

## **Hannah M. Dostal**

University of Connecticut  
Neag School of Education  
Department of Curriculum & Instruction

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### **EDUCATION**

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#### *The University of Tennessee*

- Ph.D. Doctor of Philosophy in Education, 2011  
Concentration: Literacy Studies  
Cognate: Deaf Education
- M.S. Master of Science in Education, 2006
- B.S. Bachelor of Science in Education, 2004  
Concentrations: Educational Interpreting & Human Services

### **LICENSURES & CERTIFICATIONS**

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- Reading Specialist Certification, Grades PreK-12
- Elementary Education License, Grades K-8  
Endorsements: Reading, Math, Science, Language Arts, Social Studies
- Sign Language Proficiency Interview-American Sign Language (SLPI-ASL)  
Rating range of Advanced Plus to Superior Plus

### **ACADEMIC POSITIONS**

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**Associate Professor & Graduate Faculty, Reading Education, 2017-Present**  
University of Connecticut, Storrs, CT  
Department of Curriculum and Instruction

**Assistant Professor & Graduate Faculty, Reading Education, 2013-2017**  
University of Connecticut, Storrs, CT  
Department of Curriculum and Instruction

**Research Scientist, 2013-2016**  
University of Connecticut, Storrs, CT  
Collaborative on Strategic Education Reform

**Assistant Professor & Graduate Faculty, 2011-2013**  
Southern Connecticut State University, New Haven, CT  
Department of Special Education & Reading

## **PROFESSIONAL POSITIONS**

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**Literacy Consultant, 2017-Present**  
American School for the Deaf, West Hartford, CT

**Bilingualism and English Language Learning Research Lab Faculty, 2016-present**  
Central Connecticut State University, New Britain, CT

**Advisor & Grant Evaluator, 2011-2017**  
American School for the Deaf, West Hartford, CT

**English/ LA Teacher; Writing Intervention Coordinator (PK-12), 2006-2011**  
Tennessee School for the Deaf, Knoxville, TN

**E/LA School Improvement Plan Committee Chair 2006-2011**  
Tennessee School for the Deaf, Knoxville, TN

**Research Assistant & Teaching Associate, 2008-2011**  
The University of Tennessee  
Department of Theory and Practice in Teacher Education

## **FUNDED EFFORTS**

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Dostal, H. & Scott, J. (September 2020-September 2021). *Deaf students' literacy development in Jamaica: Developing a knowledge base and sustainable teacher training experience*. Submitted to the International Literacy Association, Constance McCullough International Research Grant, \$2,000.

Wolbers, K., Dostal, H., Graham, S., & Allen, T. (Co-PI). (August 2017-July 2021). *A Replication Study of Strategic and Interactive Writing Instruction (SIWI)*. Funded by the Institute of Education Sciences (IES), \$3,500,000.

Gabriel., R., & Dostal, H. (Co-PI). (December 2017-December 2018). *Evidence-based Understandings & Practical Knowledge of Literacy Instruction*. Funded by The Provost's Academic Plan Mini Grant Competition, \$3,780.

Dougherty, S. M., Montrosse-Moorhead, B., Dostal, H., La Salle, T., & Weiner, J. (Co-PI). (September 2015- December 2019). *An Evaluation of Connecticut's Federal Prekindergarten Expansion Grant Implementation*. Funded by Connecticut Office of Early Childhood, \$836,671.

Wolbers, K., Dostal, H., & Graham, S. (Co-PI). (August 2012-July 2015, no cost extension July 2016). *Development of Strategic and Interactive Writing Instruction (SIWI) for deaf and hard of hearing students*. Funded by the Institute of Education Sciences (IES), \$1,156,576.

Wolbers, K., Dostal, H., Stephenson, B., & Bowden, H. (Co-PI). (January 2014-December 2014). *SIWI gets to the Core! Reading and Writing in the Content Areas*. Improving

- Teacher Quality grant funded by Tennessee Higher Education Commission (THEC), \$75,000.
- Montrosse-Moorhead, B., Dougherty, S.M., La Salle T., Freeman, J., Weiner, J., Dostal, H. (Co-PI). (2014-2016). *Evaluation of Connecticut's Prekindergarten Program using a Regression Discontinuity Design*. Funded by Connecticut General Assembly/ Connecticut Academy of Science and Engineering, \$264,450.
- Wolbers, K., Dostal, H., & Stephenson, B. (Co-PI). (January 2012-December 2012). *Write on! Strategic and Interactive Writing Instruction*. Improving Teacher Quality grant funded by Tennessee Higher Education Commission (THEC), \$75,000.
- Wolbers, K., Dostal, H., & Stephenson, B. (Co-PI). (January 2010- December 2011). *Strategic and Interactive Writing Instruction (SIWI): A Two-year focus on the language and literacy development of deaf and linguistically diverse students*. Improving Teacher Quality grant funded by Tennessee Higher Education Commission (THEC), \$167,000.
- Wolbers, K., Dostal, H., & Stephenson, B. (Co-PI). (January 2009-December 2009). *Evidence-based language and literacy interventions for the deaf and language delayed*. Improving Teacher Quality grant funded by Tennessee Higher Education Commission (THEC), \$75,000.

## **PUBLICATIONS**

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### ***Edited Books***

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Easterbrooks, S. & Dostal, H., Eds. (2020). *The Oxford Handbook on Deaf Studies in Literacy*, New York, NY: Oxford University Press.

### ***Journal Articles***

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- Dostal, H., Wolbers, K., & Weir, J. (under review). Transfer of writing skills across genres. *Journal of Writing Research*.
- Wolbers, K., Dostal, H., Graham, S., Branum-Martin, L., & Holcomb, L. (under review). Specialized writing instruction for deaf students: A randomized controlled trial. *Exceptional Children*.
- Graham, S., Wolbers, K., Dostal, H., Holcomb, L. (under review). Does teacher efficacy predict writing practices of teachers of DHH students? *Journal of Deaf Studies and Deaf Education*.
- Dostal, H., Gabriel, R., & Scott, J. (under review). Discipline-specific literacies with language learners. *Journal of Adolescent and Adult Literacy*.
- Robinson, R., Gabriel, R., & Dostal, H. (under review). The essentialist mathematics teacher. *Mathematics Teacher: Learning and Teaching*.

- Gabriel, R., Bowers, L., Dostal, H. & Kindall, H. (accepted). Collaboration and coherence in comprehensive literacy instruction. *Principal*.
- Dostal, H., Scott, J., \*Weir, J., \*Young Kang, K., \*Amadi-Ihebuzor, C., & Bernard, T. (in press). Literacy development at camp: Leveraging language models. *The Reading Teacher*.
- Spear-Swerling, L., Wei, Y., Dostal, H., & \*Hernandez, B. (2020). The print exposure of teacher candidates: How different measures relate to writing as well as reading achievement. *Reading Research Quarterly*, 33, 2097-2119. doi: 10.1007/s11145-020-10035-3
- Wolbers, K., Dostal, H., Chiak, D., & Holcomb, L. (2020). Written language outcomes of deaf elementary students engaged in authentic writing. *Journal of Deaf Studies and Deaf Education*, 25(2), 224-238. doi: 10.1093/deafed/enz047
- Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T. P., Weiner, J. M., & Dostal, H. M. (2020). Datasets from an impact evaluation of a targeted prekindergarten program, *Data in Brief*. 28. <https://doi.org/10.1016/j.ecresq.2019.02.006>
- Wolbers, K., Dostal, H., \*Holton, K., \*Weir, J., & \*Alsabei, A. (2019). The relationship between elementary deaf and hard of hearing students' writing performance and writing motivation. *Journal of Communication Disorders, Deaf Studies, and Hearing Aids*, 7(3), 1-9. DOI: 10.35248/2375-4427.19.7.193
- Dostal, H., Wolbers, K., & Kilpatrick, J. (2019). Differentiating writing instruction for students who are deaf and hard of hearing. *Writing & Pedagogy*, 11(1), 1-22. doi: 10.1558/wap.30045
- Scott, J. & Dostal, H. (2019). Language development and deaf/hard of hearing children. *Education Sciences*, 9(2), 135-148. doi:10.3390/educsci9020135
- Montrosse-Moorhead, B., Dougherty, S., La Salle, T., Weiner, J., & Dostal, H. (2019). The overall and differential effects of a targeted prekindergarten program: Evidence from Connecticut. *Early Childhood Research Quarterly*, 48(3), 134-145. doi: 10.1016/j.ecresq.2019.02.006
- Dostal, H., Wolbers, K., \*Ward, S., & \*Saulsburry, R. (2018). A national survey of teachers of the deaf on disciplinary writing. *Exceptionality*, 1-19. doi: 10.1080/09362835.2018.1480952
- Koulidobrova, E., Dostal, H., & Kuntz, M. (2018). Users of American Sign Language as English Language Learners. *Language*, 94(2), 99-126.
- Bowers, L., Dostal, H., Wolbers, K., & Graham, S.C. (2018). The assessment of written phrasal constructs and grammar of deaf and hard of hearing students with varying

expressive language abilities. *Education Research International*, 8(1), 99-117. doi: 10.1155/2018/2139626

Wolbers, K., Dostal, H., Graham, S., Branum-Martin, L., Kilpatrick, J., & Saulsburry, R. (2018). Strategic and Interactive Writing Instruction: An efficacy study in grades 3-5. *Journal of Educational and Developmental Psychology*, 8(1), 99-117. doi: 10.5539/jedp.v8n1p99

Dostal, H. & Robinson R. (2018). Mathematics and literacy: Making meaning with mathematical texts. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 91(1), 21-28, doi: 10.1080/00098655.2017.1357409

Dostal, H., Gabriel, R., & \*Weir, J. (2017). Supporting the literacy development of students who Are deaf/hard of hearing in inclusive classrooms. *The Reading Teacher*, 71(3), 327-334. doi: 10.1002/trtr.1619

Wolbers, K., Dostal, H., \*Skerrit, P., & Stephenson, B. (2017). The impact of three years of professional development on knowledge and implementation. *The Journal of Educational Research*. (110)1, 61-71. doi: 10.1080/00220671.2015.1039112

Dostal, H., & Wolbers, K. (2016). Examining student writing proficiencies across genres: Results of an intervention study. *Deafness & Education International*, 18(3), 159-169. doi: 10.1080/14643154.2016.1230415

Gabriel, R., \*Wenz, C., & Dostal, H. (2016). Disciplinary text-dependent questions: Questioning for learning in the disciplines. The challenge of literacy in the disciplines, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(6), 202-207. doi: 10.1080/00098655.2016.1209154

Dostal, H. & Gabriel, R. (2016). Literacy mash-up: Discipline-specific practices empower content-area teachers. *Journal of Staff Development: The Learning Forward Journal*, 37(2), 28-32.

Dostal, H. & Gabriel, R. (2015). Designing writing instruction that matters. *Voices from the Middle*, (23)2, 14-20.

Dostal, H., Bowers, L., Wolbers, K., & Gabriel, R. (2015). "We are authors": A qualitative analysis of deaf students writing during one year of Strategic and Interactive Writing (SIWI). *The Review of Disability Studies: An International Journal*, 11(2), 1-19.

Gabriel, R., & Dostal, H. (2015). Interactive writing in the disciplines: A Common Core approach to writing instruction across content areas. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 88(20), 66-71. doi: 10.1080/00098655.2015.1005036

Wolbers, K., Dostal, H., Graham, S., Cihak, D., \*Kilpatrick, J., & \*Saulsburry R. (2015). The writing performance of elementary students receiving Strategic and Interactive

Writing Instruction. *Journal of Deaf Studies and Deaf Education*, 20(4), 385-398. doi: 10.1093/deafed/env022

- \*Saulsbury, R., \*Kilpatrick, J., Wolbers, K., & Dostal, H. (2015). Technology tools that support the writing process. *Odyssey: New Directions in Deaf Education*, 16(1), 30-34.
- Bowers, L., Dostal, H., McCarthy, J., Schwarz, I., & Wolbers, K. (2015). An analysis of deaf students' spelling skills during a year-long instructional writing approach. *Communication Disorders Quarterly*, 27, 237-253. doi: 10.1177/1525740114567528
- Wolbers, K., Graham, S., Dostal, H., & Bowers, L. (2014). A description of ASL features in writing. *Ampersand*, 1, 19-27.
- Bowers, L., McCarthy, J., Schwarz, I., Dostal, H., & Wolbers, K. (2014). Examination of the spelling skills of middle school students who are deaf. *Volta Review*, 114(1), 29-54.
- Dostal, H. & Wolbers, K. (2014). Developing language and writing skills of deaf and hard of hearing students: A simultaneous approach. *Literacy Research and Instruction*, 53(3), 245-268. doi: 10.1080/19388071.2014.907382
- Wolbers, K., Bowers, L., Dostal, H., & Graham, S. (2013). Deaf writers' application of ASL knowledge to English. *International Journal of Bilingual Education and Bilingualism*, 1-19. doi: 10.1080/13670050.2013.816262
- Gabriel, R. & Dostal, H. (2012). "Reading and Deafness" (Book Review). *Reading & Writing: An Interdisciplinary Journal*.
- Wolbers, K., Dostal, H., & Bowers, L. (2012). I was born full deaf: An examination of written language outcomes across one year of Strategic and Interactive Writing Instruction (SIWI). *Journal of Deaf Studies and Deaf Education*, 17(1), 19-38. doi: 10.1093/deafed/enr018
- Dean, R. K., Davis, J., Dostal, H., Graham, L. E., Hammond, L., & Hinchey, K. (2003). Training medically qualified interpreters: New approaches, new applications, promising results. *VIEWS*, 20(1), 10-12.

### ***Book Chapters***

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- Dostal, H. & Graham, S.C. (under review). Content area writing instruction. In D. Golos, C. Kurz, M. Kuntze, & K. Wolbers (Eds.) *Ways of Making it Stick: Best Practices for Visual Learners*. Washington, DC: Gallaudet Press.
- Dostal, H. & Easterbrooks, S. (2020). Progress by degrees: Where do we go from here? In S. Easterbrooks & H. Dostal (Eds.) *The Oxford Handbook on Deaf Studies and Literacy*. New York, NY: Oxford University Press.

- Dostal, H. & Easterbrooks, S. (2020). Deaf studies in literacy: Where does the compass point us? In S. Easterbrooks & H. Dostal (Eds.) *The Oxford Handbook on Deaf Studies and Literacy*. New York, NY: Oxford University Press.
- Dostal, H. & Graham, S. (2020). The writing bridge: Investigating reading and writing reciprocity. In S. Easterbrooks & H. Dostal (Eds.) *The Oxford Handbook on Deaf Studies and Literacy*. New York, NY: Oxford University Press.
- Dostal, H. & Lederberg, A. (2020). The design and impact of intervention research. In S. Easterbrooks & H. Dostal (Eds.) *The Oxford Handbook on Deaf Studies and Literacy*. New York, NY: Oxford University Press.
- Scott, J., Dostal, H., & Ewen-Smith, T. (2019). Inclusion and exclusion: Challenges within deaf education. In B. Rice & A. Threlkeld (Eds.) *Global Perspectives on Inclusive Teacher Education*. Hershey, PA: IGI Global. doi:10.4018/978-1-5225-7703-4
- Dostal, H. & Wolbers, K. (2015). Video review and reflection for ongoing inservice teacher professional development. In E. Ortlieb, L. Shanahan, M. McVee (Eds.) *Video Research in Disciplinary Literacies: Literacy Research, Practice and Evaluation, Volume 6* (pp. 329-352). Bingley, UK: Emerald Press.
- Kilpatrick, J. R., Saulsburry, R., Dostal, H. M., Wolbers, K. A., & Graham, S. (2015). The integration of digital tools during strategic and interactive writing instruction. In *Professional Development and Workplace Learning: Concepts, Methodologies, Tools, and Applications* (Vol. 2, pp. 941-960). IGI Global. DOI: 10.4018/978-1-4666-8632-8.ch053
- Kilpatrick, J., Saulsburry, R., Dostal, H., & Wolbers, K. (2014). The integration of digital tools during Strategic and Interactive Writing Instruction. In B. Anderson & C. Mims (Eds.), *Digital Tools for Writing Instruction in K-12 Settings: Student Perception and Experience*. Hershey, PA: IG Global.
- Dostal, H., Gabriel, R., & Lester, J. (2014). Disabilities at work in school: A critical analysis of disability services and support for faculty at US colleges and universities. In K. Johnson and K Couture (Eds.), *Disability Discrimination at Work*. Williamstown: Piraeus Books.
- Lester, J. Dostal, H., & Gabriel, R. (2013). Policing neurodiversity in higher education: A discourse analysis of the talk surrounding accommodations for university students. In C.D. Herrera and A. Perry (Eds.), *Ethics & Neurodiversity*. Newcastle, UK: Cambridge Scholars Press.
- Gabriel, R. & Dostal, H. (2013). Assessment for research among deaf and hard of hearing students. In C. Rhodes and K. Weiss (Eds.), *Ethical Issues in Literacy Research*. New York, NY: Routledge.
- Wolbers, K., & Dostal, H. (2010). Interventions for the deaf and language delayed. In A. McGill-Franzen and R. L. Allington (Eds.), *Handbook of Reading Disability Research*. Mahwah, NJ: Lawrence Erlbaum, pp. 392-406.

### ***Research Reports to Federal Funding Agencies***

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Wolbers, K., Dostal, H. Graham, S. & Allen, T. (2020). *Research Performance Progress Report, 2018-2019: An Efficacy Study of Strategic and Interactive Writing Instruction*. Washington, D.C.: Institute of Education Sciences.

Wolbers, K., Dostal, H. Graham, S. & Allen, T. (2019). *Research Performance Progress Report, 2018-2019: An Efficacy Study of Strategic and Interactive Writing Instruction*. Washington, D.C.: Institute of Education Sciences.

Wolbers, K., Dostal, H. Graham, S. & Allen, T. (2019). *Research Performance Progress Report, 2017-2018: An Efficacy Study of Strategic and Interactive Writing Instruction*. Washington, D.C.: Institute of Education Sciences.

Wolbers, K., Dostal, H. & Graham, S. (2016). *Final Research Performance Report: Development of Strategic and Interactive Writing Instruction for deaf and hard of hearing students*. Washington, D.C.: Institute of Education Sciences.

Wolbers, K., Dostal, H. & Graham, S. (2015). *Research Performance Progress Report, 2014-2015: Development of Strategic and Interactive Writing Instruction for deaf and hard of hearing students*. Washington, D.C.: Institute of Education Sciences.

Wolbers, K., Dostal, H. & Graham, S. (2014). *Research Performance Progress Report, 2013-2014: Development of Strategic and Interactive Writing Instruction for deaf and hard of hearing students*. Washington, D.C.: Institute of Education Sciences.

Wolbers, K., Dostal, H. & Graham, S. (2013). *Research Performance Progress Report, 2012-2013: Development of Strategic and Interactive Writing Instruction for deaf and hard of hearing students*. Washington, D.C.: Institute of Education Sciences.

### ***Research Reports to State Funding Agencies***

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Montrosse-Moorhead, B., Weiner, J., La Salle, T., Dougherty, S., & Dostal, H. (2016, May). *Connecticut pre-kindergarten impact evaluation study: Discussion and implications*. Storrs, CT: University of Connecticut.

Dougherty, S., Montrosse-Moorhead, B., Dostal, H., La Salle, T., & Weiner, J. (2016, April). *Connecticut pre-kindergarten impact evaluation study: Data analysis and findings*. Storrs, CT: University of Connecticut.

Dostal, H., Weiner, J., Montrosse-Moorhead, B., La Salle, T., & Dougherty, S. (2015, November). *Connecticut pre-kindergarten impact evaluation study: Implementation plan*. Storrs, CT: University of Connecticut.

Dostal, H. (2015). *School Profile Report*. West Hartford, CT: American School for the Deaf.

Wolbers, K., Dostal, H., Stephenson, B., & Bowden, H. (2015). *Performance Report*.



Nashville, TN: Improving Teacher Quality Grant, Tennessee Higher Education Commission.

Weiner, J., Dostal, H., Dougherty, S., La Salle, T., & Montrosse-Moorhead, B. (2015, July). *Connecticut pre-kindergarten impact evaluation study: Sample selection based on feeder analyses*. Storrs, CT: University of Connecticut.

La Salle, T., Weiner, J., Montrosse-Moorhead, B., Dougherty, S., & Dostal, H. (2014, September). *CASE early childhood regression discontinuity study: Revision of study scope and methodology*. Storrs, CT: University of Connecticut.

Montrosse-Moorhead, B., Dostal, H., Dougherty, S., La Salle, T., & Weiner, J. (2014, July). *CASE early childhood regression discontinuity study: Overview of study scope and methodology*. Storrs, CT: University of Connecticut.

Wolbers, K., Dostal, H., Stephenson, B., & Bowden, H. (2014). *Performance Report*. Nashville, TN: Improving Teacher Quality Grant. Tennessee Higher Education Commission.

Dostal, H. (2013). *Performance Report, 2012-2013: ASD Literacy Initiative*. Harford, Connecticut: Harford Foundation for Public Giving.

Dostal, H. (2013, July). *K-12 Three-Year Literacy Initiative Evaluation*. West Hartford, Connecticut: Hartford Foundation for Public Giving, American School for the Deaf.

Dostal, H. (2012). *Performance Report, 2011-2012: ASD Literacy Initiative*. Harford, Connecticut: Harford Foundation for Public Giving.

Dostal, H. (2012, July). *K-12 Three-Year Literacy Initiative Evaluation*. West Hartford, Connecticut: Hartford Foundation for Public Giving, American School for the Deaf.

Wolbers, K., Dostal, H. & Stephenson, B. (2012). *Strategic and Interactive Writing Instruction (SIWI): A two-year focus on the language and literacy development of deaf and linguistically diverse students*. Nashville, Tennessee: Tennessee Higher Education Commission.

Wolbers, K., Dostal, H. & Stephenson, B. (2009) *Evidence-based language and literacy interventions for the deaf and language delayed*. Nashville, Tennessee: Tennessee Higher Education Commission.

### ***Refereed Conference Proceedings***

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Robinson, R., Dostal, H., & Gabriel, R. (2018). Providing undergraduates an authentic perspective on mathematical meaning-making: A focus on mathematic text types. *Conference on Research on Undergraduate Mathematics Education*.

Wolbers, K., Graham, S.C., Dostal, H. & Bowers, L. (2018). Language transfer among L2 writers. In B. K. Eldredge & D. Stringham (Eds.), *Beyond Talk: Proceedings of the*

*Fifth Biennial Deaf Studies Today! 2012 Conference at Utah Valley University* (pp.75-89). Utah Valley University: Orem, UT.

### ***Contributions to Edited Volumes & Reviews***

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Dostal, H. (2018). Review of Research in Deaf Education: Contexts, Challenges, and Considerations edited by Stephanie Cawthon & Carrie Lou Garberoglio. *Journal of Deaf Studies and Deaf Education*. doi: 10.1093/deafed/enx053

Gabriel, R. Dostal, H., & Graham, S.C. (2015). Deaf education teaching profession: Teacher preparation. In Gertz, G. & Boudreault, P. (Eds), *Deaf Studies Encyclopedia*. New York: Sage.

Dostal, H. (2014). *Eudico Linguistic Annotator*. In T. Paulus, T., J. N. Lester, & P. Dempster, (2014). *Digital Tools for Qualitative Research*. London, UK: Sage.

### ***Policy Statements***

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Koulidobrova, E., Kuntze, M., & Dostal, H. (2016). *Fostering school success for English learners: Toward new directions in policy, practice, and research*. Policy brief for the National Academies of Sciences, Engineering, and Medicine.

### ***Research/Creative Accomplishments***

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Wolbers, K., Dostal, H. & Graham, S. (2019-2021). Strategic and Interactive Writing Instruction website. SIWI.UTK.EDU

Wolbers, K., Dostal, H. & Graham, S. (2014-2021). Strategic and Interactive Writing Instruction curriculum and instructional materials, grades 3-5.

## **PAPERS PRESENTED AT PROFESSIONAL CONFERENCES**

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### ***International Professional Conferences***

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Dostal, H. (2021, July). *Deaf Students Classified as English Learners (ELs)*. Research presented at the International Congress on the Education of the Deaf, Brisbane, Australia.

Dostal, H., Scott, J., \*Weir, J., \*Young, K., & \*Amadi-Ilebuzor, C. (2021, July). *Leveraging Native Language Models to Support the Literacy Development of Deaf Learners*. Research presented at the International Congress on the Education of the Deaf, Brisbane, Australia.

Bowers, L., Wolbers, K., & Dostal, H. (2021, July). *Strategic and Interactive Writing Instruction for Deaf and Hard of Hearing Students: An Analysis of the Impact on Spelling Outcomes*. Research presented at the International Congress on the Education of the Deaf, Brisbane, Australia.

- Robinson, R., Dostal, H., Gabriel, R. (2021, April). *The Essentialist Mathematics Teacher: Using quality student work to drive pedagogical decision making*. Research presented at the meeting of the National Council of Teachers of Mathematics.
- Robinson, R., Gabriel, R, Dostal, H., & Swart, B. (2020, October). *Making Calculus Accessible with Disciplinary Literacy Practices*. Research presented at the meeting of the International Literacy Association.
- Dostal, H. (2020, July). *Literacy Assessment Protocols for Dual Language Learners*. Research presented in a Symposium at the Annual Meeting for the Society of Text and Discourse.
- Dostal, H., Wolbers, K., Kilpatrick, J., & Saulsbury, R. (2019, July). *Navigating Multiple Languages and Modes: Writing Professional Development for Teachers of the Deaf*. Research presented at the International Systemic Functional Congress, Santiago, Chile.
- Spear-Swerling, L., Wei, Y., Dostal, H., & \*Hernandez, B. (2019, July). *Different Aspects of Print Exposure and their Relationships to Literacy Achievement in University Students*. Research presented at the Society for the Scientific Study of Reading, Ontario, Canada.
- \*Ewen-Smith, T., Scott, J., & Dostal, H. (2019, June). *Ensuring Inclusion for Schools for the Deaf in Jamaica*. Research presented at the Division of International Special Education and Services, Council for Exceptional Children, Montego Bay, Jamaica.
- Scott, J., Dostal, H., & \*Ewen-Smith, T. (2019, May). *Inclusion and Exclusion: Global challenges within deaf education*. Research presented at the Nordic Network for Disability Research, Norway.
- \*Weir, J., \*Agnello, E., Dostal, H. & Gabriel, R. (2018, June). *Using Children's Literature in the Elementary Classroom: Selecting quality texts and facilitating classroom discussions*. Research presented at the International Association for Research in L1 Education (ARLE), Hildesheim, Germany.
- \*Agnello, E., \*Weir, J., & Dostal, H. (2018, June). *Starting Conversations: Children's literature as a path to human rights*. Research presented at the International Association for Research in L1 Education (ARLE), Hildesheim, Germany.
- \*Weir, J., Dostal, H., \*Agnello, E., & Kilpatrick, J. (2018, July). *Using Children's Literature to Further Inclusionary Practices: How to select quality texts and facilitate discussion*. Research presented at the meeting of the International Literacy Association, Austin, Texas.
- Scott, J., Wolbers, K., Dostal, H., \*Holcomb, L., Kuntze, M., & \*Bravin, J. (2018, July). *Developing language and literacy skills using a bilingual approach to deaf education*. Research presented at the Society for the Scientific Study of Reading, Brighton, United Kingdom.

- Wolbers, K., & Dostal, H. (2017, June). *A focus on L1 linguistic competence and metalinguistic awareness during writing instruction*. Research presented at the meeting of the International Association for Research in L1 Education (ARLE), Estonia.
- Dostal, H., Robinson, R., Gabriel, R., & Bothman, S. (2017, July). *Mathematical Text Types: Doing math with a purpose*. Research presented at the meeting of the International Literacy Association, Orlando, Florida.
- Dostal, H., Wolbers, K., & Kilpatrick, J. (2017, February). *The Language Zone in Strategic and Interactive Writing Instruction*. Research presented at the meeting of Writing Research Across Borders, Bogota, Colombia.
- Wolbers, K., Dostal, H., & Kilpatrick, J. (2017, February). *An experimental study of Strategic and Interactive Writing Instruction*. Research presented at the meeting of Writing Research Across Borders, Bogota, Colombia.
- Kilpatrick, J., Wolbers, K., & Dostal, H. (2016, July). *Using Experiential Metafunction Analysis: The Development of a Written Language Assessment for Deaf and Hard of Hearing Students*. Research presented at the meeting of the International Systemic Functional Congress, Bandung, Indonesia.
- Dostal, H. & Graham, S. (2015, July). *Constructing Scientific Explanations*. Research presented at the meeting of the International Congress for the Education of the Deaf, Athens, Greece.
- Bowers, L. & Dostal, H. (2015, July). *Spelling Patterns of Children who are Deaf*. Research presented at the meeting of the International Congress for the Education of the Deaf, Athens, Greece.
- Wolbers, K. & Dostal, H. (2015, July). *The Language Zone in Strategic & Interactive Writing Instruction*. Research presented at the meeting of the International Congress for the Education of the Deaf, Athens, Greece.
- Wolbers, K., Dostal, H., \*Kilpatrick, K., \*Saulsburry, R., & Graham, S. (2014, April). *A Functional Language Analysis of Deaf Students' Writing: Implications for instruction*. Research presented at the meeting of the International Systemic Functional Congress, Mendoza, Argentina.
- Wolbers, K., Dostal, H., \*Kilpatrick, J., \*Saulsburry, R., & Graham, S. (2014, February). *Linguistically Diverse Writers and Development with Type of Writing*. Research presented at the meeting of Writing Research Across Boards, Paris, France.
- Wolbers, K., Dostal, H., Bowers, L. & Graham, S. (2011, February). *Tracking language usage among linguistically diverse writers*. Research presented at the meeting of Writing Research Across Borders, Washington, DC.

Wolbers, K., Dostal, H., & Bowers, L. (2010, July). *The unintended effects of Strategic and Interactive Writing Instruction (SIWI) as demonstrated by middle school deaf and hard of hearing students*. Research presented at the meeting of the International Congress for the Education of the Deaf, Vancouver, Canada.

### ***National Professional Conferences***

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Dostal, H. (2020, November). *Trends in deaf education* [emcee]. Willie Ross School for the Deaf, Longmeadow, MA.

\*Weir, J., Kilpatrick, J., Dostal, H., Wolbers, K., & \*Holton, K. (2019, February). *Using mentor text to increase writing outcomes of deaf students* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, Chicago, IL.

\*Weir, J., Saulsbury, R., Wolbers, K., Dostal, H. & Kilpatrick, K. (2019, February). *Supporting the writing instruction of deaf and hard of hearing students in the mainstream using SIWI*. Association of College Educators of the Deaf and Hard of Hearing, Chicago, IL.

Dostal, H., Wolbers, K., \*Weir, J., Kilpatrick, K., & \* Holton, K. (2018, December). *Collaborative self-reflection during online professional development sessions* [conference session]. Literacy Research Association, Indian Wells, CA.

Benson, C., Lippy, S., \*Weir, J., \*Holton, K., Dostal, H., & Wolbers, K. (2018, July). *Strategic and Interactive Writing Instruction: Write on* [conference session]. National Deaf Education Conference, Hartford, CT.

Wolbers, K., Dostal, H., & Allen, T. (2018, February). *Strategic and Interactive Writing Instruction: From development and innovation to efficacy and replication* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, Tucson, AZ.

\*Weir, J., & Dostal, H. (2018, February). *The portrayal of deaf and hard of hearing characters in children's literature: A study of images and roles presented* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, Tucson, AZ.

Dostal, H., Wolbers, K., \*Weir, J., \*Holton, K., & Alsabei, A. (2017, December). *The relationship between deaf and hard of hearing elementary students' language competence, writing performance, and writing motivation* [conference session]. Literacy Research Association, Tampa, FL.

Wolbers, K., Dostal, H., & Kilpatrick, J. (2017, December). *An experimental study of Strategic and Interactive Writing Instruction* [conference session]. Literacy Research Association, Tampa, FL.

\*Weir, J. & Dostal, H. (2017, October). *Including deaf and hard of hearing students in the elementary literacy classroom* [conference session]. Conference on Mainstreaming Students with Hearing Loss, Marlborough, MA.

- Dostal, H., & Gabriel, R. (2017, June). *Effective literacy instruction for deaf & hard of hearing students: Understanding the research base for advocacy and implementation* [conference session]. American Society for Deaf Children, West Hartford, CT.
- Kilpatrick, J. & Dostal, H. (2017, June). *Spect(app)ular Literacy Learning* [conference session]. National Deaf Education Conference, Indianapolis, IN.
- Dostal, H., Bowers, L., & Gabriel, R. (2017, June). *Engaging in effective interprofessional collaborations* [conference session]. National Deaf Education Conference, Indianapolis, IN.
- Dougherty, S., La Salle, T., & Dostal, H. (2017, April). *Scaling state-funded preschool in Connecticut: Evidence from early implementation* [conference session]. Society for Research in Child Development, Austin, TX.
- Wolbers, K., Dostal, H., Graham, S., & Branum-Martin, L. (April, 2017). *Strategic and Interactive Writing Instruction: Curriculum development and an efficacy study in grades 3-5* [conference session]. American Educational Research Association, San Antonio, TX.
- Robinson, R. & Dostal, H. (2017, February). *Mathematical text types* [conference session]. Association of Mathematics Teacher Educators, Orlando, FL.
- Wolbers, K., Dostal, H., \*Weir, J., \*Holton, K., & \*Alsabei, A. (2017, February). *The relationship between elementary d/hh students' writing performance and writing motivation* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, San Antonio, TX.
- Kilpatrick, J., Dostal, H., & Wolbers, K. (2017, February). *Is it teacher-centered or student-centered? A discourse analysis of interactive writing* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, San Antonio, TX.
- Dostal, H., Bowers, L., Gabriel, R., & Kindall, H. (2016, December). *Engaging in effective cross-discipline collaborations: Literacy education & speech-language pathology* [conference session]. Literacy Research Association, Nashville, TN.
- Dostal, H., & Robinson, R. (2016, December). *Mathematical texts* [conference session]. American Reading Forum, Sanibel, FL.
- Wolbers, K., Dostal, H., & Graham, S. (2016, December). *An efficacy study of Strategic and Interactive Writing Instruction in grades 3-5* [conference session]. Literacy Research Association, Nashville, TN.
- Dostal, H., & Robinson, R. (2016, November). *Exploring mathematical text types* [conference session]. Association of Literacy Educators and Researchers, Myrtle Beach, SC.

- Gabriel, R., Dostal, H., & \*Wenz, C. (2016, November). *Questions to promote disciplinary literacy in middle and high school* [conference session]. Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Bowers, L., Dostal, H., & Gabriel, R. (2016, November). *Engaging in effective cross-discipline collaborations: Speech-language pathology & literacy education* [conference session]. American Speech-Language-Hearing Association, Philadelphia, PA.
- Wolbers, K., Dostal, H., Kilpatrick, K., Graham, S., & Branum-Martin, L. (2016, February). *An efficacy study of Strategic and Interactive Writing Instruction in Grades 3-5* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, New York, NY.
- Ward, S., Saulsburry, R., Wolbers, K., & Dostal, H. (2016, February). *A national survey of teachers of the deaf on disciplinary writing* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, New York, NY.
- Dostal, H. & Wolbers, K. (2015, December). *Examining student writing proficiencies across genres: Results of an intervention study* [conference session]. Literacy Research Association, Carlsbad, CA.
- Gabriel, R. & Dostal, H. (2015, December). *Linguistic diversity and “treatment resistance”: An integrative literature review* [conference session]. Literacy Research Association, Carlsbad, CA.
- Kilpatrick, J., Dostal, H., & Wolbers, K. (2015, December). *The co-construction of text: A discourse analysis of interactive writing* [conference session]. Literacy Research Association, Carlsbad, CA.
- Dostal, H., Graham, S., & Wolbers, K. (2015, April). *A description of ASL features in writing* [conference session]. American Educational Research Association, Chicago, IL.
- Montrosse-Moorhead, B., Dougherty, S. M., La Salle, T., Freeman, J., Weiner, J., & Dostal, H. (2015, April). *Improving state-sponsored prekindergarten evaluations through the analysis of student enrollment feeder patterns* [conference session]. American Educational Research Association, Chicago, Illinois.
- Wolbers, K. & Dostal, H. (2015, February). *Strategic and Interactive Writing Instruction for grades 3-5: Development, implementation & reflections* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, St. Louis, MO.
- \*Ward, S., \*Saulsburry, R., Wolbers, K., & Dostal, H. (2015, February). *Development of content area writing survey for teachers of the deaf* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, St. Louis, MO.
- Dostal, H., Bowers, L., & Gabriel, R. (2014, December). *Convergence of perspectives: Literacy education, deaf education, speech-language pathology* [conference session]. Literacy Research Association, Marco Island, FL.

- Dostal, H., Wolbers, K., \*Kilpatrick, J., & \*Saulsburry, R. (2014, December). *The use of digital tools during writing instruction: An exploration of teacher use after professional development* [conference session]. Literacy Research Association, Marco Island, FL.
- Bowers, L., Dostal, H., McCarthy, J. (2014, November). *Assessing the spelling skills of linguistically diverse students in grades 4-6* [conference session]. American Speech-Language-Hearing Association, Chicago, IL.
- Dostal, H. (2014, June). *Language for Literacy: Developing linguistic knowledge for literacy growth* [conference session]. Research presented at the meeting of the American Society for Deaf Children, Framingham, MA.
- Wolbers, K., Dostal, H., Ward, S., & Saulsburry, R. (2014, November). *Development of writing in the content area survey for teachers of the deaf* [conference session]. Symposium on Second Language Writing, Phoenix, AZ.
- Dostal, H. & Wolbers, K. (2014, April). *Writing across genres* [conference session]. American Educational Research Association, Philadelphia, PA.
- Wolbers, K., Dostal, H., Graham, S., \*Kilpatrick, K., \*Saulsburry, R., & Graham S. (2014, March). *A functional language analysis of deaf students' writing: Implications for instruction* [conference session]. American Association of Applied Linguistics, Portland, OR.
- \*Kilpatrick, J., \*Saulsburry, R., Wolbers, K., Dostal, H., & Graham, S. (2014, February). *Exploring connections between professional development and the integration of digital tools during writing instruction* [conference session]. Association of College Educators of the Deaf and Hard of Hearing, Washington, D.C.
- Dostal, H., Ellenbaum, K., & Lester, J. (2013, November-December). *Perspective speaking: Using echolalic speech to elicit language* [conference session]. Literacy Research Association, Dallas, TX.
- Bowers, L., Dostal, H., McCarthy, J., Schwarz, I., & Wolbers, K. (2013, December). *An examination of the spelling skills of middle school students* [conference session]. Literacy Research Association, Dallas, TX.
- Dostal, H. & Bowers, L. (2013, November). *Use of linguistic processes & visual images in written expression of students who are deaf* [conference session]. American Speech-Language-Hearing Association, Chicago, IL.
- Bowers, L., McCarthy, J., Schwarz, I., & Dostal, H. (2013, November). *Using a multi-linguistic coding system to assess the spelling of children who are deaf* [conference session]. American Speech-Language-Hearing Association, Chicago, IL.



- \*McAfee, D., \*Cordova, V., Wolbers, K., & Dostal, H. (2013, June). *Write on! Using Strategic and Interactive Writing Instruction with elementary students* [conference session]. Convention of American Instructors of the Deaf, Rochester, NY.
- Dostal, H. & Wolbers, K. (2013, May). *Developing writing and language skills of deaf and hard of hearing students: A simultaneous approach* [conference session]. American Educational Research Association, San Francisco, CA.
- Dostal, H. & Graham S. (2013, April). *Investigating science "talk" in a deaf education classroom* [conference session]. American Educational Research Association, San Francisco, CA.
- Terpstra, J., Tamura, R., Dostal, H. & Gabriel, R. (2013, April). *Peer supports: Lessons learned from the field* [conference session]. Council for Exceptional Children, San Antonio, TX.
- Dostal, H., Wolbers, K., Saulsbury, R., Kilpatrick, J., McGrath, M., & McCormick, C. (2013, February). *An examination of third through fifth grade students' word- and sentence-level writing skill development* [conference session]. Association of College Educators of the Deaf, Santa Fe, NM.
- Graham, S. & Dostal, H. (2013, February). *A case study of deaf education pre-service teachers' projections of language use as a social practice in science* [conference session]. Association of College Educators of the Deaf, Santa Fe, NM.
- Stephenson, B., Dostal, H., & Wolbers, K. (2013, February). *Year 3: Impact of professional development on classroom implementation of Strategic and Interactive Writing Instruction* [conference session]. Association of College Educators of the Deaf, Santa Fe, NM.
- Dostal, H., Wolbers, K., Stephenson, B., & \*Skerrit, P. (2012, November). *Impact of professional development on classroom implementation of Strategic and Interactive Writing Instruction* [conference session]. Literacy Research Association, San Diego, CA.
- Dostal, H. & Graham, S. (2012, December). *Observing, Reporting, and Communicating: The impact of interactive writing on the development of science literacy* [conference session]. Literacy Research Association, San Diego, CA.
- Lester, J., Dostal, H., & \*Ellenbaum, K. (2012, November). *Use of echolalia in creating meaningful/functional communication* [conference session]. American Speech-Language-Hearing Association, Atlanta, GA.
- Wolbers, K., Graham, S., Dostal, H. & Bowers, L. (2012, April). *Code-blending trends among Deaf L2 writers* [conference session]. Deaf Studies Today!, Orem, UT.
- Dostal, H., Graham, S., & Wolbers, K. (2012, April). *Describing urban birds: Developing the scientific communication skills of deaf and hard of hearing students* [conference session]. American Educational Research Association, Vancouver, Canada.

- Dostal, H. & Graham, S. (2012, February). *Communicating like a scientist: Discursive practices of middle school deaf students in the context of Strategic and Interactive Writing Instruction* [conference session]. Association of College Educators on the Deaf and Hard of Hearing, Jacksonville, FL.
- Stephenson, B., Dostal, H., Wolbers, K., & Skerrit, P. (2012, February). *Year 2: Impact of professional development training on classroom implementation of Strategic and Interactive Writing Instruction* [conference session]. Association of College Educators on the Deaf and Hard of Hearing, Jacksonville, FL.
- Wolbers, K., Dostal, H., Bowers, L., & Graham, S. (2012, February). *The impact of SIWI on ASL features and nonsensical phrases in writing* [conference session]. Association of College Educators on the Deaf and Hard of Hearing, Jacksonville, FL.
- Tamura, R., Nixon, C., Thomas, C., Achola, E., & Dostal, H. (2012, January). *Preparing teachers to facilitate student self-determination in transition: What do teacher educators need to know and do?* [conference session]. International Conference on Autism, Intellectual Disabilities, and Developmental Disabilities, Council for Exceptional Children Division on Autism and Developmental Disabilities, Miami, FL.
- Wolbers, K., Dostal, H., Bowers, L., & Graham, S. (December, 2011). *Using Strategic and Interactive Writing Instruction with linguistically diverse deaf students: An analysis of perfect and flawed grammar* [conference session]. Literacy Research Association, Jacksonville, FL.
- Wolbers, K., Dostal, H., & Bowers, L. (2011, April). *Interactions that mediate language learning* [conference session]. American Educational Research Association, New Orleans, LA.
- Dostal, H. & Graham, S. (2011, February). *Developing deaf and hard of hearing students' first language through a second language writing intervention: A simultaneous approach* [conference session]. Association of College Educators on the Deaf and Hard of Hearing, Fort Worth, TX.
- Stephenson, B., Dostal, H., & Wolbers, K. (2011, February). *Impact of professional development on classroom implementation of Strategic and Interactive Writing Instruction* [conference session]. Association of College Educators on the Deaf and Hard of Hearing, Fort Worth, TX.
- Wolbers, K. & Dostal, H. (2010, December). *Presence of L1 features in second language writing and the impact of Strategic and Interactive Writing Instruction* [conference session]. National Reading Conference, Fort Worth, TX.
- Bowers, L., Schwarz, I, Wolbers, K., & Dostal, H. (2010, November). *Examining the spelling skills of middle school children who are deaf* [conference session]. American Speech-Language-Hearing Association, Philadelphia, PA.

Wolbers, K., Dostal, H., Bowers, L. & Van Meter, L. (2010, February). *Fire your moon! An examination of written language outcomes throughout one year of Strategic and Interactive Writing Instruction* [conference session]. Association of College Educators on the Deaf and Hard of Hearing, Lexington, KY.

Wolbers, K., Dostal, H., Bowers, L., & Van Meter, L. (2010, February). *The impact of visual input enhancement during Strategic and Interactive Writing Instruction* [conference session]. Association of College Educators on the Deaf and Hard of Hearing, Lexington, KY.

Wolbers, K. & Dostal, H. (2009, December). *Interactions that mediate language and literacy learning* [conference session]. National Reading Conference, Albuquerque, NM.

Wolbers, K. & Dostal, H. (2009, March). *The literacy practices, reflections, narratives and recommendations of deaf adults: Implications for teachers* [conference session]. Association of College Educators on the Deaf and Hard of Hearing national conference, New Orleans, LA.

### ***Regional Professional Conferences***

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\*Schmidek, M. & Dostal, H. (2019, November). *Seeds that grow understanding in students reading 75 of the best novels, plays, short stories, poems, speeches and documents ever written* [conference session]. New York State Reading Conference, Albany, NY.

\*Schmidek, M. & Dostal, H. (2019, October). *Seeds that grow comprehension and vocabulary* [conference session]. New England Association of Teachers of English, Danvers, MA.

\*Agnello, E., \*Weir, J., & Dostal, H. (2018, October). *Starting conversations: Children's literature as a path to human rights* [conference session]. New York State English Council Conference, Syracuse, NY.

\*Schmidek, M. & Dostal, H. (2018, October). *Seeded text as a differentiated approach for vocabulary and comprehension* [conference session]. New York State English Council Conference, Syracuse, NY.

\*Weir, J. & Dostal, H. (2017, October). *Supporting the literacy development of students who are deaf/hard of hearing in inclusive classrooms* [conference session]. Clarke Mainstreaming Conference, Marlborough, MA.

\*Schmidek, M. & Dostal, H. (2017, October). *Seeded & leveled text as a differentiated approach for vocabulary and comprehension* [conference session]. New England Association of Teachers of English, Mansfield, MA.

\*Weir, J., Dostal, H., Kilpatrick, J & Wolbers, K. (2017, April). *Tracing the emergence of vocabulary and language structures through a discourse analysis of interactive writing with deaf and hard of hearing elementary students* [conference session]. University of Connecticut Language Fest, Storrs, CT.

- Robinson, R., & Dostal, H. (2016, November). *Exploring mathematical text types* [conference session]. South Carolina Council of Teachers of Mathematics, Greenville, SC.
- Schmidek, M. & Dostal, H. (2015, October). *Seeded text as a differentiated approach* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.
- Schmidek, M. & Dostal, H. (2015, October). *Spoken and written narrative and the assessment of literacy* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.
- Dostal, H., Wolbers, K., & \*McGaughey, S. (2014, October). *Strategic and Interactive Writing Instruction* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.
- \*Schmidek, M. & Dostal, H. (2014, October). *Seeded text as a differentiated approach for vocabulary and comprehension* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.
- Dostal, H. & Wolbers, K. (2014, April). *Writing across genres* [conference session]. University of Connecticut Language Fest, Storrs, CT.
- Dostal, H. (2013, October). *Supporting struggling writers using the Common Core State Standards* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.
- Dostal H. & Gabriel, R. (2012, October). *Analyzing student writing: Formative assessment within the Common Core, grades 3-8* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.
- Dostal H. & Gabriel, R. (2012, October). *Analyzing student writing: Formative Assessment within the Common Core, grades 9-12* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.
- Gabriel, R. & Dostal H. (2012, October). *Challenges and possibilities of RTI for middle and high school* [conference session]. Connecticut Reading Association's annual conference, Cromwell, CT.

## **KEYNOTE PRESENTATIONS**

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- Dostal, H. (2020, April-rescheduled). *The current state of reading research for deaf and hard of hearing students*. Willie Ross School for the Deaf, Longmeadow, MA.
- Dostal, H. (2018, March). *Effective literacy instruction for deaf and hard of hearing students: Understanding the research base for advocacy and implementation*. Hands-and-Voices, Hartford, CT.

- Dostal, H. (2017). *Principles for assessing deaf language learners*. Caribbean Christian Center for the Deaf Conference on Educating Deaf and Hard of Hearing Students, Knockpatrick, Jamaica.
- Dostal, H. (2017). *Gradual release of responsibility: Putting curriculum into action*. Caribbean Christian Center for the Deaf Conference on Educating Deaf and Hard of Hearing Students, Knockpatrick, Jamaica.
- Dostal, H. (2013). *Literacy and deaf education: Past and possibilities*. Statewide Conference on Educating Deaf and Hard of Hearing Students, Cromwell, CT.

## **INVITED PRESENTATIONS**

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- Dostal, H. (2021, February). *Data summit*. Conference of Educational Administrators of Schools and Programs for the Deaf.
- Gabriel, R., Dostal, H., & \*McGaughey, S. (2020, January). *Leadership restructuring*. A United States Agency for International Development (US-AID) Professional Development Series, Jamaica.
- Dostal, H., Scott, J., & \*Weir, J. (2019, April). *Reimagining inclusive education*. A United States Agency for International Development (US-AID) Professional Development Week-long workshop, Jamaica.
- Gabriel, R., Dostal, H., & \*McGaughey, S. (2018, July). *Leadership capacity building*. A United States Agency for International Development (US-AID) Professional Development Series, Jamaica.
- Dostal, H., Scott, J., & \*Weir, J. (2018, May). *Literacy development of deaf and hard of hearing learners*. A United States Agency for International Development (US-AID) Professional Development Series, Jamaica.
- Dostal, H. (2018, April). *Mathematics and disciplinary literacy*. The Citadel STEM Literacy Distinguished Speaker Series. Sponsored by CHE Improving Teacher Quality Grant, Charleston, SC.
- Dostal, H., Bowers, L., & Kilpatrick, J. (2017, November). *Assessing the written language development of deaf and hard of hearing writers*. A Professional Development Institute sponsored by the Massachusetts Department of Elementary and Secondary Education, Framingham, MA.
- Dostal, H. (2017, May). *Language and literacy learning: A simultaneous approach*. Connecticut Council of Administrators of Special Education (CONNCase), Hamden, CT.
- Dostal, H. (2017, March). *Understanding deaf and hard of hearing students' use of ASL features in English text*. Statewide Conference on Educating Deaf and Hard of Hearing Students, Cromwell, CT.

- Dostal, H. (2016, April). *The writing development of deaf and hard of hearing students: Evidence from intervention studies*. New England Sign Language Festival, Boston, MA.
- Dostal, H. (2016, March). *Using children's literature as mentor texts*. Statewide Conference on Educating Deaf and Hard of Hearing Students, Cromwell, CT.
- Dostal, H. (2015, April). *Language and literacy*. Outreach Education, American School for the Deaf, West Hartford, CT.
- Dostal, H. (2015, April). *Exploring assumptions: Language and text*. State of Connecticut Birth to Three Services, West Hartford, CT.
- Dostal, H. (2014, November). *Strategic and Interactive Writing Instruction*. University of Tulsa, Tulsa, OK.
- Dostal, H. & Gabriel, R. (2014, October & November). *Disciplinary specific writing instruction for linguistically diverse students*. A Professional Development Institute sponsored by the Massachusetts Department of Elementary and Secondary Education, Framingham, MA.
- Dostal, H. (2013, March). *After school literacy learning*. Family Learning Weekend, West Hartford, CT.
- Dostal, H. (2013, January). *English/ Language Arts Common Core State Standards*. Statewide Conference on Educating Deaf and Hard of Hearing Students, Cromwell, CT.
- Dostal, H. (2012, September-October). *Writing instruction for linguistically diverse students*. A Professional Development Institute sponsored by the Massachusetts Department of Elementary and Secondary Education for K-12 Educators, Framingham, MA.
- Dostal, H. (2012, January). *Writing instruction for deaf and hard of hearing learners*. Statewide Conference on Educating Deaf and Hard of Hearing Students, Cromwell, CT.
- Dostal, H. (2010, November). *Impact of deafness on literacy acquisition*. Statewide Conference for Educators of the Deaf, Nashville, TN.
- Dostal, H. (2010, July). *The implications of language development for educational interpreters*. Educational Interpreters Institute, Knoxville, TN.
- Dostal, H. (2008, November). *Formative assessment in special education settings*. Statewide conference for Educators of the Deaf, Nashville, TN.

#### ***Invited University Course Presentations***

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- Dostal, H. (2016, Spring). *Language diversity*. EDCI 5890: Educational Linguistics, University of Connecticut.

- Dostal, H. (2016, Spring). *Grant writing*. EDCI 5160: Design & Supervision of Reading Programs, University of Connecticut.
- Wolbers, K., & Dostal, H. (2015, Spring). *Intervention research*. SPED/EDDE 602: Group/Correlational Research Designs, The University of Tennessee.
- Dostal, H. (2014, Fall). *Assessing writing*. EDCI 5145: Classroom Assessment and Correction of Reading Difficulties, University of Connecticut.
- Dostal, H. (2014, Fall). *Deaf learners*. Introduction to Special Education, University of Connecticut.
- Dostal, H. (2014, Spring). *Using Eduico Linguistic Annotator*. Y650: Digital Tools for Qualitative Inquiry, Indiana University.
- Dostal, H. (2014, Spring). *Funding opportunities*. EDCI5160: Design & Supervision of Reading Programs, University of Connecticut.
- Dostal, H. (2013, Fall). *Deaf learners*. Introduction to Special Education, University of Connecticut.
- Dostal, H. (2013, Fall). *Considerations for administering assessments to students with communicative differences*. Educational Measurements: Test Construction and Assessment, Washington State University.
- Dostal, H. (2013, Spring). *Writing assessment aligned with the Common Core State Standards*. EDCI 5145: Classroom Assessment and Correction of Reading Difficulties, University of Connecticut.
- Dostal, H. (2012, Fall). *The role of reading fluency among diverse learners and the assessment of fluency*. Teaching Reading and Writing, University of Tennessee.
- Dostal, H. (2012, Spring). *Grant writing for school administrators*. EDCI5160: Design & Supervision of Reading Programs, University of Connecticut.
- Dostal, H. (2012 Spring). *Considerations for administering assessments to students with communicative differences*. Educational Measurements: Test Construction and Assessment, Washington State University.
- Dostal, H. (2012, Fall). *Considerations for administering assessments to students with communicative differences*. Educational Measurements: Test Construction and Assessment, Washington State University.
- Dostal, H. (2011, Spring). *Analyzing expressive language samples*. Language Development, University of Tennessee.
- Dostal, H. (2010, Spring). *Designing Individual Education Programs (IEPs)*. Special Education Graduate Seminar, University of Tennessee.

- Dostal, H. (2010, Spring). *Writing in the middle grades*. Special Education Graduate Seminar, University of Tennessee.
- Dostal, H. (2008, Fall). *Trends and issues in special education*. Social Justice in Education, University of Tennessee.
- Dostal, H. (2008, Spring). *Achieving grade level reading performance*. Graduate Student Seminar, University of Tennessee.
- Dostal, H. (2008, Spring). *Assessing diverse learners*. Graduate Student Seminar, University of Tennessee.

## **PROFESSIONAL DEVELOPMENT & CONSULTING**

- Dostal, H. (2020-2021). *Elementary Language and Literacy Assessment and Instruction: Year-long Partnership*. American School for the Deaf, West Hartford, CT.
- Wolbers, K., Dostal, H. Kilpatrick, J., Saulsburry, R., \*Holton, K., \*Weir, J., Holcomb, L. (2020-2021). *Strategic and Interactive Writing Instruction Professional Learning Community*. Online professional development for second year efficacy study teachers.
- Dostal, H. (2019-2020). *Elementary Language and Literacy Assessment and Instruction: Year-long Partnership*. American School for the Deaf, West Hartford, CT.
- Dostal, H. (2019-2020). *Secondary Language and Literacy Assessment and Instruction: Year-long Partnership*. American School for the Deaf, West Hartford, CT.
- Gabriel, R., Dostal, H., & McGaughey, S. (2019-2020). *Jamaica Association for the Deaf School Leadership Professional Development Partnership*. A United States Agency for International Development (US-AID) Professional Development Partnership, Kingston, Jamaica.
- Dostal, H. (2020, August). *Literacy Partnership*. Windsor Public Schools, Windsor, CT.
- Wolbers, K., Dostal, H. Kilpatrick, J., Saulsburry, R., \*Holton, K., & \*Weir, J. (2020, June). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. 16-hour online professional development for second year efficacy study teachers.
- Wolbers, K., Dostal, H. Kilpatrick, J., Saulsburry, R., \*Holton, K., & \*Weir, J. (2020, June). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. 16-hour online professional development for third year efficacy study teachers.
- Wolbers, K. & Dostal, H. (2019, October). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. 3-day professional development for first year efficacy study teachers, Knoxville, TN
- Gabriel, R., Dostal, H., & McGaughey, S. (2018-2019). *Jamaica Association for the Deaf School Leadership Professional Development Partnership*. A United States Agency for



International Development (US-AID) Professional Development Partnership, Kingston, Jamaica.

Dostal, H. (2018-2019). *Year-long Literacy Partnership*. Windsor Public Schools, Windsor, CT.

Dostal, H. (2018-2019). *Elementary Language and Literacy Assessment and Instruction*. American School for the Deaf, West Hartford, CT.

Dostal, H. (2018-2019). *Middle and High School Literacy Assessment Protocol Development and Analysis: Year-long Partnership*. American School for the Deaf, West Hartford, CT.

Wolbers, K., Dostal, H. Kilpatrick, J., Saulsburry, R., \*Holton, K., & \*Weir, J. (2019, June). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. Week-long professional development for first year efficacy study teachers, Knoxville, TN.

Wolbers, K., Dostal, H. Kilpatrick, J., Saulsburry, R., \*Holton, K., & \*Weir, J. (2019, June). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. Three-day professional development for second year efficacy study teachers, Knoxville, TN.

Dostal, H., Scott, J., & \*Weir, J. (2019, May). *Jamaica Association for the Deaf Professional Development Partnership: Reading Camp*. A United States Agency for International Development (US-AID) Professional Development Partnership, Kingston, Jamaica.

Dostal., H. (2018, November). *Instructional Approaches to Support Literacy Development*. New Haven Public Schools, New Haven, CT.

Wolbers, K., Dostal, H. & Kilpatrick, J. (2018, November). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. 3-day professional development for first year efficacy study teachers, Knoxville, TN.

Wolbers, K., Dostal, H. & Kilpatrick, J. (2018, July). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. Week-long professional development for first year efficacy study teachers, Knoxville, TN.

Dostal, H., Scott, J., & \*Weir, J. (2018, May). *Jamaica Association for the Deaf Professional Development Partnership: Mentorship and collaboration*. A United States Agency for International Development (US-AID) Professional Development Partnership, Kingston, Jamaica.

Dostal., H. (2017, October). *Jamaica-University of Connecticut Partnership*. Study tour funded through Jamaican Association of the Deaf by United States Agency for International Development (US-AID), Connecticut, Massachusetts, RI.

Dostal, H. (2017-2018). *Elementary Literacy Assessment Protocol Development and Analysis: Year-long Partnership*. American School for the Deaf, West Hartford, CT.

- Wolbers, K., Dostal, H. & Kilpatrick, J. (2017, July). *Strategic and Interactive Writing Instruction (SIWI), grades 3-5*. Week-long professional development for second year efficacy study teachers, Knoxville, TN.
- Dostal, H. (2016-2017). *Writing About Reading: Year-long partnership*. Windsor Public Schools, Windsor, CT.
- Kilpatrick, J., Dostal, H., & Gabriel, R. (2016). *Strategies to Support the Literacy Development of Deaf and Hard of Hearing Students, Haiti*.
- Dostal, H. (2015). American School for the Deaf Accreditation. New England Association of Schools and Colleges & Conference of Educational Administrators of Schools & Programs for the Deaf, West Hartford, CT.
- Wolbers, K., Dostal, H., & Graham, S. (2015, July). *Year 3 of the Development of Strategic and Interactive Writing Instruction*. One-week professional development for Tennessee teachers (3-5) participating in the IES funded grant, *Development of Strategic and Interactive Writing Instruction (SIWI)*, Knoxville, TN.
- Dostal, H. & Gabriel, R. (2015, March). *Linking Language and Literacy Development*. Washington School for the Deaf, Vancouver, WA.
- Dostal, H. (2014-2015). *School entrance and student outcomes*. A 10-year school-wide review of entrance and achievement trends at American School for the Deaf, West Hartford, CT.
- Dostal, H. (2014). *Redefining Instruction: Creating a mentor model*. A year-long mentoring series for participating educators at American School for the Deaf, West Hartford, CT.
- Dostal, H. (2014, November). *Writing instruction for linguistically diverse students*. Willie Ross School for the Deaf, Longmeadow, MA.
- Dostal, H. (2014, January). *Writing Instruction for 21<sup>st</sup> Century Learners: Integrating digital tools*. Statewide Conference on Educating Deaf and Hard of Hearing Students, Cromwell, CT.
- Wolbers, K., Dostal, H., Bowden, H., & Stephenson, B. (2014, July). *SIWI Gets to the Core! Reading and Writing in the content areas*. Week-long professional development for teachers from across the state participating in the Tennessee High Education (THEC) funded Grant, *SIWI Gets to the Core!*, Knoxville, TN.
- Wolbers, K., Dostal, H., & Graham, S. (2014, January). *Year 2 of the Development of Strategic and Interactive Writing Instruction*. Three day professional development for teachers participating in the IES funded grant, *Development of Strategic and Interactive Writing Instruction (SIWI)*, Knoxville, TN
- Wolbers, K., Dostal, H., & Graham, S. (2013, October). *The use of Functional Linguistics for Analyzing Student Writing and Setting Goals*. Professional development for teachers

participating in the IES funded grant, *Development of Strategic and Interactive Writing Instruction (SIWI)*, Knoxville, TN.

Wolbers, K., Dostal, H., & Graham, S. (2013, June). *Year 2 of the Development of Strategic and Interactive Writing Instruction*. Three day professional development for teachers participating in the IES funded grant, *Development of Strategic and Interactive Writing Instruction (SIWI)*, Knoxville, TN.

Dostal, H. (2012-2013 academic year). *Literacy teaching and learning*. A year-long professional development workshop series (eight workshops) for educators at American School for the Deaf, West Hartford, CT.

Wolbers, K., Dostal, H., & Graham, S. (2013, April). *Supporting interactive writing with technology*. Professional development for teachers (3-5) participating in the IES-funded grant, *Development of Strategic and Interactive Writing Instruction (SIWI)*, Knoxville, TN.

Wolbers, K., Dostal, H., & Graham, S. (2013, January). *Interactive writing*. Professional development for teachers (3-5) participating in the IES-funded grant, *Development of Strategic and Interactive Writing Instruction (SIWI)*, Knoxville, TN.

Wolbers, K., Dostal, H. & Stephenson, B. (2012, 2011, 2010, July). *See We Can Do It language and literacy workshop II*. Week-long professional development for Tennessee teachers of the deaf, Knoxville, TN.

Wolbers, K., Dostal, H. & Stephenson, B. (2012, 2011, 2010 & 2009, July). *On the Edge language and literacy workshop I*. Week-long professional development for Tennessee teachers of the deaf, Knoxville, TN.

Dostal, H. (2012, June). *Using the Common Core State Standards to Drive Literacy Instruction*. Professional development session for staff at American School for the Deaf, West Hartford, CT.

Dostal, H. (2012, April). *Strategic and Interactive Writing Instruction and the Common Core State Standards*. Professional development session for educators at The Learning Center for the Deaf, Framingham, MA.

Dostal, H. (2011, March). *Building metalinguistic awareness*. Professional development session for educators at Tennessee School for the Deaf, Knoxville, Tennessee.

Dostal, H. (2011, February). *Fostering literacy and language growth through ASL and English*. Professional development session for educators at Tennessee School for the Deaf, Knoxville, TN.

Dostal, H. (2011, January). *First to the Top: Past, present, and future*. Professional development session for educators at Tennessee School for the Deaf, Knoxville, TN.

Dostal, H. (2008, October). *Enhancing student understanding*. Professional development session for educators at Tennessee School for the Deaf Department Improvement Plan committee, Knoxville, TN.

Dostal, H. (2008, April). *Writing in the content areas*. Professional development session for educators at Tennessee School for the Deaf, Knoxville, TN.

Dostal, H. (2007, May). *Writing instruction*. Teacher workshop at Tennessee School for the Deaf, Knoxville, TN.

## **POST-SECONDARY INSTRUCTION & SUPERVISION**

University of Connecticut, 2013-present

- EDCI 5150 (3) Clinical Diagnosis and Correction of Reading Difficulties
- EDCI 5145 (3) Classroom Assessment and Correction of Reading Difficulties
- EDCI 4110W (3) Teaching Reading and Writing in the Elementary School
- EDCI 4010 (2; 3) Teaching Reading and Writing in the Content Areas
- EDCI 5080 (3) Reading and Literacy in the Content Areas
- EDCI 5094 (3) Seminar: Writing Instruction/ Evaluation and Deafness
- EDCI 5130 (3) Teaching Children's Literature in the Elementary School
- EDCI 5099 (3) Teaching Literature for Adolescents, Independent Study

Boston University, 2014-2019

- SED DE 555 (3) Literacy Skills in Deaf Children

Southern Connecticut State University, 2011-2013

- SED 435 (3) Language Arts for Exceptional Individuals
- SED 536 (3) Diagnostic Testing and Reporting
- SED 449 (3) Theory to Practice: A School-Based Experience
- SED/EDU 400 (3) Student-Teaching Internship
- SED 410 (3) American Sign Language I
- SED 411 (3) American Sign Language II

University of Tennessee, 2009-2011

- EDDE 415 (3) Language Development I
- EDDE 416 (3) Language Development II

## **PROFESSIONAL SERVICE**

### ***University***

#### **Doctoral and Post-Graduate Student Advising, University of Connecticut**

##### *Doctoral Dissertations, Chair*

- Joan Weir, Literacy Education, in progress
- Ellen Agnello, Literacy Education, in progress
- Danielle King, English Education, completed 2019

##### *Doctoral Dissertations, Committee Member*

- Christopher Wenz, Reading Education, in progress

- Manqian Zhao, Bilingual Education, in progress
- Doctoral Dissertations, Outside Reader*
- Jennifer Dolan, Reading Education, completed 2017

**Degree Advising, University of Connecticut**

- Graduate Reading Consultant Certification (102/097), Major Advisor, 2013-present
- Master’s Degree, Major Advisor, 2013-present
- Special Projects & Honors, Advisor, 2013-present
- Elementary Education Integrated Bachelor/Masters’, Major Advisor, 2013-present

**Professional Service, University of Connecticut**

- 2020-present Graduate Faculty Council, representative
- 2019-present Teacher Certification Program for College Graduates Admissions Committee, member
- 2017-present Aetna Endowed Chair of Writing Advisory Board, member
- 2014-present Scholarship/Awards Committee, member
- 2013-present Reading-Language Arts Center Admissions, member
- 2020-2021 Associate Dean Search Committee, chair
- 2019-2020 Neag Curriculum and Courses Committee, member
- 2019-2020 Department Curriculum and Courses Committee, member
- 2019-2020 Doctoral Admissions and Program Review, member
- 2015-2019 Graduate Admissions Committee (Elementary Education), chair
- 2013-2019 Undergraduate Admissions Committee, member
- 2013-2017 Collaborative on Strategic Education Reform, research scientist
- 2016 Language Creation Laboratory, Hiring/ Search Committee for Research Assistant II, member
- 2013-2015 Graduate Admissions Committee, member
- 2014-2016 Northeast Children’s Literature Author Visit, committee member
- 2014-2015 Social Justice/Multicultural Redesign Committee, member

**Professional Service, Southern Connecticut State University**

- 2011-2013 Graduate Student Advising
- 2012-2013 University Curriculum Forum
- 2012-2013 Department Curriculum Committee
- 2012-2013 Student-Teaching Committee
- 2011-2013 American Sign Language and Deaf Awareness Club
- 2011-2013 University Honors Thesis Committee
- 2011-2012 Faculty Search Committee Member, Assistant Professor of Special Education and Reading

***Profession***

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**Leadership in Professional Organizations**

- 2019-present International Literacy Association, William S. Gray Citation of Merit Committee, Member
- 2020-present Association of College Educators-Deaf & Hard of Hearing, Board Member

2020-present	Association of College Educators-Deaf & Hard of Hearing, Publications Committee Chair
2021-2022	American Educational Research Association SIG Program Chair, Research on the Education of Deaf Persons (SIG-95)
2020-2021	American Educational Research Association SIG Program Chair-Elect, Research on the Education of Deaf Persons (SIG-95)
2018-2020	Association of College Educators-Deaf & Hard of Hearing, Publications Committee, Member
2017-present	Literacy Research Association, Field Council, Co-chair
2015-2019	Literacy Research Association, Ethics Committee Member
2016-2018	American Educational Research Association SIG Best Paper Reviewer
2017-2018	Literacy Research Association, Field Council, Member
2012-2017	American Educational Research Association SIG Newsletter Editor, Research on the Education of Deaf Persons (SIG-95)
2015-2016	American Educational Research Association SIG Program Chair, Research on the Education of Deaf Persons (SIG-95)
2013-2014	American Educational Research Association SIG Program Chair-Elect, Research on the Education of Deaf Persons (SIG-95)

### **Journal Editorial Board**

2020-present	<i>Journal of Deaf Studies and Deaf Education</i> , Associate Editor
2019-2021	<i>Journal of Deaf Studies and Deaf Education</i> , Editorial Board Member
2015-2018	<i>National Network for Educational Renewal</i> , Editorial Board Member
2010-2015	<i>Catalyst: A Social Justice Forum</i> , Editorial Board Member

### **Ad Hoc Journal Review**

2019-present	<i>Journal of Literacy Research</i>
2018-present	<i>Reading Research Quarterly</i>
2018-present	<i>International Journal of Disability, Development, and Education</i>
2015-present	<i>Journal of Educational Psychology</i>
2016	<i>Social Interaction and ASD</i> , Lester & O'Reilly, chapter review
2015	<i>Excellence in Education</i>
2015-2017	<i>Journal of Deaf Studies and Deaf Education</i>
2014	<i>The Palgrave Handbook of Child Mental Health</i> , Lester & O'Reilly

### **Conference Proposal Review**

2015-present	Association of College Educators of the Deaf and Hard of Hearing
2011-present	Literacy Research Association
2012-2018	American Educational Research Association

### **Outreach**

2021-present	Early Hearing Detection and Intervention (EDHI) Task Force; Member
2020-present	State of Connecticut Advisory Board on Educating Students who are Deaf, Hard of Hearing, or Deaf-Blind; Member
2017-present	Connecticut Coalition for the Deaf, Member
2016-present	Improving Teacher Quality Grant, <i>Literacy in STEM Education</i> , The Citadel The Military College of South Carolina; Consultant

2018-present Aetna Chair for Writing Competition, University of Connecticut; Reviewer

2016-2020 National Science Foundation CAREER Grant, *The Impact of Language Experience on the Development of Number Representations in Deaf, Hard of Hearing, and Hearing Children*, M. Coppola, PI; Consultant

2017-2019 SignFest Conference; Organizing Committee Member

2015 Reading, Language & Writing Instruction, Ask the Expert forum, Missouri Deaf Educator Community of Practice; Researcher

2015 Graduate Student SIG, Association of College Educators of the Deaf and Hard of Hearing; Faculty Panelist

2014 Reading, Language & Writing Instruction, Ask the Expert forum, Missouri Deaf Educator Community of Practice; Researcher

2013 Praxis II Reading/Language Arts Cut Score Review, participant

2007-2009 Exhibition of Undergraduate Research and Creative Achievement, The University of Tennessee; Reviewer

### ***Community***

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2018-present Board of Trustees for Willie Ross School for the Deaf

2018-present Education Committee for Willie Ross School for the Deaf

2017-present Jamaican Association for the Deaf PD Mentor

2013-present Board of Corporators, formerly Directors, American School for the Deaf,

2013-present Education Committee for American School for the Deaf

2015 Advisory Panel for Senior Project, Francis W. Parker Charter Essential School

2015 Accreditation Team for American School for the Deaf, New England Association of Schools and Colleges & Conference of Educational Administrators of Schools & Programs for the Deaf

2013-2016 Volunteer & Presenter, Family Learning Weekend, American School for the Deaf

2005-2011 Teacher Mentor, Illinois State University, Maryville College, The University of Tennessee

### **AWARDS**

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2019 Neag Early Career Scholar

2012 Nomination for the International Reading Association Outstanding Dissertation of the Year Award

2012 Nomination for the Helen B. Watson Outstanding Dissertation Award, The University of Tennessee

2011 Teacher of the Year, Tennessee School for the Deaf

2006 Residential Counselor of the Year, Tennessee School for the Deaf

### **PROFESSIONAL AFFILIATIONS**

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American Educational Research Association (AERA)

Literacy Research Association/ National Reading Conference (LRA/ NRC)

International Literacy Association (ILA)

Connecticut Reading Association (CRA)

Association of College Educators of the Deaf and Hard of Hearing (ACE-DHH)  
Council for Exceptional Children (CEC)  
Conversational Analysis Research in Autism (CARA)

\*Graduate student and/or education professional