#### **ALISON GOULD BOARDMAN**

247 UCB, University of Colorado Boulder, Boulder, CO 80309

303-735-5152

alison.boardman@colorado.edu

#### EDUCATION

1998 - 2004 University of Texas at Austin

# Ph.D., Educational Psychology: Learning, Cognition and Instruction. Area of Specialization: Instruction and learning environments for children with learning disabilities

1994 - 1996 University of San Francisco

M.A., Curriculum and Instruction; Learning Handicapped Specialist Credential

1993 - 1995 Teach For America

*Multiple Subjects Teaching Credential*

1985 - 1989 University of California, Los Angeles

*B.A., Psychology*

#### PROFESSIONAL EXPERIENCE

2017 – Present University of Colorado, Boulder, School of Education, Educational Equity and Cultural Diversity Program, Boulder, Colorado

*Associate Professor*

2010 – 2017 University of Colorado, Boulder, School of Education, Boulder, Colorado

*Assistant Research Professo*, *Associate Research Professor*

2004 – 2012 Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin

*Consultant*

* Provided research, writing and professional development services for the implementation of research studies, technical assistance, and the preparation of manuscripts and other published materials supporting struggling readers.

2005 – 2008 Iowa Department of Education

*Consultant*

* Developed and provided professional development and professional development materials on Strategic Collaborative Reading; supported districts and schools in their implementation.

1998 - 2002 Texas Center for Reading and Language Arts, University of Texas at Austin

# Project Coordinator, Researcher

* Projects included the coordination of implementation of United States Office of Special Education Research Grant, Project BRIDGE: Bridging the Gap between Research and Practice.

**Higher Education Teaching Experience**

2002 – Present University of Colorado Boulder, School of Education, Boulder, Colorado

* Teach undergraduate and graduate differentiating instruction and educational psychology courses.

1. University of Colorado, Denver, School Education, Denver, Colorado

*Instructor*

* Taught survey courses in topics of educational psychology, diversity, and special education.

1999 – 2002 University of Texas at Austin, Department of Educational Psychology, Austin, TX

Teaching Assistant for Diane Schallert, Educational Psychology courses

**K-12 Teaching Experience**

1996 – 1999 Sunset Valley Elementary School, Austin Independent School District, Austin, TX

### Special Education Teacher

* Taught reading, writing, and math to 1st through 5th grade students with learning disabilities and behavioral issues in pullout and inclusion settings.

1993 – 1996 Westlake Junior High School, Oakland Unified School District, Oakland, CA

*Resource Specialist*

* Taught reading, math, and social studies to classes of 7th through 9th grade students with learning disabilities.

1994 – 1996 East Bay Conservation Corps, Oakland, CA

# Teacher Coordinator

* Supervised after school service learning club; mentored Project YES Americorps fellows; co-supervised, planned and implemented summer service learning program of sixty middle school students.

**FUNDED RESEARCH**

*Revitalizing Professional Learning at Alternative High Schools, WISE Grant CU School of Education,* $9,961.24 (2020). Role: Co-PI.

*Collaboration for Deep and Lasting Change: Enabling Conditions in Compose Our World,* George Lucas Educational Foundation,$65,000 (2019-2020). Role: PI.

*Composing our World,* George Lucas Educational Foundation,$2,499,213 (2015-2019). Role: MPI (with Joseph Polman).

*Center for Resilience and Well-Being in Schools*, Substance Abuse and Mental Health Services Administration*,* $3,000,000 (2017-2022). Role: Education Lead.

*Scale-Up Evaluation of a Reading Intervention for First Grade English Learners*, U.S. Department of Education, Institute of Education Sciences, $5,468,994 (R305A110297, 2011-2016). Role: Site PI.

*Collaborative Strategic Reading-Colorado (CSR-CO),* U.S. Department of Education, Investing in Innovation (i3) Grant, with Denver Public Schools, $25,400,000 (U396B100143, 2010-2015). Role: Co-PI (2010-2014), PI (2014-2015).

*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, 2007-2011). Role: Project Director.

*Efficacy of Collaborative Strategic Reading,* U.S. Department of Education, Institute of Education Sciences, $3,000,000 (R305A080682008, 2008-2012). Role: Project Director.

**PUBLICATIONS**

**In Review**

Boele, A. L., Teeters, L., & Boardman, A. G. (in review). When reading about race isn’t enough: Color-evasions during reading comprehension instruction. *Research in the Teaching of English.*

Lasser, C. J., Boardman, A. G., Wang, C. & Eppolito, A. (in review). *Let’s give them something to talk about: English learners’ participation and academic language use in science and social studies*. Submitted TESOL Quarterly.

**Articles**

Moore, B. A., Boardman, A. G., Smith, C., & Boele, A. L. (2019). Enhancing collaborative group processes to promote academic literacy and content learning for diverse learners through video Reflection, 23(3). *Sage Open*.

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. DOI: <https://doi.org/10.1080/13664530.2019.1610038>

Jacobs, J., Boardman, A. G., Potvin, A., & Wang, C. (2017). Understanding teacher resistance to instructional coaching. *Professional Development in Education.* DOI: 10.1080/19415257.2017.1388270

Boardman, A. G., Boele, A. L., & Klingner, J. K. (2017). Strategy instruction shifts teacher and student interactions during text-based discussions. *Reading Research Quarterly*. doi:10.1002/rrq.191

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.*

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.

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.

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.

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.

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

**Books**

Boardman, A. G., Garcia, A. G., & Dalton, B. *Compose Our World project based learning in English Language Arts.* In preparation with contract from 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 (2nd 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.

**Book Chapters and Reports**

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

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.

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.

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.

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.

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

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.

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.

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.

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.

#### PRESENTATIONS

## Selected Conference Presentations

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.

Boardman, A. G., & Scornavacco, K. (2019, August). *Project based learning for emergent bilingual learners*. Bueno Institute, 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*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Boardman, A., Dalton, B., Kelly, M., Guggenheim, A., & Walsh, B. (2018, Dec.). *Text integration in high school project based learning English language arts classrooms*. Paper at the 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*. Presented at the American Research Association Annual Meeting, New York, NY April 2018.

Scornavacco, K., Kelly, M.R., Boardman, A., & Polman, J. (2018, April). *Co-Design as an Entryway to Teacher Leadership*. Paper at the American Research Association Annual Meeting, New York, NY April 2018.

Polman, J. L., Stamatis, K. M., & Boardman, A. G. (2018, April). *Unpacking the role of authenticity in project-based learning in English language arts*. Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Lasser, C. J., & Boardman, A. G. (2018, Feb). *Let’s give them something to talk about: emerging bilinguals’ and fostering academic language*. Paper at Colorado Association of Bilingual Education Winter Conference, Denver, CO.

Dalton, B. & Boardman, A. (2017, Dec.). *Project-based learning in 9th grade English Language Arts. Paper for 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*. Paper at Annual Meeting of the Literacy Research Association, Tampa, FL.

Boardman, A., Polman, J., Dalton, B., & Scornavacco, K. (May, 2017). *From Units to Projects: Designing and Implementing PBL in High School Language Arts*. Paper at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Seidel, P., & Boardman, A. G. (May, 2017). *Teachers “stretch the wings”: Adaptations to Collaborative Strategic Reading*. Paper at the Annual Convention of the American Educational Research Association, San Antonio, TX.

Boardman, A. G., & Haager, D. (February, 2017). *Removing controls from a controlled intervention: Impact on implementation*. Paper part of Symposium: Scaling-up first grade reading intervention for English learners, Pacific Coast Research Conference, San Diego, CA.

Boardman, A. G. (April, 2016). *Collaborative Strategic Reading: Professional development for sustainability*. Presented at Council for Exceptional Children Annual Convention, St. Louis, MI.

Boardman, A. G. & Haager, D. (February, 2016). *Variations in reading intervention for English Learners in a scale-up project*. Presented at the Pacific Coast Research Conference, San Diego, CA.

Scornavacco, K., Boardman, A. G., & Schwarz, V. S. (April, 2015). *Scaling up a middle school reading initiative in a large urban school district*. Presented at American Educational Research Association Annual Meeting, Chicago, IL.

Buckley, P., Moore, B., Boardman, A. G., & Arya, D. (April, 2015). *Development and validation of a multidimensional measure of fidelity of implementation of Collaborative Strategic Reading.* Presented at American Educational Research Association Annual Meeting, Chicago, IL.

Eppolito, A., Boardman, A. G., & Lasser, C. J. (April, 2015). *Let’s give them something to talk about: English learners’ participation and academic language use in science and social studies*. Presented at American Educational Research Association Annual Meeting, Chicago, IL.

Boardman, A. G. (session chair), Vaughn, S., Moore, B., Boele, A., & Reutebuch, C. (April, 2015). *Tribute to Janette Klingner:  The Contribution of Collaborative Strategic Reading to reading comprehension research*. Presented at Council for Exceptional Children Annual Convention, San Diego, CA.

Boardman, A. G. (session chair), Villescas, D., Masket, V., Sanchez, M., & Scornavacco (April, 2015). *Celebrating the work of Janette Klingner: Scaling-up evidence based reading comprehension instruction with collaborative partnerships.* Presented at Council for Exceptional Children Annual Convention, San Diego, CA.

Boardman, A. G., & Reutebuch, C. (2015, February). *Scale up of a reading intervention for English learners: Time as a limiting factor*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Boardman, A. G., & Eppolito, A. (May, 2014). *ELL participation and engagement during cooperative reading groups.* Presented at the International Reading Association Conference, New Orleans, LA.

Boardman, A. G. (May, 2014). *Supporting ELLs in CCSS classrooms with Collaborative Strategic Reading*. Presented at the International Reading Association Conference, New Orleans, LA.

Buckley, P. & Boardman, A.G. (April, 2014). *The impact of Collaborative Strategic Reading over time.* Presented at American Educational Research Association Annual Meeting, Philadelphia, PA.

Scornavacco, K., & Boardman, A. G. (April, 2014). *Leveraging teacher leadership in a district’s initiative to scale-up and sustain an evidence based practice*. Presented at American Educational Research Association Annual Meeting, Philadelphia, PA.

Teeters, L., Boardman, A. G., & Boele, A. L. (April, 2014). *Challenges of generating main ideas: Patterns and interactions with complex texts*. Presented at American Educational Research Association Annual Meeting, Philadelphia, PA.

Boardman, A., Buckley, P., Vaughn, S., & Maul, A. (March, 2014). *Does fidelity of implementation of a reading strategies instructional model impact student outcomes? Findings across two studies and three content areas*. Presented at the Society for Research in Educational Effectiveness Annual Meeting, Washington, D.C.

Moore, B. & Boardman, A. G. (February, 2014). *Diverse and exceptional students take ownership for cooperative learning through video self-reflection*. Presented at Pacific Coast Research Conference (PCRC), San Diego, CA.

Boardman, A. G., Scornavacco, K., Klingner, J. K., & Buckley, P. R. (April, 2013). *Coaching to fidelity in urban middle school content area classrooms: Variations and evidence of impact.* Presented at American Educational Research Association Annual Meeting, San Francisco, CA.

Urbach, J., Boardman, A. G., Osipova, A., Dingle, M., Brownell, M., & Haager, D. (April, 2013). *Substantive sustainability: Why some teachers make deep and lasting change in professional development.* Presented at American Educational Research Association Annual Meeting, San Francisco, CA.

Boele, A., Boardman, A., Klingner, J. (April, 2013). *Let’s talk about text: Promoting the quality of talk during reading instruction*. Presented at Council for Exceptional Children Annual Convention, San Antonio, TX.

Klingner, J. K. & Boardman, A. G. (February, 2013). *What does it take to scale up evidence-based practices?* Presented at Pacific Coast Research Conference (PCRC), San Diego, California.

Boardman, A. G., Klingner, J. K., & Boele, A. E. (February, 2013). *Discourse practices in reading instruction: Teachers and students negotiating Meaning*. Presented at Pacific Coast Research Conference (PCRC), San Diego, A.

Klingner, J. K., Boardman, A. G., & Buckley, P. (December, 2012). The *Efficacy of Collaborative Strategic Reading in Science and Social Studies Middle School Classes in a Large Urban School District*. Presented at International Reading Association Annual Meeting, Chicago, IL.

Klinger, J. K., & Boardman, A. G. (July, 2012). *Collaborative Strategic Reading*: *Students helping students and results of a randomized control trial*. Presented at the Annual IARLD Conference, Padua, Italy.

Haager, D., Boardman, A. G., Dingle, M., Osipova, A. (April, 2011). *Word study and reading fluency instruction in the context of reading curriculum.* Presented atCouncil for Exceptional Children Annual Convention, National Harbor, MD.

Boardman, A. G., Brownell, M., Corbett, N., Dingle, M., Haager, D., & Klingner, J. K. (April, 2011). *Developing a learning community of special educators.* Presented at Council for Exceptional Children Annual Convention, National Harbor, MD.

Boardman, A. G., Annamma, S. A., & Klingner, J. K. (April, 2011). *Collaborative Strategic Reading for adolescent English language learners.* Presented atCouncil for Exceptional Children Annual Convention, National Harbor, MD

Prichard, B., Boardman, A. G., & Osipova, A. (April, 2011). *“That’s what’s missing!”: Coaching and video self-reflection fill instructional gaps.* Presented atCouncil for Exceptional Children Annual Convention, National Harbor, MD.

Brownell, M., Boardman, A. G., Dingle, M., & Lauterbach, A. (April, 2011*). What and how special education teachers learn in a professional development effort.* Presented atCouncil for Exceptional Children Annual Convention, National Harbor, MD.

Boardman, A. G., Klingner, J. K., Boele, A. L., & Annamma, S. A. (April, 2011). *Student-teacher interactions during reading comprehension strategies instruction*. Presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

Klingner, J. K., & Boardman, A. G., (April, 2011). *Peer discussions during Collaborative Strategic Reading group work.* Presented at the 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. (March, 2011). *CSR: The effects of collaborative strategic reading instruction on the reading comprehension of middle school students: Years 1 and 2.* Presented at Scientific for Research on Educational Effectiveness Annual Meeting, Washington, DC.

Boardman, A. G., Urbach, J., & Prichard (February, 2011). *Developing reflection through videos and coaching sessions*. Presented atPacific Coast Research Conference (PCRC), Coronado, California.

Boardman, A. G. & Klingner, J. K. (April, 2010). *Using teachers’ responses to coaching to improve professional development*. Presented at the American Educational Research Association Annual Meeting, Denver, CO.

Klingner, J. K., Boardman, A. G., Boele, A., & Annamma, S. (April, 2010). *Implementing Collaborative Strategic Reading with adolescent struggling readers*. Presented atAmerican Educational Research Association Annual Meeting, Denver, CO.

Boardman, A. G., Brownell, M., Dingle, M., Lauterbach, A., Prichard, B., & Osipova, A. (April, 2010). *Special education teacher change in response to professional development in fluency and word study.* Presented atAmerican Educational Research Association Annual Meeting, Denver, CO.

Brownell, M., Dingle, M., Lauterbach, A., Boardman, A. G., Urbach, J., & Leko, M. (April, 2010). *Individual and contextual factors influencing special education teacher learning in literacy learning cohorts*. Presented atAmerican Educational Research Association Annual Meeting, Denver, CO.

Boardman, A. G., & Klingner, J. K. (April, 2010). *Enhancing Professional Development: What Type of Coaching and Feedback Are Most Effective?* Presented atCouncil for Exceptional Children Annual Convention, Nashville, TN.

Haager, D., Boardman, A. G., Dingle, M., Klingner, J. K., & Osipova, A. (April, 2010). *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. (December, 2009). *Collaborative Strategic Reading with Adolescent Struggling Readers.* Presented atNational Reading Council Conference, Albuquerque, New Mexico.

Vaughn, S., Klingner, J. K., Swanson, E., & Boardman, A. G. (February, 2010). *Year One Results from an IES Goal 3 Randomized Controlled Efficacy Study.* Presented atPacific Coast Research Conference, Coronado, California.

Klingner, J. K., Boardman, A. G. (February, 2009). *Collaborative Strategic Reading Efficacy Study*. Presented atPacific Coast Research Conference: San Diego, CA.

Boardman, A. G. (April, 2005). *Learning through talk: General education teachers and special education students*. Presented atCouncil for Exceptional Children Annual Conference: Baltimore, MD.

Boardman, A. G. (April, 2003). *Interactions between general education teachers and students with disabilities*. Presented atAmerican Educational Research Association Annual Conference: Chicago, IL.

Boardman, A. G., & Woodruff, T. L. (April, 2002). *The impact of learning a new teaching practice in a “high-stakes” assessment teaching environmen*t. Presented atAmerican Educational Research Association Annual Conference: New Orleans, LA.

Schallert, D., Reed, J. L., Dodson, M., Benton, R., & Boardman, A. G. (April, 2001). *What does it mean to be psychologically engaged in an electronically mediated classroom discussion?* Presented atAmerican Educational Research Association Annual Conference: Seattle, WA.

Boardman, A. G. *General education teachers’ perceptions of students with disabilities in the inclusive classroom*. (March, 2001). Presented atTexas Council for Exceptional Children Annual Conference: Houston, TX.

**DOCTORAL DISSERTATION COMMITTEE MEMBER**

Current Elizabeth Silva (EECD) – CO-Chair

Current Aaron Guggenheim (Literacy)

2018 Ashley Potvin (ROTATE)

2018 Vanessa Santiago Schwartz (EECD)

2015 Cristin Lasser (EECD)

2014 Amy Boele (EECD)

**PROFESSIONAL AFFILIATIONS**

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

Council for Exceptional Children (Division for Culturally and Linguistically Diverse Exceptional Learners; Division of Learning Disabilities; Division of Research)

Literacy Research Association

Editorial Board, Learning Disability Quarterly (2014 – present)

Editorial Board, Learning Disabilities Research and Practice (2014 – present)

Consulting Editor, Journal of Learning Disabilities (2017 – present)