

**ALISON GOULD BOARDMAN, PHD****CURRICULUM VITA**

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Associate Professor, Equity, Bilingualism & Biliteracy  
School of Education  
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**EDUCATION**

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- 2004 PhD Educational Psychology (Area of Specialization: Instruction and learning environments for children with learning disabilities), University of Texas at Austin
- 1996 MA Curriculum and Instruction, University of San Francisco
- 1989 BA Psychology, University of California, Los Angeles

**Certifications**

- 1997 Generic Special Education (PK-12), Texas
- 1997 Elementary (1-8), Texas
- 1996 Learning Handicapped Specialist Credential (K-12), California
- 1995 Multiple Subjects Teaching Credential (K-8), California

**PROFESSIONAL EXPERIENCE**

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- 2017-Present Associate Professor, School of Education, University of Colorado, Boulder
- 2010-2017 Assistant Research Professor, Associate Research Professor, School of Education, University of Colorado, Boulder
- 2006-2010 Research Associate, Instructor, School of Education, University of Colorado, Boulder
- 2004-2012 Consultant, Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin
- 2005-2008 Consultant, Iowa Department of Education
- 1998-2002 Project Coordinator, Graduate Research Assistant, Texas Center for Reading and Language Arts, University of Texas at Austin

**K-12 TEACHING EXPERIENCE**

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- 1996-1999 Special Education Teacher, Sunset Valley Elementary School, Austin Independent School District, Austin, TX

- 1993-1996 Resource Specialist Teacher, Westlake Junior High School, Oakland Unified School District, Oakland, CA
- 1994-1996 Teacher Coordinator, East Bay Conservation Corps, Oakland, CA

## **FUNDED RESEARCH**

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- 2025 *Restoring Hózhó (balance): Strengthening Special Education Support for Native American Students through Community-led Research*, WISE Grant CU School of Education, \$11,044, PI with doctoral student Revaline Nez.
- 2024-2026 *Teacher Professional Learning for Compassionate Collaboration in Inclusive Classrooms*, CU RIO SEED Grant, \$49,998, PI.
- 2021-2023 *Compose Our World: Project Based Learning in Inclusive 9th Grade English Language Arts Classrooms*, CU Leap Growth Grant, \$12,000, PI.
- 2019-2020 *Revitalizing Professional Learning at Alternative High Schools*, WISE Grant CU School of Education, \$9,961, Co-PI with Karla Scornavacco.
- 2019-2020 *Collaboration for Deep and Lasting Change: Enabling Conditions in Compose Our World*, George Lucas Educational Foundation, \$65,000, PI.
- 2015-2019 *Composing our World*, George Lucas Educational Foundation, \$2,517,603 MPI with Joseph Polman
- 2011-2016 *Scale-Up Evaluation of a Reading Intervention for First Grade English Learners*, U.S. Department of Education, Institute of Education Sciences, \$875,557 (Total award with University of Houston: \$5,468,994; R305A110297), Site PI.
- 2010-2015 *Collaborative Strategic Reading-Colorado (CSR-CO)*, U.S. Department of Education, Investing in Innovation (i3) Grant, with Denver Public Schools, \$4,409,450 (Total award with Denver Public Schools: \$25,400,000; U396B100143, 2010-2015), Co-PI (2010-2014), PI (2014-2015).
- 2007-2011 *The Influence of Collaborative Professional Development Groups and Coaching on the Literacy Instruction of Upper Elementary Special Education Teachers*, U.S. Department of Education, Institute of Education Sciences, \$2,049,920 (R324B07192), Project Director.
- 2008-2012 *Efficacy of Collaborative Strategic Reading*, U.S. Department of Education, Institute of Education Sciences, \$3,000,000 (R305A080682008), Project Director.

## AWARDS

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- 2021 Edward B. Fry Book Award Finalist by the Literacy Research Association, Boardman, et al. (2021). *Compose Our World: Project-based learning in English Language Arts*. Teachers College Press.
- 2018 Selected as a RIO Faculty Fellow, University of Colorado, Boulder

## PUBLICATIONS

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\*Denotes publications with graduate students.

### BOOKS

- Vaughn, S., **Boardman, A.**, & Klingner, J. K. (2024). *Teaching reading comprehension to students with learning difficulties (3<sup>rd</sup> ed)*. New York: Guilford.
- Boardman, A. G.**, Garcia, A. G., & Dalton, B., & Polman, J. L. (2021). *Compose Our World: Project-based learning in English Language Arts*. Teachers College Press.
- Proctor, P., **Boardman, A. G.**, & Hiebert, A. (Eds.). (2016). *Teaching emergent bilingual students: Flexible approaches in an era of new standards*. New York: Guilford Press.
- Klingner, J. K., Vaughn, S., & **Boardman, A.** (2015). *Teaching reading comprehension to students with learning difficulties (2<sup>nd</sup> ed)*. New York: Guilford.
- Klingner, J. K., Vaughn, S., & **Boardman, A.** (2007). *Teaching reading comprehension to students with learning difficulties (1<sup>st</sup> ed)*. New York: Guilford.
- Klingner, J. K., Vaughn, S., **Boardman, A. G.**, & Swanson, E. (2012). *Now we get it!: Boosting comprehension with Collaborative Strategic Reading*. San Francisco: Jossey-Bass Teacher.

### ARTICLES

#### In Preparation

- \***Boardman, A. G.**, & Coleman, A. (in preparation). Making their way in inclusive project-based learning: Using student work to understand the learning process.
- \***Boardman, A. G.**, Potvin, A., Coleman, A., & Nagore, S. (in preparation). Collaborative learning in secondary inclusive classrooms: A systematic literature review.

#### Published

- \***Boardman, A. G.** & Coleman, A. (2025). Students' experiences with scaffolding in project-based learning. *Journal for Adult and Adolescent Literacy*, 69(2).  
<https://doi.org/10.1002/jaal.70018>

- \***Boardman, A. G.**, Polman, J. L., Scornavacco, K., Potvin, A., Garcia, A., Dalton, B., Stamatis, K., Guggenheim, A., & Alzen, J. (2024). Examining enactments of project-based learning in secondary English Language Arts. *AERA Open*, *10*(1), 1-17. doi/10.1177/23328584241269829
- \***Boardman, A. G.**, Santiago Schwarz, V., & Sollenberger, L. (2024). Integrating disability into equity-focused general education teacher preparation. *Frontiers In Education*, *9*. <https://doi.org/10.3389/educ.2024.1372380>
- Potvin, A., **Boardman, A. G.**, & Scornavacco, K. (2023). Professionalizing teachers through a co-design learning framework. *Teacher Development*, *27*(5), 630-646. <https://doi.org/10.1080/13664530.2023.2225485>
- \***Boardman, A. G.**, & Hovland, J. (2022). Student perceptions of project-based learning in inclusive high school language arts. *International Journal of Inclusive Education*, *28*(10), 2235-2250. <https://doi.org/10.1080/13603116.2022.2091170>
- \*Trepper, K., **Boardman, A. G.**, & Garcia, A. (2022). Shifting pedagogy, shifting practice: Teachers' perceptions of project-based learning in English language arts. *English Teaching: Practice and Critique*, *21*(4), 469-482. <https://doi.org/10.1108/etpc-12-2021-0150>
- \*Potvin, A. S., Miller, E. A., Kuck, R., Berland, L. K., **Boardman, A. G.**, Kavanagh, S. S., Clark, T. L. & Cheng, B. H. (2022). Mapping Enabling Conditions for High-Quality PBL: A Collaboratory Approach. *Education Sciences*, *12*(3), 222. <https://doi.org/10.3390/educsci12030222>
- \*Potvin, A., **Boardman, A. G.**, & Stamatis, K. (2021). Consequential change: Teachers scale project-based learning in English language arts. *Teaching and Teacher Education*. *107*, 103469. <https://doi.org/10.1016/j.tate.2021.103469>
- \*Scornavacco, K., Kelly, M. K., & **Boardman, A. G.** (2021). Leading with curricular co-design: An exploration of teacher leadership through the co-design process. *Journal of Research on Leadership Education*. 19427751211017595.
- \*Moore, B. A., **Boardman, A. G.**, Smith, C., & Ferrell, A. L. (2019). Enhancing collaborative group processes to promote academic literacy and content learning for diverse learners through video reflection. *Sage Open*, *23*(3). <https://doi.org/10.1177/2158244019861480>
- \*Moore, B. A., **Boardman, A. G.**, Lasser, C. J., Schmidt, K. M., Smith, C. E., & Schwarz, V. S. (2019). Integrating evidence-based reading practices into middle-school content instruction: Exploring a facet of sustainability. *Teacher Development*, 1-20. <https://doi.org/10.1080/13664530.2019.1610038>
- Boardman, A. G.**, Boele, A. L., & Klingner, J. K. (2018). Strategy instruction shifts teacher and student interactions during text-based discussions. *Reading Research Quarterly*. doi:10.1002/rrq.191

- Jacobs, J., **Boardman, A. G.**, Potvin, A., & Wang, C. (2017). Understanding teacher resistance to instructional coaching. *Professional Development in Education*. 10.1080/19415257.2017.1388270
- Buckley, P., Moore, B., **Boardman, A. G.**, Arya, D., & Maul, A. (2017). Validating a fidelity scale to understand intervention effects in classroom-based studies. *American Education Research Journal*. 54(6), 1378-1413
- Scornavacco, K., **Boardman, A. G.**, & Wang, C., (2016). Teacher leaders as change agents: Scaling up a middle school reading initiative, *Journal of School Leadership*, 26(6), 1033-1063.
- Boardman, A. G.**, Buckley, P., Vaughn, S., Roberts, G., Scornavacco, K., & Klingner, J. K., (2016). The relationship between implementation of Collaborative Strategic Reading and student outcomes for adolescents with disabilities. *Journal of Learning Disabilities*, 49(6), 644-657.
- Boardman, A. G.**, Vaughn, S., Buckley, P., Reutebuch, C. K., Roberts, G., & Klingner, J. K. (2016). Collaborative Strategic Reading for students with learning disabilities in upper elementary classrooms. *Exceptional Children*, 82(4), 409-427.
- \*Brownell, M., Kiely, M. T., Haager, D., **Boardman, A. G.**, Corbett, N., Algina, J., Dingle, M., & Urbach, J. (2016). Literacy Learning Cohorts: Content-focused approach to improving special education teachers' reading instruction. *Exceptional Children*, 0014402916671517.
- Boardman, A. G.**, Klingner, J. K., Buckley, P., Annamma, S., & Lasser, C. J. (2015). The efficacy of Collaborative Strategic Reading in middle school science and social studies classes. *Reading & Writing: An Interdisciplinary Journal*, 28(9), 1257-1283.
- Boardman, A. G.**, Moore, B. A., & Scornavacco, K. (2015). Disrupting the "Norm" with Collaborative Strategic Reading. *English Journal*, 105(1), 48-54.
- \*Brownell, M., T., Lauterbach, A. A., Dingle, M. P., **Boardman, A. G.**, Urbach, J. E., Leko, M. M., Benedict, A. E., Park, Y. (2013). Individual and contextual factors influencing special education teacher learning in literacy learning cohorts. *Learning Disability Quarterly*, 37(1), 31-44.
- Vaughn, S., Roberts, G., Klingner, J. K., Swanson, E. A., **Boardman, A. G.**, Stillman-Spisak, S., Mohammed, S. S., & Leroux, A. J. (2013). Collaborative Strategic Reading: Findings from experienced implementers. *Journal of Research on Educational Effectiveness*, 6, 137-163.
- \*Boelé, A. L., **Boardman, A. G.**, & Klingner, J. K. (2013). Promoting high quality student talk about text. *The Connecticut Reading Association Journal*, 2 (1), pp. 29-36.

- Klingner, J. K., **Boardman, A. G.**, & McMaster, K. (2013). What does it take to scale up and sustain evidence-based practices? *Exceptional Children*, 79, 195-211.
- Klingner, J. K., **Boardman, A. G.**, Eppolito, A. M., & Almanza Schonewise, E. (2012). Supporting adolescent English language learners' reading in the content areas. *Learning Disabilities: A Contemporary Journal*, 10(1), 35-64.
- \*Osipova, A., Prichard, B., **Boardman, A.**, Keily, M. T., & Carroll, P. (2012). Refocusing the lens: Enhancing elementary special education reading instruction through video self-reflection. *Learning Disabilities Research and Practice*, 26, 158-171.
- \*Dingle, M.P., Brownell, M. T., Leko, M. L., **Boardman, A. G.**, & Haager, D. (2011). Developing effective special education reading teachers: The influence of professional development context, and individual qualities. *Learning Disability Quarterly*, 34, 1-15.
- \*Annamma, S., Eppolito, A., Klingner, J. K., Boele, A., **Boardman, A. G.**, & Stillman-Spisak, S. J. (2011). Using Collaborative Strategic Reading to foster success for all students in the middle school classroom. *Voices in the Middle*, 19(2) 27-32.
- Klingner, J. K., & **Boardman, A. G.** (2011). Addressing the "research gap" in special education through mixed methods. *Learning Disability Quarterly*, 34, 208-218.
- Vaughn, S. Klingner, J. K., Swanson, E., **Boardman, A.**, Roberts, G., Mohammed, S., & Stillman-Spisak, S. (2011). Efficacy of Collaborative Strategic Reading with middle school students. *American Educational Research Journal*, 48, 938-954.
- \*Dingle, M. P., Brownell, M. T., Leko, M. M., **Boardman, A. G.**, & Haager, D. (2011). Developing effective special education reading teachers: The influence of professional development, context, and individual qualities. *Learning Disability Quarterly*, 34, 1-15.
- Roberts, G., Torgesen, J. K., **Boardman, A.**, & Scammacca, N. (2008). Evidence-based strategies for the reading instruction of older students with LD. *Learning Disabilities Research and Practice*, 23(2), 63-69.
- Vaughn, S. & **Boardman, A. G.** (2006). A few remarks on response to intervention. *Division for Learning Disabilities Newsletter*, 24(1), 1-2. [invited]
- Boardman, A. G.**, Arguelles, M. E., Vaughn, S., Hughes, M., & Klingner, J. K. (2005). Special education teachers' views of research based practices. *Journal of Special Education*, 39(3), 168-180.
- Boardman, A. G.** & Woodruff, A. L. (2004). Teacher change and "high-stakes" assessment: What happens to professional development? *Teaching and Teacher Education*, 20(6), 545-557.
- Vaughn, S., Elbaum, B., & **Boardman, A. G.** (2001). The social functioning of students with learning disabilities: Implications for inclusion. *Exceptionality*, 9(1& 2), 47-66.

**Gould, A. & Vaughn, S. (2000).** Planning for the inclusive classroom: Meeting the needs of diverse learners. *Catholic Education*, 3(3), 363-374. [invited]

**Gould, A. & Vaughn, S. (2000).** Grouping for reading instruction: What every elementary principal needs to know. *Instructional Leader*, 12(6), 6-11.

## **BOOK CHAPTERS**

Moore, B., **Boardman, A. G.**, Ferrell, A., Davidson, A., Santiago-Schwarz, Sager, N., & Annamma, (in press). Cultural and linguistic diversity in special education. In J. W. Lloyd, B. Bateman, & M. Tankersley (Eds.). *Enduring issues in special education, 2<sup>nd</sup> edition*. New York: Routledge. [invited, editor reviewed]

**Boardman, A. G.**, & Almanza, E. (2023). Collaborative Strategic Reading and the legacy of Janette Klingner. In D. Nieto, E. Almanza, J. Rodriguez, & Escamilla (Eds), *¡Qué BUENO! Contributions of the BUENO Center to education, language, policy, and culturally and linguistically diverse learners*. [invited, editor reviewed]

**Boardman, A. G.**, & Butvilofsky, S. (2023). Reading and writing with emergent bilingual learners. In Z. A. Philippakos and S. Graham (Eds.), *Writing and reading connections*. The Guilford Press. [invited, peer reviewed]

\*Potvin, A. S., Kaplan, R. G., **Boardman, A. G.**, & Polman, J. L. (2018). Configurations in co-design: Participant structures in partnership work. In B. Bevan & W. R. Penuel (Eds.), *Connecting research and practice for educational improvement: Ethical and equitable approaches* (pp. 135-149). New York: Routledge. [invited, editor reviewed]

\***Boardman, A.**, Vaughn, S., Klingner, J. (2018). Learning disabilities. In N. D. Young, C. N. Michael, & T. Citro (Eds.), *From floundering to fluent: Reaching and teaching struggling readers* (pp. 83-94). Rowman and Littlefield [invited, editor reviewed]

\***Boardman, A. G.**, & Lasser, C. J. (2016). Using strategy instruction to promote reading comprehension and content learning. In P. Proctor, A. Boardman & A. Hiebert (Eds). *Teaching emergent bilingual students: Flexible approaches in an era of new Standards* (pp. 99-118). New York, NY: Guilford Press. [invited]

\*Scornavacco, K., Moore, B., **Boardman, A.**, Lasser, C., Buckley, P. & Klingner, J. (2015). Using Collaborative Strategic Reading to promote student discourse. In K. R. Harris & L. J. Meltzer (Eds.), *The Power of peers: Enhancing learning, development and social skills*. New York, NY: Guilford Press. [invited]

\*Klingner, J. K., Moore, B. Davidson, A. **Boardman, A. G.**, Boelé, A. L., Figueroa, R., Annamma, S. A., & Sager, N. (2015). Cultural and linguistic diversity in special education. In J. W. Lloyd, B. Bateman, & M. Tankersley (Eds.), *Enduring issues in special education: Personal perspectives*. New York: Routledge. [invited]

**Boardman, A. G., & Scornavacco, K., & Klingner, J. K. (2013).** Collaborative Strategic Reading: Improving comprehension in mixed ability classrooms. In Richard T. Boon & Vicki Spencer (Eds.), *Reading comprehension strategies to promote adolescent literacy in the content-areas for the inclusive classroom*. Baltimore, MD: Paul H. Brookes Company, Inc. [invited]

\*Klingner, J., **Boardman, A., & Annamma, S. (2012).** Promoting high expectations with Collaborative Strategic Reading. In C. Dudley-Marling & S. Michaels (Eds.), *Places where ALL children learn: The power of high expectation curricula*. New York: Teachers College Press [invited]

**Boardman, A. G., Swanson, E., Klingner, J. K. & Vaughn, S., (2012).** Using Collaborative Strategic Reading to improve reading comprehension for students with learning disabilities. In M. Tankersley & B. Cook (Eds.), *Evidence-based practices in Special Education*. Upper Saddle River, NJ: Pearson. [invited]

\***Boardman, A. G., Klingner, J. K., Boele, A., & Swanson, E. (2010).** Teaching students with LD to use reading comprehension strategies: Using what students know to decide what to teach next. In T. Scruggs & M. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Literacy and learning, Volume 23*, Greenwich, CT: JAI Press. [invited]

**Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., Torgesen, J. K., & Kosanovich, M. (2008).** *Teaching adolescent struggling readers: Effective literacy strategies*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. [invited]

**Boardman, A. G., & Vaughn, S. (2008).** Response to intervention as a framework for the prevention and identification of learning disabilities: Which comes first, identification or intervention? In J. B. Crockett, M. M. Gerber & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 15-35). New York: Lawrence Erlbaum Associates. [invited]

**Boardman, A. G., & Vaughn, S. (2007).** Which comes first, the disability or the intervention? In J. B. Crockett, M. M. Gerber, & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman*. Mahwah, NJ: Lawrence Erlbaum. [invited]

## SELECTED CURRICULUM MATERIALS

Compose Our World Project (2019). *Compose Our World: English Language Arts 9th grade curriculum*. Educurious. Available: <https://sprocket.educurious.org/home/curriculum/9th-grade-ela>

Collaborative Strategic Reading Colorado (2010). *CSR Colorado Online Toolkit*. Available: [www.csrcolorado.org/toolkit](http://www.csrcolorado.org/toolkit)

## **PUBLIC SCHOLARSHIP**

**Boardman, A. G., & Potvin, A. S.** (2024, May 29). Are you okay? Checking in with students using SEL exit tickets. *CASEL*. <https://casel.org/blog/are-you-okay-checking-in-with-students-using-sel-exit-tickets/>

**Boardman, A.G.** (2022, October). Panelist for *Demystifying Systemic Social and Emotional Learning Series: integrating SEL into academic instruction*. Invited expert for moderated CASEL webinar panel.

Polman, J., & **Boardman, A.** (2022, January 28). Authenticity brings project-based learning to life: How to ensure it's at the center in your instruction. *Literacy Now - International Literacy Association*. <https://www.literacyworldwide.org/blog/literacy-now/2022/01/29/authenticity-brings-project-based-learning-to-life-how-to-ensure-it-s-at-the-center-of-instruction-in-your-classroom>

**Boardman, A. G.** (December, 2018). Bridging research to practice with Alison Boardman. *International Literacy Association*. [https://www.youtube.com/watch?v=-O7Y3\\_HvYow](https://www.youtube.com/watch?v=-O7Y3_HvYow)

**Boardman, A. G.** (October, 2018). Co-designing curriculum and professional learning models with teachers. *Ted Style Community Talk, CU Research and Innovation Week*, Dairy Center, Boulder, CO.

## **SELECTED INVITED PRESENTATIONS**

**Boardman, A. G., & Romano, L.** (2025, November). *Working towards a culturally and linguistically sustaining IEP process: Supporting multilingual learners with disabilities*. BUENO Paraprofessional and Family Liaison Institute. Boulder, Colorado.

**Boardman, A. G.** (2025, August). *From confusion to clarity: Demystifying disability and language in culturally responsive MTSS; Universal Design for Learning with multilingual learners: Designing for all, without losing your balance*. Teach to Reach Conference, St. Vrain Valley School District, Longmont, CO.

Almanza, E., & **Boardman, A. G.** (2023, February). *Exploring opportunities for supporting Individualized Education Plans for culturally and linguistically diverse learners*. BUENO Para-Educator/Family Liaison Institute, Boulder, CO.

**Boardman, A. G.** (2021, September). *Supporting all learners in student led projects*. Hazard Education, Awareness, and Resilience Task Force Institute [virtual]

**Boardman, A. G., & Silva Diaz, E.** (2021, July). *Rethinking dis/ability in children's literature*. Educator Institute for Equity & Justice, Longmont, CO.

**Boardman, A. G., & Polman, J.** (2019, October/2020, April [virtual]). *Compose Our World project based learning in 9<sup>th</sup> grade language arts: Study findings*. Lucas Education Research Colloquium, Sausalito, CA.

**Boardman, A. G., & Scornavacco, K.** (2019, August). *Project based learning for emergent bilingual learners*. BUENO Institute, Boulder, CO.

Lasser, C. J., & **Boardman, A. G.** (2018, February). *Let's give them something to talk about: Emerging bilinguals' and fostering academic language*. Culturally and Linguistically Diverse Academy, Denver, CO.

**Boardman, A. G., & Polman, J.** (2018, October). *Compose Our World project based learning in 9<sup>th</sup> grade language arts*. Lucas Education Research Colloquium, Sausalito, CA.

**Boardman, A. G., Polman, J., Dalton, B., Penuel, B., Scornavacco, K., Garcia, A., & Hunt, B.** (2017, November). *Compose Our World professional learning model*. Lucas Education Research Colloquium, Sausalito, CA.

**Boardman, A.G.** (2017, October). *Teaching reading to young readers: Collaborative Strategic Reading*. Colorado READING Conference. Colorado Department of Education

## CONFERENCE PRESENTATIONS

**Boardman, A. G.** (2026, March). *Improving learning with student-led collaboration in secondary inclusive classrooms*. Council for Exceptional Children Annual Meeting, Salt Lake City, UT.

\***Coleman, A., & Boardman, A. G.** (2025, April). *Scaffolding project-based learning for emergent bilingual learners labeled as disabled: Successes and lessons learned*. AERA Annual Meeting, Denver, CO.

\***Boardman, A. G., & Coleman, A.** (2025, February). "It's not just essay essay essay!" Supporting secondary multilingual learners with project based learning. Colorado Association for Bilingual Education Annual Conference, Denver, CO.

**Boardman, A. G.** (2025, March). *Supporting project based learning in inclusive high school English language arts classrooms*. Council for Exceptional Children Annual Meeting. Baltimore, Maryland.

\***Boardman, A. G., & Coleman, A.** (2024, April). *Constructing educational possibilities with teachers at the center of PBL design and enactment [Symposium]*. AERA Annual Meeting, Philadelphia, PA.

\***Boardman, A. G., & Coleman, A.** (2024, April). "I liked it more!" *Student experiences with scaffolding in project-based learning*. AERA Annual Meeting, Philadelphia, PA.

**Boardman, A. G.** (2023, October). *It's both and, not either-or: Integrating culturally and linguistically sustaining pedagogy and disability into general education teacher preparation*. Council for Learning Disabilities Annual Conference, Denver, CO.

- \***Boardman, A. G.**, & Stamatis, K. (2023, April). *Teachers negotiate equity in project-based-learning for and with students*. AERA Annual Meeting [Symposium], Chicago, IL.
- Boardman, A. G.**, & Polman, J. L. (2022, April). *Supporting Students with Disabilities in Student-Led Projects in Inclusive Classrooms* [Symposium]. AERA Annual Meeting, San Diego, CA.
- \*Polman, J. L., **Boardman, A. G.**, & Stamatis, K. (2021, April). *The Role of Authenticity in Enactment and Outcomes of Project-Based Learning in English Language Arts* [Symposium]. AERA Annual Meeting, virtual.
- Boardman, A. G.**, & Polman, J. L. (2021, April). *Compose Our World Research Summary Discussion* [invited presentation]. Lucas Education Research Colloquium, Virtual.
- Boardman, A. G.**, Potvin, A. S., & Polman, J. L. (2020, October). Authenticity in action: Project-based learning with SEL in high school language arts classrooms. In *Social and Emotional Learning Research Abstracts: Received and Accepted for October 2020 SEL Exchange*. (CASEL) Social and Emotional Learning Exchange, 2020. (Collaborative for Academic, Social, and Emotional Learning). Conference cancelled, abstracts available: [https://res-1.cloudinary.com/eventpower/images/v1/web\\_assets/20casel-sel/mqfgetivlp41ntzrawcr/Research\\_Publications.pdf](https://res-1.cloudinary.com/eventpower/images/v1/web_assets/20casel-sel/mqfgetivlp41ntzrawcr/Research_Publications.pdf)
- \***Boardman, A. G.**, Garcia, A., Trepper, K. R. & Polman, J. L. (2020, April) *Project-based learning in english language arts: Shifting pedagogy, shifting practice* [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled).
- \***Boardman, A. G.**, & Hoveland, J. (2020, April). *Project based learning in inclusive classrooms makes learning engaging, meaningful, and supportive*. Presented at Council for Exceptional Children Annual Convention, Portland, OR.
- \*Stamatis, K., Potvin, A., & **Boardman, A. G.** (2019, December). *Developing literacy instruction through project-based learning: A case study of teacher transformation*. Paper presented at the Annual Meeting of the Literacy Research Association. Tampa, FL.
- \***Boardman, A. G.**, Potvin, A., Scornavacco, K., Stamatis, K., & Laurie, R. (2019, September). *Using design principles to measure enactment in project based learning*. Presentation at the National Council for Measurement in Education Conference, Boulder, CO.
- Potvin, A., **Boardman, A. G.**, & Scornavacco, K. (2019, April). *Negotiating partnerships: How power and authority influence the potential of co-design*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- \*Kelly, M., Flores, B., & **Boardman, A. G.** (2019, April). *Lessons from the field: Reimagining project based learning for diverse classrooms*. American Educational Research Association Annual Meeting, Toronto, Canada.

- \***Boardman, A.**, Dalton, B., Kelly, M., Guggenheim, A., & Walsh, B. (2018, December). *Text integration in high school project based learning English language arts classrooms*. Annual Meeting of Literacy Research Association Conference, Indian Wells, CA.
- Boardman, A. G.**, Potvin, A. S., & Jacobs, J. (2018, April). *One size does not fill all: Understanding teacher preferences for instructional coaching*. American Research Association Annual Meeting, New York, NY.
- \*Scornavacco, K., Kelly, M.R., **Boardman, A.**, & Polman, J. (2018, April). *Co-Design as an Entryway to Teacher Leadership*. American Research Association Annual Meeting, New York, NY.
- \*Polman, J. L., Stamatis, K. M., & **Boardman, A. G.** (2018, April). *Unpacking the role of authenticity in project-based learning in English language arts*. Annual Meeting of the American Educational Research Association, New York.
- Dalton, B. & **Boardman, A.** (2017, Dec.). *Project-based learning in 9th grade English Language Arts*. [Symposium], *Project-based learning (PBL) for the attainment of meaningful literacies and literate practices: An interdisciplinary, multi-method, cross-age, cross-context exploration across four PBL research projects*. Annual Meeting of the Literacy Research Association, Tampa, FL.
- Boardman, A.**, Polman, J., Dalton, B., & Scornavacco, K. (2017, May). *From units to projects: Designing and implementing PBL in high school language arts*. American Educational Research Association Annual Meeting, San Antonio, TX.
- Seidel, A. P., & **Boardman, A. G.** (2017, May). *Teachers “stretch the wings”: Adaptations to Collaborative Strategic Reading*. American Educational Research Association Annual Meeting, San Antonio, TX.
- Boardman, A. G.**, & Haager, D. (2017, February). Removing controls from a controlled intervention: Impact on implementation. [Symposium] Scaling-up first grade reading intervention for English learners, Pacific Coast Research Conference, San Diego, CA.
- Boardman, A. G.** (2016, April). *Collaborative Strategic Reading: Professional development for sustainability*. Council for Exceptional Children Annual Convention, St. Louis, MI.
- Boardman, A. G.** & Haager, D. (2016, February). *Variations in reading intervention for English Learners in a scale-up project*. Pacific Coast Research Conference, San Diego, CA.
- Scornavacco, K., **Boardman, A. G.**, & Schwarz, V. S. (2015, April). *Scaling up a middle school reading initiative in a large urban school district*. American Educational Research Association Annual Meeting, Chicago, IL.
- Buckley, P., Moore, B., **Boardman, A. G.**, & Arya, D. (2015, April). *Development and validation of a multidimensional measure of fidelity of implementation of Collaborative*

- Strategic Reading*. American Educational Research Association Annual Meeting, Chicago, IL.
- Eppolito, A., **Boardman, A. G.**, & Lasser, C. J. (2015, April). *Let's give them something to talk about: English learners' participation and academic language use in science and social studies*. American Educational Research Association Annual Meeting, Chicago, IL.
- Boardman, A. G.**, Vaughn, S., Moore, B., Boele, A., & Reutebuch, C. (2015, April). *Tribute to Janette Klingner: The Contribution of Collaborative Strategic Reading to reading comprehension research*. Council for Exceptional Children Annual Convention, San Diego, CA. [session chair]
- Boardman, A. G.**, Villescascas, D., Masket, V., Sanchez, M., & Scornavacco (2015, April). *Celebrating the work of Janette Klingner: Scaling-up evidence based reading comprehension instruction with collaborative partnerships*. Council for Exceptional Children Annual Convention, San Diego, CA. [session chair]
- Boardman, A. G.**, & Reutebuch, C. (2015, February). *Scale up of a reading intervention for English learners: Time as a limiting factor*. Pacific Coast Research Conference, San Diego, CA.
- Boardman, A. G.**, & Eppolito, A. (2014, May). *ELL participation and engagement during cooperative reading groups*. International Reading Association Conference, New Orleans, LA.
- Boardman, A. G.** (2014, May). *Supporting ELLs in CCSS classrooms with Collaborative Strategic Reading*. International Reading Association Conference, New Orleans, LA.
- Buckley, P. & **Boardman, A. G.** (2014, April). *The impact of Collaborative Strategic Reading over time*. American Educational Research Association Annual Meeting, Philadelphia, PA.
- Scornavacco, K., & **Boardman, A. G.** (2014, April). *Leveraging teacher leadership in a district's initiative to scale-up and sustain an evidence based practice*. American Educational Research Association Annual Meeting, Philadelphia, PA.
- \*Teeters, L., **Boardman, A. G.**, & Boele, A. L. (2014, April). *Challenges of generating main ideas: Patterns and interactions with complex texts*. American Educational Research Association Annual Meeting, Philadelphia, PA.
- Boardman, A.**, Buckley, P., Vaughn, S., & Maul, A. (2014, March). *Does fidelity of implementation of a reading strategies instructional model impact student outcomes? Findings across two studies and three content areas*. Society for Research in Educational Effectiveness Annual Meeting, Washington, D.C.

- Moore, B. & **Boardman, A. G.** (2014, February). *Diverse and exceptional students take ownership for cooperative learning through video self-reflection*. Pacific Coast Research Conference, San Diego, CA.
- Boardman, A. G.**, Scornavacco, K., Klingner, J. K., & Buckley, P. R. (2013, April). *Coaching to fidelity in urban middle school content area classrooms: Variations and evidence of impact*. American Educational Research Association Annual Meeting, San Francisco, CA.
- Urbach, J., **Boardman, A. G.**, Osipova, A., Dingle, M., Brownell, M., & Haager, D. (2013, April). *Substantive sustainability: Why some teachers make deep and lasting change in professional development*. American Educational Research Association Annual Meeting, San Francisco, CA.
- Boele, A., **Boardman, A.**, Klingner, J. (2013, April). *Let's talk about text: Promoting the quality of talk during reading instruction*. Council for Exceptional Children Annual Convention, San Antonio, TX.
- Klingner, J. K. & **Boardman, A. G.** (2013, February). *What does it take to scale up evidence-based practices?* Pacific Coast Research Conference, San Diego, CA.
- Boardman, A. G.**, Klingner, J. K., & Boele, A. E. (2013, February). *Discourse practices in reading instruction: Teachers and students negotiating Meaning*. Pacific Coast Research Conference, San Diego, CA.
- Klingner, J. K., **Boardman, A. G.**, & Buckley, P. (2012, December). *The Efficacy of Collaborative Strategic Reading in Science and Social Studies Middle School Classes in a Large Urban School District*. International Reading Association Annual Meeting, Chicago, IL.
- Klinger, J. K., & **Boardman, A. G.** (2012, July). *Collaborative Strategic Reading: Students helping students and results of a randomized control trial*. Annual IARLD Conference, Padua, Italy.
- Haager, D., **Boardman, A. G.**, Dingle, M., Osipova, A. (2011, April). *Word study and reading fluency instruction in the context of reading curriculum*. Council for Exceptional Children Annual Convention, National Harbor, MD.
- Boardman, A. G.**, Brownell, M., Corbett, N., Dingle, M., Haager, D., & Klingner, J. K. (2011, April). *Developing a learning community of special educators*. Council for Exceptional Children Annual Convention, National Harbor, MD.
- Boardman, A. G.**, Annamma, S. A., & Klingner, J. K. (2011, April). *Collaborative Strategic Reading for adolescent English language learners*. Council for Exceptional Children Annual Convention, National Harbor, MD.

- Prichard, B., **Boardman, A. G.**, & Osipova, A. (2011, April). *“That’s what’s missing!”: Coaching and video self-reflection fill instructional gaps*. Council for Exceptional Children Annual Convention, National Harbor, MD.
- Brownell, M., **Boardman, A. G.**, Dingle, M., & Lauterbach, A. (2011, April). *What and how special education teachers learn in a professional development effort*. Council for Exceptional Children Annual Convention, National Harbor, MD.
- Boardman, A. G.**, Klingner, J. K., **Boele, A. L.**, & Annamma, S. A. (2011, April). *Student-teacher interactions during reading comprehension strategies instruction*. American Educational Research Association Annual Meeting, New Orleans, LA.
- Klingner, J. K., & **Boardman, A. G.**, (2011, April). *Peer discussions during Collaborative Strategic Reading group work*. American Educational Research Association Annual Meeting, New Orleans, LA.
- Swanson, E., Mohammed, S., **Boardman, A. G.**, Vaughn, S., Klingner, J. K., Roberts, G., Leroux, A., Solis, M. (2011, March). *CSR: The effects of collaborative strategic reading instruction on the reading comprehension of middle school students: Years 1 and 2*. Scientific for Research on Educational Effectiveness Annual Meeting, Washington, DC.
- Boardman, A. G.**, Urbach, J., & Prichard (2011, February). *Developing reflection through videos and coaching sessions*. Pacific Coast Research Conference, Coronado, California.
- Boardman, A. G.**, & Klingner, J. K. (2010, April). *Using teachers’ responses to coaching to improve professional development*. American Educational Research Association Annual Meeting, Denver, CO.
- Klingner, J. K., **Boardman, A. G.**, Boele, A., & Annamma, S. (2010, April). *Implementing Collaborative Strategic Reading with adolescent struggling readers*. American Educational Research Association Annual Meeting, Denver, CO.
- Boardman, A. G.**, Brownell, M., Dingle, M., Lauterbach, A., Prichard, B., & Osipova, A. (2010, April). *Special education teacher change in response to professional development in fluency and word study*. American Educational Research Association Annual Meeting, Denver, CO.
- Brownell, M., Dingle, M., Lauterbach, A., **Boardman, A. G.**, Urbach, J., & Leko, M. (2010, April). *Individual and contextual factors influencing special education teacher learning in literacy learning cohorts*. American Educational Research Association Annual Meeting, Denver, CO.
- Boardman, A. G.**, & Klingner, J. K. (2010, April). *Enhancing Professional Development: What Type of Coaching and Feedback Are Most Effective?* Council for Exceptional Children Annual Convention, Nashville, TN.

- Haager, D., **Boardman, A. G.**, Dingle, M., Klingner, J. K., & Osipova, A. (2010, April). *Bridging the gap between prescribed curricula and targeted instruction*. Council for Exceptional Children Annual Convention, Nashville, TN.
- \*Klingner, J. K., **Boardman, A. G.**, Annamma, S., & Boele, A. (2009, December). *Collaborative Strategic Reading with Adolescent Struggling Readers*. National Reading Council Conference, Albuquerque, NM.
- Vaughn, S., Klingner, J. K., Swanson, E., & **Boardman, A. G.** (2010, February). *Year one results from an IES goal 3 randomized controlled efficacy study*. Pacific Coast Research Conference, Coronado, CA.
- Klingner, J. K., **Boardman, A. G.** (2009, February). *Collaborative Strategic Reading efficacy study*. Pacific Coast Research Conference: San Diego, CA.
- Boardman, A. G.** (2005, April). *Learning through talk: General education teachers and special education students*. Council for Exceptional Children Annual Conference: Baltimore, MD.
- Boardman, A. G.** (2003, April). *Interactions between general education teachers and students with disabilities*. American Educational Research Association Annual Conference: Chicago, IL.
- Boardman, A. G.**, & Woodruff, T. L. (2002, April). *The impact of learning a new teaching practice in a "high-stakes" assessment teaching environment*. American Educational Research Association Annual Conference: New Orleans, LA.
- Schallert, D., Reed, J. L., Dodson, M., Benton, R., & **Boardman, A. G.** (2001, April). *What does it mean to be psychologically engaged in an electronically mediated classroom discussion?* American Educational Research Association Annual Conference: Seattle, WA.
- Boardman, A. G.** *General education teachers' perceptions of students with disabilities in the inclusive classroom*. (2001, March). Texas Council for Exceptional Children Annual Conference: Houston, TX.

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## SERVICE

### National

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| 2025 | Chair, Diversity Committee, Division for Research, Council for Exceptional Children             |
| 2025 | Member, Executive Board, Division for Research, Council for Exceptional Children                |
| 2025 | Research Committee Member, Division for Learning Disabilities, Council for Exceptional Children |

- 2025 Grant Reviewer, Institute of Education Sciences, National Center for Special Education Research – Early Career Development and Mentoring Grant Proposals
- 2024 Grant Reviewer, Institute of Education Sciences, National Center for Special Education Research - Development Teacher Workforce R & D Center Proposals
- 2022, 2024 Mentor, Special and Inclusive Education Research SIG, AERA (Panelist for Pre-conference mentoring sessions)
- 2023 Consultant, Laramie County Public Schools, WY
- 2022 Advisory Board Member, Targeted Reading Instruction Replication Grant (Institute of Education Sciences)
- 2015-2021 Consultant, New York City Public Schools and the NY Department of Education
- 2017-2020 Executive Board Member and Research Committee Member, Division of Learning Disabilities, Council for Exceptional Children
- 2018 Mentor, PhD Externship Mentor (Jessica Hoveland, University of Northern Colorado)
- 2018 National Expert, Project VOISE (Institute of Education Sciences) – Validating of Framework for Teaching.
- 2018 Early Career Grant Mentor, Mixed Methods (Elizabeth Bettini - IES Early Career Development and Mentoring grant)

**Editorial Review Board**

- 2022-Present Editorial Review Board, Reading Research Quarterly
- 2020-Present Board of Reviewers, Teacher Education and Special Education
- 2017-Present Consulting Editor, Journal of Learning Disabilities
- 2017-Present Editorial Review Board, Learning Disabilities Research and Practice
- 2014-Present Editorial Board, Learning Disability Quarterly

**External Tenure Case Reviewer Promotion to Associate Professor**

- 2024 University of North Carolina, Charlotte
- 2021 University of Denver
- 2019 University of Massachusetts, Amherst
- 2018 University of Tennessee, Knoxville

**University Service**

- 2026 Committee Member, Academic Review and Planning Advisory Committee (ARPAC)
- 2025 Grant Reviewer, Research and Innovation SEED
- 2023-2024 Committee Member, System Wide Accessibility Committee
- 2018-2021 Committee Member, University ARPAC

**School of Education Service**

- 2025 Curriculum Committee
- 2025 Search Committee, Elementary Education Director
- 2025 Search Committee, Equity, Bilingualism & Biliteracy Teaching Professor
- 2025 Member, Primary Unit Evaluation Committee, Lindsay
- 2025 Member, Primary Unit Evaluation Committee, Gumina
- 2025 Scholarship Reviewer

2022-2025 Faculty Lead and Advisor, Dual Endorsement MA Program  
 2021-2024 Chair/Co-Chair, Elementary Education Program  
 2021-2024 Merit Review Committee  
 2023 Search Committee, Undergraduate Advisor  
 2023-2024 Faculty Liaison, Undergraduate Student Government  
 2022 Member, Primary Unit Evaluation Committee, Linares  
 2021-2023 Scholarship Reviewer  
 2021-2024 Elementary Education Leadership Team  
 2020 Search Committee, Equity, Bilingualism & Biliteracy Teacher Professor  
 2018-2024 Deans Advisory Council  
 2018-2021 Program Chair, Equity, Bilingualism & Biliteracy  
 2018-2021 BUENO Center Faculty Liaison  
 2017 Member, Primary Unit Evaluation Committee, Butvilofsky

### **Community**

2023-present Invited Member of BVSD Special Education Advisory Council  
 Ongoing Consultant and professional learning provider to multiple local school districts (Adams 14, BVSD, DPS, Roaring Fork, St. Vrain)  
 2023 Host and facilitator, Knowledge Exchange: CU School of Education and Indonesian Disabled Advocates knowledge exchange session to incorporate Diversity, Equity, Inclusion and Accessibility into all levels of education and scholarship

### **DOCTORAL COMPS & DISSERTATION COMMITTEE MEMBER**

#### **Current**

Charles Oldenkamp (Music Education), Member  
 Allarie Coleman (EBB), Member  
 Revaline Nez (EBB), Chair  
 Nelia Peña (EBB), Member  
 Kaylee Thomas (REM), Member

#### **Graduated**

2025 Emily Johns-O’Leary (Literacy), Member  
 2025 Jacqueline Smilack (Literacy), Member  
 2025 Lydia Sollenberger (EBB), Chair  
 2025 Elizabeth Silva (EBB), Co-Chair  
 2020 Aaron Guggenheim (Literacy), Member  
 2018 Ashley Potvin (ROTATE), Member  
 2018 Vanessa Santiago Schwartz (EECD), Member  
 2015 Cristin Lasser (EECD), Member  
 2014 Amy Boele (EECD), Member

### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association (Special and Inclusive Education Research SIG; Bilingual Education Research SIG)

Council for Exceptional Children (Division for Learning Disabilities; Division for Research)