, M.** (2015, April). *Developing an adaptive stance: Constructing an adaptive writing curriculum within a teacher inquiry group*. Paper presented at the convention of the American Education Research Association, Chicago, Illinois.

- Vaughn, M.,** Parsons, S.A., Malloy, J.A. (2014, April). *Authoring visions: Visioning as a tool to support beginning teachers*. Poster presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Vaughn, M.** (2014, April). *Intersections of teacher visioning and adaptability: A multi-case study of elementary teachers' visions and instructional adaptations*. Paper presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Parsons, S.A., **Vaughn, M.** (2014, April). *Adaptive teaching in the context of increased standardization*. Paper presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Vaughn, M.** (2013, December). *The possibility of place: Rurality, multimodality, and visions*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M.** (2013, December). *Aligning visions: Case studies of effective literacy educators over time*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M.,** Parsons, S.A., Ward Parsons, E., & Gray, E. (2013, December). *Opening our minds: Literacy teacher educators engage in an online book club to improve our practice*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M. & Saul, M.** (2013, May). *Rural teachers' narratives: A study of visions, enactments, and negotiations through exemplary action research*. Paper presented at the convention of the meeting of the American Education Research Association, San Francisco, California.
- Parsons, S. A. & **Vaughn, M.** (2013, May). *A constructivist view of classroom teaching: Analysis of two educators' instructional adaptations*. Paper presented at the convention of the meeting of the American Education Research Association, San Francisco, California.
- Vaughn, M. & Kuby, C.** (2012, December). *Autoethnography as pedagogy: Pre-service teachers' literacy visions*. Symposium paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, CA.
- Kuby, C. R. & **Vaughn, M.** (2012, December). *Young children negotiating identities through artistic encounters*. Paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, California.
- Vaughn, M.** (2012, December). *Using multimodalities to explore pre-service teachers' visions and understandings about literacy*. Paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, California.
- Vaughn, M.** (2012, November). *Negotiating visions: A self-study exploration of literacy-in-action projects within a school partnership*. Paper presented at the National Network for Educational Renewal Conference, Denver, Colorado.
- Vaughn, M. & Kologi, S.** (2012, November). *Aligning visions: Re-envisioning the practicum experience*. Paper presented at the National Network for Educational Renewal Conference, Denver, Colorado.
- Vaughn, M.** (2011, December). *A Question of agency: Exploring the development of student agency through participation in literacy practices*. Poster presented at the convention of the meeting of the Literacy Research Association Conference, Orlando, Florida.

- Vaughn, M.** (2011, December). *Examining teachers' beliefs about adaptive instruction*. Symposium presented at the convention of the meeting of the Literacy Research Association Conference, Orlando, Florida.
- Vaughn, M.** (2011, October). *Developing culturally responsive visions in preservice teachers*. Paper presented at the National Network for Educational Renewal Conference, Hartford, Connecticut.
- Vaughn, M., & Allen, M.** (2011, October). *Adaptive teaching across literacy and science contexts*. Poster session presented at the convention of the Association of Literacy Educators and Researchers Conference, Alexandria, Virginia.
- Vaughn, M., Faircloth, B., Parsons, S.A., Howerton, W.** (2010, December). *Understanding teacher agency during literacy instruction*. Poster session presented at the convention of the meeting of the National Reading Conference, Fort Worth, Texas.
- Vaughn, M., Faircloth, B.** (2010, November). *Teacher, teacher what do you see: A study on how teachers promote student agency*. Poster session presented at the convention of the National Council of Teachers of English Conference, Orlando, FL.
- Parsons, S. A., Scales, R. Q., Williams, B., **Vaughn, M.,** Howerton, W., (2010, November). *Expanding the view of adaptive literacy instruction*. Poster session presented at the convention of the Association of Literacy Educators and Researchers Conference, Omaha NE.
- Parsons, S. A., Scales, R. Q., Williams, B., **Vaughn, M.,** Howerton, W., (2010, November). *Teacher's instructional adaptations during literacy instruction*. Poster session presented at the convention of the National Council of Teachers of English Conference, Orlando, FL.
- Vaughn, M.,** Howerton, W.S., Faircloth, B., Duffy., G.& Miller, S.D. (2010, April). *Teacher vision and agency: Key pieces of the teacher education puzzle?* Poster session presented at the meeting of the American Educational Research Association, Denver, CO.
- Parsons, S. A., Massey, D., Atkinson, T., Griffith, R., Scales, R., Faircloth, B., Malloy, J., **Vaughn, M.,** & Howerton, S. (2010, April). *Preparing thoughtfully adaptive teachers of reading*. Poster session presented at the convention of the International Reading Association, Chicago, IL.
- Vaughn, M.,** Miller, S.D., & Faircloth, B., (2009, December). *Finding a space within which I can learn to read: First graders' reactions to their reading histories*. Roundtable format presented at the meeting of the National Reading Conference, Albuquerque, NM.
- Faircloth, B., Parsons, S. A., Scales, R. Q., **Vaughn, M.** & Howerton, W. S., & (2009, December). Adaptive teaching: Learning from preservice teachers in face-to-face setting. In *Developing thoughtfully adaptive teachers of reading in face-to-face and online teacher education courses*. Alternative presentation at the meeting of the National Reading Conference, Albuquerque, NM.
- Haun-Frank, J., Kimmel, S., Carlone, H., & **Vaughn, M.** (April, 2008). *Doing the work of science education reform: Teachers' narratives of hard-won accomplishments*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Kimmel, S., Haun-Frank, J., Carlone, H., & **Vaughn, M.** (March, 2008). *Tempered radicals: Elementary teachers' narratives of teaching science within and against prevailing meanings of schooling*. Poster session (with paper) presented at the annual meeting of the American Educational Research Association, New York, NY.

Grants and Contracts:

(Awarded/ Under review)

- Co-Principal Investigator, An Exploration of the Influence of Teacher Expertise and Teacher Adaptability on Student Reading Achievement (2020-2024), Department of Education, Institute of Education Sciences (IES), (under review), 1,400,000.
- Co-Principal Investigator, Inland Northwest Community Foundation- 2017-2020: Coeur d'Alene Early Reading Project (CERP) **awarded- \$600,000.**
- Principal Investigator, Idaho Community Foundation, Reading Engagement Afterschool Project- 2017 (REAP), **awarded-\$20,000.**
- *Consultant*, Indigenous Knowledge for Effective Education Program (IKEEP)-2016 2020. US. Department of Education of Education, Professional Development Grant, **awarded- \$650,000.**
- Principal Investigator, Eleanora, Orrin, and Jim Webb Endowed Fund for Community Engagement Faculty Award- 2014-2017: Literacy Outreach Learning Initiative (LOLI), **\$15,000 -awarded**
- Principal Investigator, UI College of Education Innovation Grant Spring 2013: Examining Knowledge: Transformational Learning through Pre-service Teachers' Action Research in Diverse Communities, **\$6,000- awarded**
- Principal Investigator, Inland Community Strategies Foundation Grant: Nez Perce Summer Youth Writing Project Summer 2013: Cultivating Stories, Writing within an Indigenous Perspective, **\$14,894 awarded:**
Resulting in 6 dual language published books

1. Water cycle and Niimiipuu

2. Who am I...isii iin wees; Thoughts and musing of 4th grade poets

3. The seasons of our people: The Niimiipuu

4.Niimiipuum leelep hiteemene tiim es

5. Like the animals

6. iceyeye we have a questions

- Principal Investigator, UI Seed Grant 2013: Examining Teacher Adaptability with Nez Perce Students during a Summer Youth Writing Project, Summer 2013, **\$11,980 awarded**
- Indigenous Curriculum Development with Native American Educators
Office of Community Sponsored Programs: **\$2000- awarded**
- Localizing Literacy: Literature Circles with Prospective Teachers

Curriculum and Instruction Innovation Grant: **\$800- awarded**

- University of Idaho Service Learning Grant: Developing Readers & Leaders Grant **\$738 awarded**
- University of Idaho Service Learning Grant for Literacy with Community Partners. **\$800- awarded**
- **Grants and Contracts:**
(Not awarded)
- Co-Principal Investigator, An Exploration of the Influence of Teacher Expertise and Teacher Adaptability on Student Reading Achievement (2018-2021), Department of Education, Institute of Education Sciences (IES), (not awarded), 1,400,000.
- Principal Investigator, Literacy Leaders in the Pacific Northwest Project, James McDonnell Foundation, (not awarded) 1,235,000.
- Co-Principal Investigator, Assessment of Literacy Teacher Adaptability (ALTA)-2015-2018: Institute of Education Sciences, (not awarded), \$1,000,000.
- Foundation for Child Development Finalist, 2014, The Student Writing Project: Cultivating Agency with Young Writers, (not awarded), \$150,000
- Developing Adaptive Literacy Professionals, 2014: Idaho State Department (not awarded) \$250,000
- University of Idaho Seed Grant Proposal Summer 2011: Developing Readers and Writers (\$12,000) not awarded
- University of Idaho Seed Grant Proposal Summer 2012: Developing Adaptive Educators within a Reading Clinic (\$12,000) not awarded
- Dean's Initiative Grant Fall 2011: Writing Art and Inquiry through STEAM Education (\$12,000) not awarded
- Dean's Initiative P:12 Reform Grant Fall 2011: Implications of Idaho's Students Come First Reform Laws (\$12,000) not awarded

SERVICE:

Major Committee Assignments:

University Committee Work:

University of Idaho, Arts Committee, 2020 to present

University of Idaho, General Education Committee, 2019 to present

University of Idaho Common Read Committee, 2018 to present

University of Idaho Arts Committee, 2012 to 2017

University of Idaho Instructional Materials Technology Committee, 2012 to 2017

University of Idaho Wright Fellows Director (Masters of Curriculum and Instruction Cohort of Inservice Educators)- 2012 to 2013

College of Education Committee Work:

College of Education, Chair of Faculty Affairs, Awards Committee, 2019 to present
College of Education Council for Accreditation of Educator Preparation (CAEP), 2019 to present

College of Education Tenure Committee, 2018 to present

College of Education: Strategic Planning Committee, 2012 to present

College of Education Literacy Coordinator, Course Steward for 4 undergraduate literacy methods courses

College of Education: Petition and Retention Committee, 2012 to 2013

Search Committee Chair, Literacy Tenure Track (Position 1), Spring 2013

Search Committee Chair, ENL Literacy and Language Tenure Track (Position 2), Spring 2013

Search Committee Member, Community Partnership Coordinator, Fall 2011

NCATE Special Committee Representative to the College, Spring 2013

Search Committee Member, Director of Teacher Education, Spring 2015

Search Committee Member, Art Education, Fall 2018

Leadership Roles in the Field:

Phi Delta Kappan 2020 Conference Advisory Committee, 2019 to present

Guest Editor 2021, Reading Psychology, Affective Literacy Learning Across Contexts, Issue 1

Guest Editor 2021, Reading Psychology, Affective Literacy Across Contexts, Issue 2

Guest Editor, 2020, Theory Into Practice, Student Agency: Theoretical Implications for Practice.

Guest Editor, 2016, Theory Into Practice, Adaptive Teaching: Theoretical Implications for Practice.

Literacy Research Association Pacific Northwest Field Council Chair Regional Representative- 2017 to present.

Literacy Research Association Pacific Northwest Field Council Representative-2014 to 2017.

National Writing Project Director- Spring 2013 to Fall 2013

Professional and Scholarly Organizations:

American Educational Research Association (AERA) Member
2009-present

Teacher Education SIG

Member 2008-present

International Literacy Association (ILA)

Member, 2009-present

National Council for Teachers of English (NCTE)

Member, 2009-present

Literacy Research Association/ National Reading Conference (NRC)

Member, 2007-present

National Network for Educational Renewal

Member, 2011-present

Review Activities:

Associate Editor, School-University Partnerships (peer reviewed journal), 2014 to present
 Editorial Board, Making Literacy Connections, 2016 to present
 Editorial Board, Journal of School Connections, 2010 to present
 Editorial Board, Journal of Literacy Research, 2018 to present
 Editorial Board, The Reading Teacher, 2015 to present
 Editorial Board, Action in Teacher Education, 2012 to present
 Editorial Board, Reading Psychology, 2013 to present
 Editorial Board, Journal of Research in Education, 2015 to present
 Editorial Board, Literacy Research and Instruction, 2017 to present
 Invited Reviewer, Reading Writing Quarterly, 2018 to present
 Invited Reviewer, Reading Research Quarterly, 2018 to present
 Invited Reviewer, Journal of Literacy Research, 2018 to present
 Invited Reviewer, New Educator, 2018 to present
 Invited Reviewer for Journal of Teacher Education, October 2012 to present
 Invited Reviewer for Symbolic Interaction, Fall 2013
 AERA proposal reviewer, 2009 to present
 LRA proposal reviewer, 2008 to present
 University of Idaho Seed Grant Reviewer 2013 to 2015.

Community Service:

Moscow Educational Foundation Board Member 2019 to present.

PROFESSIONAL DEVELOPMENT:

- Professional Development of Literacy Instruction-Moscow School District: November 2015 to present
- Professional Development of Literacy Instruction-Potlatch Elementary School: July 2014 to present
- Professional Development of Literacy Instruction: Palouse Prairie Expeditionary Learning School, 2010 to Spring 2013
- Professional Development of Literacy Instruction: Lapwai Elementary School, 2012 to 2014
- Director of Elementary and University Literacy Project, Hillsborough Elementary, 2006-2007
- Curriculum and PDS committee member, Pilot Elementary, 2009-2011
- Director of Afterschool Literacy Tutoring Project with University of North Carolina Teaching Fellows, 2005-2007