

Kouider Mokhtari, Ph.D.

kouider@gmail.com

SUMMARY OF CAREER HIGHLIGHTS

Professional Experience

- 2023-Pres Interim Senior Vice President for Research and Dean of the Graduate School
- 2021-Pres Associate Vice President of Research & Associate Dean of the Graduate School
- 2019-2021 Associate Provost for Research & Scholarship, The University of Texas at Tyler
- 2017-2019 Interim Associate Provost for Research & Scholarship
- 2011-Pres Anderson-Vukelja-Wright Endowed Professor, & Director, K-16 Literacy Center
- 2008-2011 Professor & Team Leader, Iowa State University
- 2007-2008 John W. Heckert Endowed Chair & Director, Miami University of Ohio
- 1991-2004 Assist Prof., Assoc. Prof., Prof & Interim Assoc. Dean, Oklahoma State University
- 1989-1991 Assistant Vice President of Instruction, North Lake College, Dallas, Texas
- 1977-1982 Public School Teacher, Rabat & Casablanca, Morocco

Research Productivity & Impact

- Authored/co-authored six [books](#) with Harvard Education Press & Rowman & Littlefield.
- Authored or co-authored 100+ refereed journal articles, book chapters, and/or reports.
- Delivered 100+ presentations at local, state, national, & international conferences.
- Produced **research cited ~8,000** times with a [Google Scholar h-index of 33](#) (i-10-Index=48).
- Developed one of the most widely used and cited assessment instruments to measure students' metacognitive awareness and reading strategy use.
- Received funding for 30+ grants ranging from \$2,400 to \$1.5 Million (Total: ~\$5M+).

Teaching, Advising & Program Development

- Developed and taught an array of language and literacy related courses.
- Received consistently excellent teaching evaluations (M=4.85 out of 5).
- Chaired and/or served on master's theses and doctoral dissertations at 3 universities.
- Led the evaluation and redesign of graduate & undergraduate programs at 3 universities.

Leadership & Service Activities

- Chaired and/or served on multiple university, state, and national committees.
- Served as co-editor and associate editor of two journals.
- Served on editorial boards of various national and international literacy journals.
- Participated in strategic planning at departmental, college, and university levels.
- Served as consultant for various national and international organizations.

Selected Awards & Recognitions

- 2022 Appointed by the King of Morocco to serve on Morocco's Supreme Council for Education, Training and Scientific Research
- 2018 President's Scholarly Achievement Award
- 2014 International Literacy Association John C. Manning Public School Service Award
- 2014 UT Tyler Leadership and Service Impact Award
- 2013 American Association of Colleges for Teacher Education Outstanding Book Award
- 2010 Iowa Academy of Education Induction Award
- 2003 Oklahoma State Regents Distinguished Research Award Finalist
- 2002 Oklahoma State Regents Distinguished Teaching Award

Kouider Mokhtari, Ph.D.

EDUCATION

- Ph.D. Interdisciplinary Ph.D.: Psycholinguistics & Reading. Ohio University (1987)
- M.A. Applied Linguistics (TESL), Ohio University (1984)
- B.A. English Language and Literature, Université Mohamed V, Morocco (1981)
- C.A.P.E.S. Certificat d’Aptitude Pédagogique de l’Enseignement Secondaire (CAPES), Centre Pédagogique Régional, Rabat, Morocco. Teacher Training Certification (1975-1977); Advanced Teacher Training Certification (1980-1981)

AWARDS & RECOGNITIONS

- 2022 Appointed by the King of Morocco to serve on Morocco’s [Supreme Council for Education, Training and Scientific Research](#).
- 2018 *President’s Scholarly Achievement Award*, The University of Texas at Tyler.
- 2014 [International Reading Association John C. Manning Public School Service Award](#).
- 2014 [Leadership and Service Impact Award for impact on a social issue globally or locally](#) (University of Texas at Tyler).
- 2013 *American Association of Colleges for Teacher Education (AACTE) Outstanding Book Award* for “*Preparing Every Teacher to Reach English Learners: A Practical Guide for Teacher Educators*, co-authored with Joyce Nutta and Carine Strebél (Harvard Education Press, 2012).
- 2010 Inducted into the *Iowa Academy of Education* (Iowa State University).
- 2003 Oklahoma State Regents *Distinguished Research Award* for outstanding research and scholarship (Finalist).
- 2002 Oklahoma State Regents *Distinguished Teaching Award* for outstanding teaching and advising of graduate and undergraduate students.
- 2000 *Feldman Faculty Award* for outstanding teaching and advising of graduate and undergraduate students on the OSU-Tulsa Campus (Finalist).
- 2000 *Lew Wentz Foundation Award* for mentoring honors students at Oklahoma State University.
- 2000 *Big 12 Faculty Fellowship Award* to support research collaboration among faculty within the Big 12 institutions.
- 1996 *Faculty Advisor Award* for service as advisor of the International Student Organization at Oklahoma State University.
- 1994 *Faculty of the Month Award* for service to the Education Student Council within the College of Education at Oklahoma State University.

ACADEMIC POSITIONS

The University of Texas at Tyler

- 2023-Pres Interim Senior Vice President for Research and Interim Dean of the Graduate School
- 2021-Pres Associate Vice President of Research & Associate Dean of the Graduate School
- 2019-2021 Associate Provost for Research & Scholarship
- 2017-2019 Interim Associate Provost for Research & Scholarship
- 2011-Pres Anderson-Vukelja-Wright Endowed Professor, & Director, K-16 Literacy Center

Iowa State University

- 2008-2011 Professor & Team Leader, Department of Curriculum & Instruction

Miami University of Ohio

- 2007-2008 John W. Heckert Endowed Chair & Director of Children's Center for Reading & Writing
- 2004-2007 Professor, Department of Teacher Education

Oklahoma State University

- 2003-2004 Professor, School of Curriculum & Educational Leadership
Director, Reading & Mathematics Center
- 1997-2003 Associate Professor, School of Curriculum & Educational Leadership
Director, Reading & Mathematics Center
- 1997-1998 Interim Associate Dean, College of Education
- 1991-1997 Assistant Professor, Department of Curriculum and Instruction
Director, Reading & Mathematics Center

North Lake College, Dallas County Community College District

- 1989-1991 Assistant to the Vice President of Instruction
- 1988-1989 Director, Learning Skills Center, Developmental Studies Division

Ohio University

- 1982-1984 Graduate Teaching/Research Assistant
- 1985-1987 Graduate Research Assistant

Ministry of Education, Morocco

- 1977-1979 Certified Public School Teacher, Rabat, Morocco
- 1979-1982 Certified Public School Teacher, Casablanca, Morocco

RESEARCH AND SCHOLARSHIP

Google Scholar <https://scholar.google.com/citations?user=ukDHH4QAAAAJ&hl=en>

LinkedIn <https://www.linkedin.com/in/kouider-mokhtari-8a960716>

Academia <https://uttyler.academia.edu/KouiderMokhtari>

Nutta, J.W., Strelbel, C., **Mokhtari, K.**, Mihai, F., & Crevecoeur, E. (2024, Second Edition under Contract). *Educating English Learners: What Every Classroom Teacher Needs to Know*. Harvard Education Press.

Delello, J. A., Sung, W., & **Mokhtari, K.**, & De Giuseppe, T. (2024, in press). Are K-16 educators prepared to address the educational and ethical ramifications of artificial intelligence software? Proceedings of the Future of Information and Communication Conference (FICC) 2024, *Lecture Notes in Networks and Systems*.

Mokhtari, K., & Ghimire, N. (2004, in press). Improving Reading Comprehension Through Metacognitive Reading Strategies Instruction. In Tilla Olifant and Mzwamadoda Phillip Cekiso (Editors), Teaching Reading Comprehension. In *Secondary School English Classrooms*. The University of South Africa Press (UNISA Press).

Delello, J. A., Sung, W., & **Mokhtari, K.**, & De Giuseppe, T. (2023, under review). Exploring college students' awareness of AI and ChatGPT: Unveiling perceived benefits and risks. *The Electronic Journal of e-Learning*.

Mokhtari, K., Alamer, A., Ghimire, N., & Alsagoafi, A. (2003, under review). Validation of the metacognitive awareness of reading strategies inventory for second language learners (MARSILL) for reading digital texts. *Journal of Multilingual and Multicultural Development*.

Bentahar, A., **Mokhtari, K.**, & Ghimire, N. (2024, under review). The Influence of Media Multitasking on Moroccan EFL Teachers' Academic and Recreational Reading Habits. *International Journal of Applied Linguistics*.

Delello, J. A., & **Mokhtari, K.** (2023). Student and Faculty Perceptions of Social Media Use and Relationships Inside and Outside the Higher Education Classroom. In I. Management Association (Ed.), *Research Anthology on Applying Social Networking Strategies to Classrooms and Libraries* (pp. 1161-1182). IGI Global. <https://doi.org/10.4018/978-1-6684-7123-4.ch063>.

Mokhtari, K. (2021-2023). *Responsive coaching: Improving teaching & learning for educationally disadvantaged students in K-12 Schools*. Book under contract with Rowman & Littlefield Publishers.

Mokhtari, K. (2021). Instructional Casualties: A Review of Transforming Literacy Education for Long-Term English Learners: Recognizing Brilliance in the Undervalued. *Journal of Adolescent & Adult Literacy*, 64(5), 604-607.

David, A.D., Consalvo, A. L., & **Mokhtari, K.** (2021). The Path In-Between: Sanity and Sustainability During this Latest Round of "The Reading Wars." *Texas Journal of Literacy Education*, 9(1), 13-17.

Dellello, J., & **Mokhtari, K.** (2020). Student and Faculty Perceptions of Social Media Use and Relationships Inside and Outside the Higher Education Classroom. In M. Sarfraz, Editor,

Innovative Perspectives on Interactive Communication Systems and Technologies (pp. 23-44). IGI Global Publishers.

- Mokhtari, K., Strebel, C., Mihai, F.** and **Crevecoeur-Bryant, E.** (2020), "The Quest for Linguistically Responsive Questioning: Using Knowledge of English Oral Proficiency Levels to Engage English Learners", **Ortlieb, E., Grote-Garcia, S., Cassidy, J.** and **Cheek, E.H.** (Ed.) *What's Hot in Literacy: Exemplar Models of Effective Practice* (Literacy Research, Practice and Evaluation, Vol. 11), Emerald Publishing Limited, pp. 51-66. <https://doi.org/10.1108/S2048-045820200000011006>.
- Mokhtari, K.**, (2020). *The foundation for reading is laid starting at birth*. Interview with Laura Millman, journalist from Germany who specializes in education, child development and educational policy. This interview, printed in **Bold.Expert**, was inspired by a keynote address made at the **2020 ICSEI conference** in Marrakesh, Morocco.
- Marzilli, C., McWhorther, R., Hermanns, M., Deal, B., Fountain, R., & **Mokhtari, K.** (2019). A Faculty-Friendly Framework for Improving Teaching and Learning through Service-Learning. *Journal of Service-Learning in Higher Education*.
- Porter, A., **Mokhtari, K.**, and Saoudi, K. (2019). *Morocco Higher Education Situational Analysis Report*. For Social Impact, Inc. at the request of the United States Agency for International Development.
- Mokhtari, K.**, Dimitrov, D., & Reichard, C. (2018). [Revising the Metacognitive Awareness of Reading Strategies Inventory and Testing for Factorial Invariance](#). *Studies in Language Learning & Teaching*, 8(2), 219-246.
- Mokhtari, K.** (2018). [Prior Knowledge Fuels the Deployment of Reading Comprehension Strategies](#). *The TESOL Encyclopedia of English Language Teaching: The definitive reference in the field of English language teaching* (pp. 1–10).
- Mokhtari, K.** (2018). The value and potential of coaching for improving teaching and learning. In A. Chekayri (Ed.). *Teaching of reading in Arabic: New approaches* (مقاربات جديدة في تدريس القراءة باللغة العربية). Ifrane, Morocco: Al Akhawayne University Press.
- Nutta, J.W., Strebel, C., Mihai, F., Crevecoeur, E., & **Mokhtari, K.** (2018). [Show, Tell, Build: 20 Key Instructional Tools and Techniques for English Learners](#). Harvard Education Press.
- Shaffer-Willner, L., & **Mokhtari, K.** (2017). Improving Meaningful Use of Accommodations by Multilingual Learners. *The Reading Teacher*, 71 (4), 431-439.
- Delello, J., & **Mokhtari, K.** (2018). Blurring the Boundaries: The Impact of Social Media in the Higher Education Classroom. *International Journal of Interactive Communication Systems and Technologies* (IJICST), 7 (1), 7-14.
- Mokhtari, K.**, & Consalvo, A. (2017). Mapping a way to design, implement and evaluate literacy instruction in school settings: a flexible action-oriented data analytic framework. In S. A. Lawrence, (Ed.), *Literacy program evaluation and development initiatives for p-12 teaching*. Hershey, Pennsylvania: IGI-Global Publishers.
- Mokhtari, K.**, (Ed.). (2016). *Improving reading comprehension through metacognitive reading instruction*. Lanham, MD: Rowman & Littlefield. <https://rowman.com/ISBN/9781475831214/Improving-Reading-Comprehension-through-Metacognitive-Reading-Strategies-Instruction>

- Mokhtari, K.**, Neel, J. Matatall, A., & Richards, A. (2016). The contribution of morphological knowledge to 7th grade students' reading ability. *Reading Horizons*, 54(3), 39-58.
- Velten, J., & **Mokhtari, K.** (2016). Lessons learned from designing, implementing, and evaluating an after-school program for middle grade struggling readers. *Texas Journal of Literacy Education*, 4(1), 14-20.
- Taylor, C., Kulkarni, A., & **Mokhtari, K.** (2016). Knowledge extraction from metacognitive reading strategies data using induction trees. *International Journal of Advanced Computer Science and Applications*, 7(6), 269-274.
- Delello, J., Reichard, C., & **Mokhtari, K.** (2016). Multi-tasking among college students: Are freshmen more distracted? *International Journal of Cyber Behavior, Psychology, & Learning*, 6(4), 1-12.
- Aukerman, M., Brown, R., **Mokhtari, K.**, Valencia, S., & Palincsar, A. (2015). Examining the relative contributions of content knowledge and strategic processing to comprehension. *Literacy Research: Theory, Method, and Practice Yearbook*, Literacy Research Association.
- Daniel, M., & **Mokhtari, K.** (Eds.). (2015). *Research-based instruction that makes a difference in English Learners' success*. Lanham, MD: Rowman & Littlefield. <https://rowman.com>.
- Mokhtari, K.** & Velten, J. (2015). Strengthening academic vocabulary with *Word Generation*[®] helps sixth grade students improve reading comprehension. *Middle Grades Research Journal*, 10 (3), 25-44.
- Mokhtari, K.**, Delello, J. & Reichard, C. (2015). Connected yet distracted: multitasking among college students. *Journal of College Reading & Learning*, 45(2), 164-180.
- Mokhtari, K.**, Neel, N., Kaiser, K., & Le, H-H. (2015). Assessing the promise of a supplemental reading intervention program for at-risk first grade students in a public school setting. *International Electronic Journal of Elementary Education*, 7(3), 281-300.
- Mokhtari, K.** (2015). Using metacognitive assessments to help identify students' reading comprehension strengths and needs. In M. Daniel, & K. Mokhtari (Eds.), *Research-based instruction that makes a difference in English learners' success*. Lanham, MD: Rowman & Littlefield Publishers.
- Mokhtari, K.** & Daniel, M. (2015). Research, policy, and practice insights to support the teaching of English learners in mainstream classrooms. In M. Daniel, & K. Mokhtari (Eds.), *Research-based instruction that makes a difference in English Learners' success*. Lanham, MD: Rowman & Littlefield Publishers.
- Nutta, J.W., Strelbel, C., **Mokhtari, K.**, Mihai, F., & Crevecoeur, E. (2014). [*Educating English Learners: What Every Classroom Teacher Needs to Know*](#). Harvard Education Press.
- Mokhtari, K.**, & Niederhauser, D. (2013). *Vocabulary and Syntactic Knowledge Factors in 5th Grade Students' Reading Comprehension*. *International Electronic Journal of Elementary Education*, 5(2), 157-170.
- Mokhtari, K.**, & Reichard, C. (2013). The promises and potential vulnerabilities of the Qualitative Similarity Hypothesis. In P. Paul, Y. Wang, & C. Williams. (pp. 237-244), *Deaf Students and the Qualitative Similarity Hypothesis: Understanding Language and Literacy development*. Washington, DC: Gallaudet University Press.

- Anderson, J., **Mokhtari, K.**, & Kulkarni, A. (2012). Assessing Metacognitive Awareness of Reading Skills Using Adaptive Neural Networks. *Procedia Computer Systems*, 12, 294-299.
- Mokhtari, K.**, Matatall, A., & Richards, A. (2012). What Role Does Morphology Play in Reading Ability Among Seventh Grade Students? *The Oklahoma Reader*, 48 (1), 7-14. (Invited).
- Nutta, J.W., **Mokhtari, K.**, & Strelbel, C. (2012). *Preparing every teacher to reach English learners: A practical guide for teacher educators*. Cambridge, MA: Harvard Education Press. Recipient of the 2013 American Association of Colleges for Teacher Education (AACTE) Outstanding Book Award. <http://hepg.org/hep-home/books/preparing-every-teacher-to-reach-english-learners>.
- Walker, B., **Mokhtari, K.**, & Sargent, S. (2012). Reading Fluency Revisited: Much more than fast and accurate reading. In T. Rasinski, C. Blachowicz, & K. Lems. (Eds.), *Fluency instruction: Research-based practices*. Guilford Press.
- Alsheikh, N. & **Mokhtari, K.** (2011). An examination of the metacognitive reading strategies used by native speakers of Arabic when reading in English and Arabic. *English Language Teaching*, 4(2), 151-160.
- Mokhtari, K.**, Niederhauser, N., Beschorner, B., & Edwards, P. (2011). F.A.D.: A basic procedure for filtering, analyzing, and diagnosing students' reading & writing difficulties. *The Reading Teacher*, 64 (8), 631-635.
- Parsons, S. C., **Mokhtari, K.**, Yellin, D., & Orwig, R. (2011). Literature study groups: Literacy learning "with legs." *Middle School Journal*, 42 (5), 22-30.
- Mokhtari, K.**, Hutchison, A., & Edwards, P. (2010). Organizing instruction for struggling readers in tutorial settings. *The Reading Teacher*, 6 (4), 287-290.
- Mokhtari, K.**, Porter, L., & Edwards, P. (2010). Responding to reading instruction in a primary grade classroom. *The Reading Teacher*, 63 (8), 692-697.
- Olsen, J., & **Mokhtari, K.** (2010). Making science real. *Educational Leadership*, 67 (6), 56-62
- Yellin, D. & **Mokhtari, K.** (2010). Learning from our students: ELL alternatives to special education and grade retention. *English Leadership Quarterly*, 32 (3), 8-12.
- Mokhtari, K.**, Reichard, C, & Gardner, A. (2009). The impact of internet use and TV watching on the reading habits of college students. *Journal of Adolescent and Adult Literacy*, 52 (7), 609-619. Reprinted in:
- Wu, H., & Standridge, E. (2015). *Reading and Writing about the Disciplines: A rhetorical approach*. Southlake, Texas: Fountainhead Press.
- Mokhtari, K.**, Thoma, J., & Edwards, P. (2009). How one elementary school uses data to help raise students' reading achievement. *The Reading Teacher*, 63 (4), 334-337.
- Therrien, W.J., Hughes, C., Kapelski, C., & **Mokhtari, K.** (2009). Effectiveness of a test taking strategy on students with learning disabilities achievement on essay tests. *Journal of Learning Disabilities*, 42 (1), 14-23.
- Edwards, P.A., Turner, J.D., & **Mokhtari, K.** (2008). Balancing the assessment of learning and for learning in support of student literacy achievement. *The Reading Teacher*, 61(8), 682-684.
- Mokhtari, K.**, (2008). Perceived and real-time use of reading strategies by three proficient tri-literate readers: A case study. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first*

and second language learners: *See how they read* (pp. 143-160). Norwood, MA: Christopher-Gordon Publishers.

Mokhtari, K., & Sheorey, R. (2008). *Reading Strategies of first and second language learners: See how they read*. Norwood, MA: Christopher-Gordon Publishers.

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Mokhtari, K., & Sheorey, R. (2008). Summary, applications, and future directions. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first and second language learners: See how they read* (pp. 215-228). Norwood, MA: Christopher-Gordon Publishers.

Mokhtari, K., Kymes, A., & Edwards, P. (2008). Assessing the new literacies of online reading comprehension: An informative interview with W. Ian O'Byrne, Lisa Zawilinski, J. Greg McVerry, and Donald J. Leu at the University of Connecticut. *The Reading Teacher*, 62(4), 354–357.

Mokhtari, K., Sheorey, R., & Reichard, C. (2008). Measuring the reading strategies of first and second language readers: The development and use of the MARS and SORS instruments. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first and second language learners: See how they read* (pp. 43-66). Norwood, MA: Christopher-Gordon Publishers.

Mokhtari, K., & Perry, B. (2008). Using Rasch analysis to calibrate students' metacognitive awareness and use of reading strategies. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first and second language learners: See how they read* (pp. 67-84). Norwood, MA: Christopher-Gordon Publishers.

Mokhtari, K., & Reichard, C. (2008). The impact of reading purpose on the use of reading strategies. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first and second language learners: See how they read* (pp. 85-98). Norwood, MA: Christopher-Gordon Publishers.

Mokhtari, K., Reichard, C., & Sheorey, R. (2008). Metacognitive awareness and use of reading strategies among adolescent readers. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first and second language learners: See how they read* (pp. 99-112). Norwood, MA: Christopher-Gordon Publishers.

Poole, A., & **Mokhtari, K. (2008).** ESL students' use of reading strategies when reading texts online and in print. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading Strategies of First and Second Language Learners: See How They Read* (pp. 197-214). Norwood, MA: Christopher-Gordon Publishers.

Sheorey, R., & **Mokhtari, K. (2008).** Differing perceptions of reading strategy use between native and non-native college students. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first and second language learners: See how they read* (pp. 131-142). Norwood, MA: Christopher-Gordon Publishers.

Sheorey, R. & **Mokhtari, K. (2008).** Introduction. In K. Mokhtari & R. Sheorey, R. (Eds.), *Reading strategies of first and second language learners: See how they read* (pp. 1-10). Norwood, MA: Christopher-Gordon Publishers.

Berger, A., **Mokhtari, K., & Scharer, P. (2007).** Developing and teaching a basic phonics course for in-service teachers. *The Reading Professor*, 39 (1), 38-44.

Mokhtari, K., Rosemary, C., & Edwards, P. (2007). Making instructional decisions based on data: What, how, and why. *The Reading Teacher*, 61 (4), 354-359.

Reprinted in:

Williamson, S. (Ed.). (2010). *McGraw-Hill Contemporary Learning Series, Annual Edition: Assessment and Evaluation*. New York: McGraw-Hill.

Parkay, F. W., Anctil, G., J., & Haas, E. J. (2010). *Curriculum Leadership*. New York: Allyn & Bacon.

Bean, R., Heisey, N., & Roller, C. (2010). *Preparing Reading Professionals*. Newark, DE: International Reading Association.

Mokhtari, K. & Thompson, B. (2006). How problems of reading fluency and comprehension are related to difficulties in syntactic awareness skills among fifth graders. *Reading Research & Instruction*, 46 (1), 73-96.

Mokhtari, K., Yellin, D., Yellin, P., & Holley, A. (2006). How integrated language arts and science instruction can promote fifth-grade students' engagement in reading, writing, and learning. *Journal of Content Area Reading*, 5 (1), 29-66.

Walker, B., **Mokhtari, K.,** & Sargent, S. (2006). Reading fluency: More than fast and accurate reading. In T. Rasinski, C. Blachowicz, & K. Lems. (Eds.), *Fluency instruction: Research-based practices*. Guilford Press.

Mokhtari, K., & Sheorey, R. (2006). On balanced reading instruction: An interview with Jack Cassidy. *Balanced Reading Instruction*, 13, 1-12.

Szabo, S., & **Mokhtari, K.** (2004). Reading teachers' self-efficacy instrument (RTSEI): A validation study. *Action in Teacher Education*, 26 (3), 60-73.

Mokhtari, K. & Reichard, C. (2004). Investigating the strategic reading processes of first and second language readers in two different cultural contexts. *System: An International Journal of Educational Technology and Applied Linguistics*, 32 (3), 379-394.

Yellin, D. Yellin, P. Claypool, L., **Mokhtari, K.,** Carr, R., Latiker, T., Risley, L., & Szabo, S. (2003). I'm not sure I can handle the kids, especially, the uh, you know special ed kids. *Journal of the Association of Teacher Educators*, 25 (1), 14-19.

Jones, C., Reichard, C., & **Mokhtari, K.** (2003). Are learning styles discipline specific? *Community College Journal of Research and Practice*, 27 (5), 363-375.

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Hodges, R., Simpson, M.S. & Stahl, N.A. (Eds.). (2012). *Teaching study strategies in developmental education: Readings on theory, research and best practice*. Boston: Bedford/St. Martin's.

Mokhtari, K. and Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

- Mokhtari, K.**, Reinke, K., & Willner, E. (2002). Public school teachers' and administrators' perceptions of integrated reading and mathematics instruction. *OATE journal*, 6, 10-26.
- Sheorey, R., & **Mokhtari, K.** &. (2001). Coping with academic materials: Differences in the reading strategies of native and non-native readers. *System: An International Journal of Educational Technology and Applied Linguistics*, 29 (4), 431-449.
- Yellin, P. Yellin, D. K. **Mokhtari, K.** & Napier, G. (2000). Attitudes of pre-service education majors toward exceptional learners: Implications for teacher education reform. *Journal of the Oklahoma Association of Teacher Educators*, 4, 1-19.
- Feng, X, **Mokhtari, K.** (1998). Strategy use by native speakers of Chinese reading easy and difficult texts in English and Chinese. *Asian Journal of English Language Teaching*, 8, 19-40.
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- Norris, E., Reichard, C., & **Mokhtari, K.** (1997). The influence of drawing on 3rd graders' writing performance. *Reading Horizons*, 38 (1), 13-30.
- Reinke, K., **Mokhtari, K.**, & Willner, L. (1997). Preservice teachers' perceptions of the integration of mathematics, reading and writing. *Teacher Education and Practice*, 13 (2), 61-69.
- Reinke, K., **Mokhtari, K.**, & Willner, E. (1997). Perceptions of preservice elementary teachers about the integration of mathematics and reading. *Proceedings of the XIX Conference on the Psychology of Mathematics Education*.
- Mokhtari, K.**, Yellin, D., Bull, K., & Montgomery, D. (1996). Preservice teachers' knowledge and attitudes towards portfolios: Implications for teacher education reform. *Journal of Teacher Education*, 47 (4) 245-252.
- Sheorey, R. & **Mokhtari, K.** (1995). A comparison of native and non-native English speaking students as college readers. *The Canadian Modern Language Review*, 51 (4), 612-625.
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- Coady, J., Magoto, J., Hubbard, P., Graney, J. & **Mokhtari, K.** (1993). High frequency vocabulary and reading proficiency in ESL readers. In Huckin, T., Haynes, M., & Coady, J. (Eds.). *Second language reading and vocabulary learning* (pp. 217-228). Norwood: Ablex.
- Hubbard, P., Coady, J., Graney, J., **Mokhtari, K.** & Magoto, J. (1986). Report on a pilot study of the relationship of high frequency vocabulary knowledge and reading proficiency in ESL readers. *Ohio University Working Papers in Linguistics and Language Teaching*, 8, 48-57.

GRANTS AND CONTRACTS

Externally Funded Grant Projects

Project	Funding Agency/Source	Period	Amount
Literacy Intervention Project	Cumberland Academy	2022-2023	\$12,500
Summer Reading Intervention	Overton ISD, Texas	2021-2022	\$12,500
Summer Reading Intervention	Overton ISD, Texas	2020-2021	\$10,000
K-3 Literacy Coaching Project (Co-PI)	TLL Foundation	2018-2019	\$22,500
K-3 Literacy Academy (Co-PI)	ETX Communities Foundation	2018-2019	\$20,000
Literacy Interventions Project (PI)	ETX Communities Foundation	2014-2015	\$25,000
National Professional Devtpt (Co-PI)	US Department of Education	2007-2012	\$1.5 Million
Reading First Initiative (PI)	Ohio Department of Education	2006-2007	\$65,000
Reading First Initiative (PI)	Ohio Department of Education	2005-2006	\$65,000
Highly Qualified Teacher Prep (Co-PI)	Ohio Department of Education	2005-2006	\$27,000
Highly Qualified Teacher Prep (Co-PI)	Ohio Department of Education	2005-2006	\$30,000
HHMI Program Evaluation (PI)	Subcontract via HHMI Institute	2003-2004	\$22,350
GEAR-UP Project (PI)	US Department of Education	1999-2004	\$500,321
STAR Schools project (PI)	US Department of Education	2001-2002	\$252, 735
Literacy and Math Integration (Co-PI)	National Science Foundation	1998-2000	\$150,560
National Workplace Literacy (PI)	US Department of Education	1990-1991	\$312,046
Indonesian ESL Training (PI)	Subcontract via World Bank	1998-1999	\$5,000
Doctoral Dissertation Research (PI)	Tanta University, Egypt	1995-1996	\$6,000
Doctoral Dissertation Research (PI)	Tanta University, Egypt	1994-1995	\$7,500
Basic Literacy Skills Training (PI)	US Department of Education	1988-1991	\$80,502

Internally Funded Grant Projects

Project	Funding Agency/Source	Period	Amount
Interdisciplinary Research (Co-PI)	UT Tyler Sponsored Research	2016-2017	\$10,000
Writing to Learn Project (Co-PI)	Miami University of Ohio	2006-2007	\$5,000
Reading Across Languages (Co-PI)	Oklahoma State Univ. COE	2003-2004	\$6,412
Big Twelve Fellowship (PI)	Oklahoma State Univ. Provost	1999-2000	\$2,400
Interdisciplinary Research (Co-PI)	Oklahoma State Univ. COE	1998-1999	\$9,345
Reading Strategies Research (PI)	Oklahoma State Univ. COE	1996-1997	\$5,000
Outcomes Assessment (Co-PI)	Oklahoma State University	1997-1998	\$11,962
Outcomes Assessment (Co-PI)	Oklahoma State University	1997-1998	\$23,445
Outcomes Assessment (Co-PI)	Oklahoma State University	1997-1998	\$29,201
Outcomes Assessment (Co-PI)	Oklahoma State University	1997-1998	\$6,620
Outcomes Assessment (Co-PI)	Oklahoma State University	1997-1998	\$16,745
Outcomes Assessment (Co-PI)	Oklahoma State University	1997-1998	\$43,240

REFEREED CONFERENCE PRESENTATIONS

- Mokhtari, K.,** Bentahar, A., & Ghimire, N. (2024). *An examination of the reading habits and practices of Moroccan EFL teachers*. Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Houston, TX (March 16 – 19).
- Ghimire, N., & **Mokhtari, K.** (2024). *Predicting students' metacognitive reading skills: A multi-dimensional analysis using the PISA 2018 dataset*. Paper presented at the AERA Annual Meeting, Philadelphia, PA, April (11 – 14).
- Delello, J. A., Sung, W., & **Mokhtari, K.,** & De Giuseppe, T. (2024). Are K-16 educators prepared to address the educational and ethical ramifications of artificial intelligence software? Paper presented at the Future of Information and Communication Conference (FICC), San Francisco, CA (April 4-5, 2024).
- Ghimire, N.,** & Mokhtari, K. (2023). *Estimating the school, teacher, and student effects on reading achievement of US 15-year-olds*. The 2023 American Educational Research Association (AERA) Annual Meeting [paper accepted], Chicago, IL United States. <https://www.aera.net/Events-Meetings/Annual-Meeting/2023-Annual-Meeting>.
- Ghimire, N.,** & Mokhtari, K. (2023). *School, teacher, and student impacts on reading scores: A study of 31-countries on top and bottom spectrum of PISA-2018 assessments [paper accepted]*. World Literacy Summit, Oxford University, Oxford, United Kingdom. <https://www.worldliteracysummit.org/>
- Mokhtari, K.,** (2023). *The Knowledge Deficit: Why Educational Outcomes Are Disappointing for So Many Students and How We Can Help Them Succeed.* Keynote address given at the inaugural Spring University Conference hosted by Al-Akawayne University, Ifrane, Morocco.
- Mokhtari, K.,** (2021). *Solving the "Reading but Not Understanding" Conundrum*. Keynote Address delivered at the Second International Conference on Education: "The Role of Literacy in Knowledge Acquisition", Dec. 19-21, Al-Akawayne University, Ifrane Morocco.
- Mokhtari, K.,** (2020). *The Global Imperative of Investing in Early Childhood Learning: Pathways to Educational Quality and Equity for Young Children Across the Globe*. Keynote address delivered at the International Congress for School Effectiveness and Improvement (ICSEI), Marrakesh, Morocco, January 6-11, 2020.
- Ait St Mhamed, A., & **Mokhtari, K.,** (2020). *Statistical Analysis in Education and Social Sciences*. Master class taught at the International Congress for School Effectiveness and Improvement (ICSEI), Marrakesh, Morocco, January 6-11, 2020.
- Mokhtari, K.,** Dimitrov, D., & Reichard, C. (2019). *Revising the Metacognitive Awareness of Reading Strategies Inventory and Testing for Factorial Invariance Across Gender & Ethnicity*. Paper presented at the 69th Annual Meeting of the Literacy Research Association. Tampa, FL., December 4-7, 2019.
- Nutta, J., Strebel, K., Mihai, F., Crevecoeur-Bryant, E., & **Mokhtari, K.** (2019). Pre-conference institute presented at the K – 12 Dream Day: Workshops for K-12 Teachers and School Leaders: Show, Tell, Build: Instructional Tools and Techniques that Support K-12 English Learners' Achievement. Orlando, FL., November 5-9, 2019.

- Mokhtari, K., Britel-Swift, M., Dahbi, M., & Elmeski, M. (2019).** Collective impact approaches to promoting early childhood reading development for disadvantaged children around the globe. Paper presented at the Comparative & International Education Society (CIES), San Francisco, CA., April 16, 2019.
- Mokhtari, K., Mariam Dahbi, Mariam Britel Swift, Jean Clinton, & Mohamed Dali (2019).** Getting Children Ready for School in Preschool: Perspectives from Global North and South to Promote ECE for the Disadvantaged. Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI), Stavanger, Norway, January 8-12, 2019.
- Mokhtari, K., & Ali Ait Si Mhamed. (2019).** Cost-effectiveness of literacy programs in Morocco. Paper presented at the International Congress for School Effectiveness and Improvement (ICSEI), Stavanger, Norway, January 8-12, 2019.
- Dahbi, M., **Mokhtari, K., & Swift, M. (2018).** *Quality education in the Middle East and North Africa: What avenues for early grade reading instruction and Assessment?* Panel Paper Discussion presented at the Comparative and International Education Society (CIES), March 25-29, Mexico City, Mexico.
- Mokhtari, K., & Swain, C. (2017).** *Academic vocabulary programs for linguistically & culturally diverse students in after-school settings.* Research paper presented at the American Educational Research Association Annual Meeting, San Antonio, Texas (April 27-May 1).
- Swain, C., & **Mokhtari, K. (2017).** *Influencing student learning through culturally responsive coaching.* Roundtable presentation at the 69th American Association of Colleges for Teacher Education Annual Meeting, Tampa, Florida (March 2-4).
- Swain, C., & **Mokhtari, K. (2017).** *Improving student learning through data-informed, culturally responsive coaching.* Paper presented at the Association of Teacher Educator's Annual Conference, Orlando, Florida (February 10-14).
- Lamb, J., & **Mokhtari, K. (2016).** A Master's Degree Bump-In-Pay is a Valuable Investment. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC., April 8-12.
- Mokhtari, K. (2016).** *Exploring new paths to academic and digital literacy for English learners.* Symposium Discussant at the 66th Literacy Research Association Conference, Nashville, TN (November 30-December 3).
- Mokhtari, K. (2016).** *Obtaining grant funding for literacy research.* Alternative Session presentation at the 66th Literacy Research Association Conference, Nashville, TN (November 30-December 3).
- Mokhtari, K., & Velten, J., Shamsid-Deen Masud, Wallace, T., Turbeville, M., & Tave, G. (2016).** Improving 6th Grade Students' Reading Comprehension Using the "Word Generation" Curriculum in an After School Instructional Setting. Paper presented at the 2016 Literacy Summit, Texas Association of Literacy Educators, San Antonio, Texas (February 12-13).
- Velten, J., & **Mokhtari, K. (2016).** Lessons Learned from Designing, Implementing, and Evaluating an After-School Program for Middle Grade Struggling Readers. Round table session presented at the 2016 Literacy Summit, Texas Association of Literacy Educators, San Antonio, Texas (February 12-13).

- Collier, H., & **Mokhtari, K.** (2016). "Google Groupies" in Online Learning Environments. Paper presented at the TxDLA Conference, San Antonio, Tx (March 28-31).
- Mokhtari, K.**, (2015). Designing effective literacy programs. Paper presented at the 7th Annual East Texas Book Fest. Tyler, Texas, August 21-22, 2015.
- Mokhtari, K.** (2015). *Educating ELs: What every classroom teacher needs to know*. Paper presented for Institute 03 at the Annual International Literacy Association Conference, St. Louis, MO, July 18-20.
- Neel, J., **Mokhtari, K.**, & Zia, L. (2015). *Creative Solutions to Literacy Issues: Analyzing an Early Literacy Intervention*. Paper presented at the Literacy Research Association Conference, Carlsbad, CA, December 2-5.
- Aukerman, M., Brown, R., **Mokhtari, K.**, Valencia, S., & Palinscar, A. (2014). *A Conversation about the Contributions of Content Knowledge and Strategic Processing to Reading Comprehension*. Plenary Panel Presentation delivered at Literacy Research Association Conference. Marco Island, Florida, December 4-7.
- Mokhtari, K.**, Neel, J., Kaiser, F., Fender, J. (2014). *Assessing the Promise of Supplemental Reading Interventions for At-Risk Early Grade Readers*. Round Table Session presented at the Literacy Research Association Conference. Marco Island, Florida, December 4-7, 2014.
- Mokhtari, K.**, (2014). *Designing, implementing, and evaluating reading instruction in Moroccan early grade classrooms*. Presentation delivered via video at the State of the Art in Reading Acquisition in the Arabic Language conference, Rabat, Morocco, November 19-22, 2014.
- Mokhtari, K., (2014). *Doing what works in teaching Moroccan children to read*. Presentation delivered via video at the State of the Art in Reading Acquisition in the Arabic Language conference, Rabat, Morocco, November 19-22, 2014.
- Mokhtari, K.**, & Joy Du Plessis. (2013). *Teacher professional development to support early grade reading*. Invited keynote address presented at the *All Children Learning Middle East & North Africa* Conference. Rabat, Morocco, December 2-5.
- Mokhtari, K.** (2013). *Vocabulary: A necessary but not sufficient condition for effective reading comprehension*. Keynote Address presented at The 35th Annual Sanibel Leadership Conference, in Clearwater Beach Florida, June 19-21.
- Mokhtari, K.**, & Daniel, M. (2013). *Empowering all teachers to reach English learners in mainstream classrooms*. All Day-Institute Co-Chaired at the Annual International Reading Association Convention, San Antonio, Texas, April 18-21.
- Mokhtari, K.**, & Daniel, M. (2013). *Meeting the Challenges of the Changing Demographics: Assessment and instruction that makes a positive difference in ELs' Success*. Featured Research Session chaired at the Annual International Reading Association Convention, San Antonio, Texas, April 18-21.
- Nutta, J. & **Mokhtari, K.** (2013). *Using graphic metaphors and teaching cases to help mainstream teachers differentiate instruction for English learners (ELs)*. Research Session presented at the Annual International Reading Association Convention, San Antonio, Texas, April 18-21.

- Mokhtari, K.,** Neel, J. Matatall, A, & Richards, A. (2013). The Contribution of Morphological Knowledge to 7th Grade Students' Reading Ability. Research paper presented at the Annual Literacy Research Association Conference, Dallas, Texas, December 4-7.
- Mokhtari, K.,** Beschorner, B., & Goodwin, B. (2012). Effects of motivational and reading strategy use variables on reading ability. Research Poster Session presented at the Annual International Reading Association Conference, Chicago, IL, April 29-May 2.
- Mokhtari, K.** (2012). Supporting teachers in providing quality instruction for adolescent English learners. Paper presented for the English Language and Literacy Institute at the International Reading Association Conference, Chicago, IL, April 29-May 2.
- Mokhtari, K.** (2012). Balancing the Teaching of Language & Content in the Mainstream Classroom. Research to Practice sessions (Parts I & II) presented at the Iowa Culture and Language Conference in Corallville, Iowa, November 12-14.
- Nutta, J., **Mokhtari, K.,** Strebels, C. & Perry, B. (2012). Infusing English Language Learner Issues into Teacher Preparation Programs: A Framework for ESOL Infusion. Workshop presented at the 64th Annual meeting of the American Association of Colleges of Teacher Education Conference, Chicago, IL., February 16-18.
- Nutta, J. Castaneda, M., **Mokhtari, K.,** & Strebels, C. (2012). Preparing every teacher to reach English learners Association of Teacher Educators. Paper presented at the Association of Teacher Educators Annual Conference, Boston, Mass, August 3-7.
- Alsheikh, N. & **Mokhtari, K.** (2011). An examination of the metacognitive reading strategies used by native speakers of Arabic when reading in English and Arabic. *English Language Teaching*, 4(2), 151-160.
- Mokhtari, K.,** Reichard, C., Beschorner, B., & Gustafson, K. (2011). The effects of school-based literacy coaching on the reading achievement of struggling adolescent readers. Research Poster Session presented at the International Reading Association Conference, Orlando, FL, May 7-11.
- Mokhtari, K.,** Reichard, C., Beschorner, B., & Gustafson, K. (2011). The effects of literacy coaching on the reading achievement of struggling adolescent readers. Research paper presented at the Annual American Educational Research Association Conference, New Orleans, April 8-12, 2011.
- Mokhtari, K.,** Niederhauser, N., Beschorner, B., & Edwards, P. (2011). F.A.D.: A basic procedure for filtering, analyzing, and diagnosing students' reading & writing difficulties. *The Reading Teacher*, 64 (8), 631-635.
- Parsons, S. C., Mokhtari, K., Yellin, D., & Orwig, R. (2011). Literature study groups: Literacy learning "with legs." *Middle School Journal*, 42 (5), 22-30.
- Mokhtari, K.** (2011). Supporting the Language and Literacy Needs of English Language Learners in Content Area Classrooms. Invited Paper presentation at the Iowa Culture and Language Conference in Corallville, Iowa, November 8-10.
- Mokhtari, K.,** & Niederhauser, D. (2010). The contributions of vocabulary knowledge and syntactic awareness to 5th grade students' reading fluency and comprehension. Paper

presented at the 60th Annual Literacy Research Association Conference, Fort Worth, TX, December 2-4, 2010.

- Mokhtari, K., & Pasha-Zaidi, N.,** (2010). Accommodating English language learners in state assessments. Keynote speech presented for the English Language Learner Institute at the 55th Annual International Reading Association Conference, Chicago, IL, April 25-28.
- Mokhtari, K., et al.,** (2010). Creating the Mortgridge International Reading Center: Situating a place for global exchange while leading and learning in literacy. Paper presented at the 23rd World Congress on Reading, July 12-15, 2010 (with Susan Wegman & Sharon Robinson).
- Mokhtari, K., et al.,** (2010). Preparing all teacher candidates to address English language learners' needs in mainstream classrooms: An infusion approach. Paper presented at the American Association of Colleges for Teacher Education, February 19-20, 2010 (with Joyce Nutta, Carine Strebel, and Bruce Perry).
- Mokhtari, K., et al.** (2010). Using data to make instructional decisions and improve student achievement. Paper presented at the Iowa Reading Association, April 8-9, 2010 (with Beth Beschorner and Katie Gustafson).
- Mokhtari, K., Beshorner, B., & Gustafson, K.** (2010). Using data to make instructional decisions and improve student achievement. Paper presented at the Iowa Reading Association, April 8-9, 2010.
- Mokhtari, K.** (2010). Preparing all teachers to address the needs of English language learners (ELLs) in mainstream classrooms. Paper Presented at the Iowa Culture and Language Conference, Coralville, IA, November 1-3, 2010.
- Mokhtari, K., & Erickson, K.** (2009). Valuable lessons learned from successful university-based literacy coaching initiatives. Paper presented at the National Literacy Coaching Summit, Texas A&M University–Corpus Christi, Texas (April 3-4, 2009).
- Mokhtari, K., Lyddon, P., Castaneda, K., & Nutta, N.** (2009). Addressing the Needs of Linguistically and Culturally Diverse Students in the 21st Century. Paper presented at the 53rd International Reading Association conference. Minneapolis, Minnesota (May 3-7, 2009).
- Diamond, E., Wilson, N., **Mokhtari, K.,** Schwartz, T., Ploehs, J., & Faller, F. (2009). *Middle School Reading: Fostering Student Engagement in Literacy for Adolescent Learners*. Paper presented at the Phoenix, Arizona (February 23-26, 2009).
- Mokhtari, K., & Sheorey, R.,** (2008). *Addressing the Needs of Linguistically and Culturally Diverse Students in the 21st Century*. Invited paper presented at the World Congress for Reading, the International reading Association, July 28-31, Costa Rica.
- Mokhtari, K., & Yellin, D., Modhesh, A.** (2008). *Using an innovative time-diary method to study the reading habits and practices of undergraduate college students*. Research poster presented at the Annual International Reading Association Convention, May 4-8, Atlanta, GA.
- Mokhtari, K., & Yellin, D., Modhesh, A., & Frye, B.,** (2007). *Collaboration as an alternative to retention when addressing the needs of English language learners: A case study*. Research poster presented at the National Council of Teachers of English, November 14-17, 2007, New York, NY.

- Mokhtari, K., & Statt, K. (2007).** Strategies Struggling Adolescent Readers Report Using When Reading Text Online and In Print. Research Institute presented at the 52nd Annual International Reading Association Convention, May 13-17, 2007, Toronto, Canada.
- Wheaton, J., **Mokhtari, K.**, Tribbe Socol, T. Nichols, Dee, W., & Sheorey, R. (2007). *Balanced reading Instruction—Improving reading achievement*. Presentation and Business Meeting held at the 52nd Annual International Reading Association Convention, May 13-17, 2007, Toronto, Canada.
- Mokhtari, K.**, Spor, M., Maletta, D., & Gooden, S. (2007). *Developing and Organizing Content for SIG & Council Publications*. Session presented at the 52nd Annual International Reading Association Convention, May 13-17, 2007, Toronto, Canada.
- Mokhtari, K.**, & Yellin, D., Gardner, A., & Kapelski, K. (2007). The Reading Habits and Practices of Undergraduate College Students. Research poster presented at the 52nd Annual International Reading Association Convention, May 13-17, 2007, Toronto, Canada.
- Mokhtari, K.**, Lyddon, P., & Castaneda, M. (2007). The Miami University ESOL Infusion project. Invited presentation made at the Ohio TESOL Conference, November, 2007, Columbus, Ohio.
- Mokhtari, K.**, Spor, M., Maletta, D., & Gooden, S. (2006). *Developing & Organizing Content for SIG & Council Publications*. Session presented at the 51st Annual International Reading Association Convention, April 29-May 4, 2006, Chicago, IL.
- Mokhtari, K.**, & Yellin. (2006). The reading bridge to promotion: An alternative to promotion. Research poster session presented at the 51st Annual International Reading Association Convention, April 29-May 4, 2006, Chicago, IL.
- Mokhtari, K.**, Yellin, D., & Parsons, S. (2006). *Using Book Clubs with at-risk intermediate, middle, and high school students*—Session presented in a research institute at the 51st Annual International Reading Association Convention, April 29-May 4, 2006, Chicago, IL.
- Wheaton, J., **Mokhtari, K.**, Tribbe Socol, T. Nichols, Dee, W., & Sheorey, R. (2006). Balanced reading Instruction: Critical Literacy. Presentation and Business Meeting held at the 51st Annual International Reading Association Convention, April 29-May 4, 2006, Chicago, IL.
- Mokhtari, K.**, & Members of the BRI SIG. (2005). (Accepted). *Balanced reading Instruction—Critical Literacy*. Presentations and Business Meeting to held at the 50th Annual International Reading Association Convention, May 1-5, 2005, San Antonio, Texas.
- Mokhtari, K.**, Spor, M., Maletta, D., Abadiano, H., & Kurkjian, C. (2005). *Developing & Organizing Content for SIG & Council Publications*. Session to be presented at the 50th Annual International Reading Association Convention, May 1-5, 2005, San Antonio, Texas.
- Mokhtari, K.**, & Yellin, D. (2005). *Using book clubs as a framework for organizing instruction at the high school level*. Research poster presented at the 50th Annual International Reading Association Convention, May 1-5, 2005, San Antonio, Texas.
- Mokhtari, K.**, et al. (2004). *Developing & Organizing Content for SIG & Council Publications*. Invited paper presented at the International Reading Association conference, May 2-6, 2004, Reno, Nevada.

Mokhtari, K., et al. (2004). *Perceived vs. Actual Use of Reading Strategies among Adolescent Readers.* Paper presented at the International Reading Association conference, May 2-6, 2004, Reno, Nevada.

Mokhtari, K., et al. (2004). *The relationship among fifth grade students' reading fluency, reading comprehension, and syntactic awareness.* Research poster to be presented at the 48th Annual International Reading Association, May 2-6, 2004, Reno, Nevada. (With B. Thompson).

The impact of integrated literacy instruction on fifth grade students' content learning and engagement. Research poster presented at the 48th Annual International Reading Association, May 2-6, 2004, Reno, Nevada. (With D. Yellin, P. Yellin, & A Holley).

Management of text comprehension deficits in post TBI college students. Research paper presented at the Annual Meeting of the American Speech-Language Association, November, 13-15, 2003, Chicago, IL. (With C. Stout, K. Strom, M. Doyle, & M. Cheek).

Impacting academic and personal achievement of students through creative programming and partnership. Paper presented at the 4th Annual Oklahoma GEARUP Conference. October 2, 2003, Tulsa, OK. (With M. Logan, J. Romans, C. Orsack, J. Westmoreland. & Ryan Orwig).

Reading Strategy Use in Three Languages: A Case Study. Research paper presented at the 47th Annual Conference of the College Reading Association. October 30-November 2, 2003, Corpus Christi, Texas.

Partnering with Middle School ESL Students: A Case Study. Research panel presented at the National Council of Teachers of English Annual Conference, November, 2003, San Francisco, CA. (With D. Yellin & P. Yellin).

Differences in Metacognitive Awareness and Actual Use of Reading Strategies among Adolescent Readers. Research poster presented at the 48th Annual International Reading Association, May 4-8, 2003, Orlando, Florida.

GEARUP: Challenges and Opportunities in Promoting Academic Achievement among At-Risk Adolescent Learners in an Urban School Setting. Poster session presented at the 48th Annual International Reading Association, May 4-8, 2003, Orlando, FL. (With GEARUP Staff).

Exploring the use of book clubs with high school students in an urban setting: A GEARUP school-university partnership. Paper presented at the Oklahoma Association for teacher Educators Annual conference, Oklahoma City, Oklahoma, October 10, 2003.

The relationship among fifth graders' reading fluency, reading comprehension, and syntactic awareness. Paper presented at the OSU Writing Project Summer Institute. Stillwater, OK, July 8, 2003.

Differences in Metacognitive Awareness and use of Strategies by Native and Non-native Readers. Research paper presented at the 46th Annual Meeting of the College Reading Association, November 1-2, 2002, Philadelphia, PA.

Assessing Students Metacognitive Awareness of Reading Strategies. Research paper presented at the 1st International Research Conference on 'Improving Learning Strategies for Literacy: Research and Practice. November 1-3, 2002, College Park, MD.

Integrating science, social studies, reading and writing in a fifth-grade classroom. Research paper presented at the Spring Conference of the National Council of Teachers of English, March 6-9, 2002, Portland, Oregon. (With D. & P. Yellin).

Reading strategies and metacognitive awareness of three multilingual readers. Research poster presented at the 47th Annual International Reading Association, April 28–May 3, 2002, San Francisco, California. (with N. Alsheikh and R. Sheorey).

See how they read. Research paper presented at the 47th Annual International TESOL Convention, April 9-13, 2002, Salt Lake City, UT. (With R. Sheorey).

Integrated approaches to teaching reading, writing, science, and social studies. Paper presented at the 43rd Annual Literacy Conference of the Texas Association for the Improvement of Reading. Midwestern State University, Wichita, Texas, October 26, 2002.

Professional Development for Teachers. Symposium to be presented at the 9th Annual Conference of the American Association for Teaching and Curriculum, October 10-12, 2002, Tulsa, Oklahoma. (with S. Szabo, Ward, Sargent, Hill, and Brown).

Challenges and Opportunities in Promoting Academic Achievement among At-Risk Adolescent Learners in an Urban School Setting. Paper to be presented at the Oklahoma 3rd Annual GEARUP State Conference, September 17, 2002, Quartz Mountain Resort. (With OSU GEARUP Staff).

Reported vs. Actual Reading Strategy Use by Native and Nonnative English Speakers. Invited research paper presented at the Third National Conference on Research in Developmental Education, October 24-28, 2001.

Concept-Oriented Reading Instruction (CORI) in Action. Paper presented at the 46th Annual Convention International Reading Association, April 28–May 3, 2001, New Orleans, LA. (With D. Yellin, A. Holley, & P. Yellin).

Professional development for literacy teachers. Paper presented at the 47th Annual Conference of the Oklahoma Reading Association, March 9, 2001, Tulsa, Oklahoma. (with S. Szabo, Ward, Sargent, Hill, and Brown).

Integrating literacy: Curriculum approaches at the elementary school level. A micro-workshop presented at the 45th Annual Convention, International Reading Association, April 30-May 5, 2000, Indianapolis, Indiana.

Integrating the Teaching of Reading and Mathematics Through Rich Problem-Solving Contexts. A Microworkshop presented at the International Reading Association Convention, San Diego, CA (May 1999). With K. Reinke, J. Wolfe, L. Willner & D. Smith.

Integrating the Teaching of Reading and Mathematics Through Rich Problem-Solving Contexts Paper accepted for a presentation at the Southwest Regional International Reading Association Conference, Oklahoma City, OK (February 19-21, 1999). With K. Reinke, J. Wolfe & L. Willner.

Effects of Integrated Reading and Math Methods Classes on Preservice Teachers' Perceptions of Integrated Curricula. Paper presented at the Research Council for Mathematics Learning Conference, College Station, TX (February, 1999). With K. Reinke & L. Willner.

- Administrators' Beliefs About Curriculum Integration: Implications for Mathematics Reform.* Paper accepted for a presentation at the Southwest Educational Research Association, San Antonio, TX (January, 1999). With K. Reinke, L. Willner & M. Rockenbach.
- Integrating the Teaching of Reading and Mathematics Through Rich Problem Solving Contexts.* Poster Session presented at the Psychology of Mathematics Education Conference, Raleigh, NC (November, 1998). With K. Reinke & L. Willner.
- Strategy Use by University Students in Morocco.* Research paper presented at the 32nd Annual TESOL Convention (March 17-21), Seattle, WA, 1998.
- Jobs for the future: The ESL-Bilingual Education Endorsement.* Paper presented at the 17th Annual OK-TESOL Conference (November 6-7, 1998), Stillwater, OK. With Ravi Sheorey & D. Yellin.
- Integrating mathematics and language arts in methods courses for preservice teachers.* Paper presented (with Kay Reinke) at the NCTM Southern Regional Conference (February 12-14), Dallas, TX, 1998.
- Perceptions of Preservice Teachers About the Integration of Mathematics and Reading.* Paper presented at the Psychology of Mathematics Education conference, Bloomington, Indiana (October, 1997). With K. Reinke & L. Willner.
- Perceptions of preservice elementary teachers about the integration of mathematics and reading.* Research paper presented (with Kay Reinke and Liz Willner) at the XIXth Conference on the Psychology of Mathematics Education, Bloomington-Normal, Illinois, 1997.
- Teaching college-level EFL overseas: Challenges and solutions.* Breakfast Seminar hosted at the 21st Annual TESOL Convention, Orlando, Florida (March 11-15, 1997). With Ravi Sheorey, Oklahoma State University, USA; P. Bhaskaran Nayar, University of Hymberside, UK; and Dennis Schneider, Tokyo Woman's University, Japan.
- Revamping the TEFL degree Curriculum.* Colloquium presented at the 21st Annual TESOL Convention, Orlando, Florida (March 11-15, 1997). With Ravi Sheorey, Oklahoma State University, USA; Anam Govardhan, Connecticut State University, USA; P. Bhaskar Nayar, University of Hymberside, UK; and Dennis Schneider, Tokyo Woman's University, Japan.
- Interdisciplinary learning and teaching: The case of folktales and mathematics.* Paper presented (with Reinke & Willner) at the Summer Festival of Literacy. Oral Roberts University, Tulsa, OK, 1997.
- Attitudes of beginning preservice education majors towards exceptional learners.* Research paper presented at (with Pam Yellin, David Yellin, and Gary Napier) the Rocky Mountain Educational Research Conference. Stillwater, OK, 1997.
- Perceptions of preservice elementary teachers about the integration of reading and mathematics.* Research paper presented (with Kay Reinke and Liz Willner) at the Rocky Mountain Educational Research Conference. Stillwater, OK, 1997.
- Re-conceptualizing the teaching and learning of the Reading and Mathematics Curricula Using an Integrated Interdisciplinary Approach.* Invited paper presented at the 2nd National Conference on Research in Developmental Education. Charlotte, NC, October, 1996.
- Recycled Words: Strategies that work for ESL students.* Workshop presented (with M. Blake & D. Yellin) at the 41st Annual IRA Convention, New Orleans, LA, 1996.

Career profile of the EFL professional. Symposium presented (with Sheorey et al.) at the 30th Annual TESOL Convention, Chicago, IL, March 26-30, 1996.

Assessment for the 90's. A symposium presented (with David and Pam Yellin) at the Rocky Mountain Educational Research Conference, Stillwater, OK, 1996.

Family Literacy: The contribution of Head Start parents to their children. Paper presented (with Lambert & Yellin) at the Rocky Mountain Educational Research Conference. Stillwater, OK, 1996.

Effective classroom reading strategies to benefit second language learners. A microworkshop presented (with Yellin et al.) at the 40th IRA Convention, Anaheim, CA. April 30-May 5, 1995.

Reading habits of ESL and Non-ESL students. Paper presented (with Sheorey et al.) at the 29th Annual TESOL Convention, Long Beach, CA. Mar. 28-31, 1995.

Patterns of learning strategies of Brazilian EFL learners. Paper presented (with Salies et al.) at the 29th Annual TESOL Convention, Long Beach, CA. Mar. 28-31, 1995.

Implementation of school-wide literacy programs in the middle school. Featured Speaker Presentation delivered (with D. Yellin) at the 17th Annual Southwest IRA Convention, Birmingham: AL, 1995.

Teaching reading in second grade: A comparison of whole language and skills emphasis instruction. Paper presented (with S. Hinrichs) at the ORA Convention, Oklahoma City, OK, 1995.

Frozen faces, frozen rooms: Teaching ESL in difficult circumstances. Colloquium presented (with Sheorey et al.) at the 28th Annual TESOL Convention, Baltimore, MD, March. 8-12, 1994.

Reading habits of ESL students. Paper presented at the 28th Annual TESOL Convention, Baltimore, MD, March 8-12, 1994. (With Sheorey et al.).

Computer Labs: A tool for eager readers and writers. Paper presented at the 1994 Intercultural Community Education Exposition, Stillwater, OK, June 12-26, 1994.

Impact of language and culture on academic performance. Paper presented at the Professional Institute for Oklahoma Educators: Stillwater, OK (April 26, 1994).

The Relationship of Reading Proficiency to Actual Reading Behavior of ESL and Non-ESL College Students. Paper presented at the 21st Southwest IRA Regional Conference: Tulsa, Oklahoma. (November 11-13, 1993).

Alternative Reading Assessment Practices. Invited to participate in a panel on reading assessment as part of a teleconference on reading sponsored by the Virginia Community College System: Alexandria, VA. (March 30, 1993).

The Effects of Content and Text Structure Knowledge on the Processing of Complex Reading Materials. Paper presented at the First National Conference on Research in Developmental Education: Charlotte, N.C. (Nov. 11-14, 1992).

Whole Language in the Pacific. Presentation chaired at the Fourteenth Annual World Congress on Reading: Maui, HI. (July 13-16, 1992).

Cross-Cultural Variation in Cognitive Processing. Paper presented at the First International Conference on Multiculturalism and Education. Denton, TX. (March 5-8, 1992).

Successful Learning Strategies for At-Risk Learners Using Computer-Assisted Instruction. Paper presented at the International Conference on Teaching Excellence sponsored by NISOD: Austin, Texas. (With Mullin & Reynolds, April, 1990).

ESL at the Community College: A Model that Works. Paper presented at the Eighth Annual Conference on Academic Support Programs: Dallas, TX. (With Conway et al., Spring, 1989).

Effective Instructional Programs in Reading, Writing Math, ESL, and Tutoring Assistance. Paper presented at the 8th Annual Conference on Academic Support Programs: Dallas, TX, 1989.

Improving Reading Comprehension through Topical Structural Analysis. Paper presented at the International TESOL Conference: Chicago, Illinois (With Coady, et al., Spring, 1988).

TEACHING, ADVISING, AND PROGRAM DEVELOPMENT

Teaching

A sampling of graduate and undergraduate courses taught includes the following:

- Literacy, Leadership, and Advocacy
- Language, Literacy, and Culture
- Developmental & Clinical Aspects of Reading and Writing
- Developmental Reading: Primary
- Developmental Reading: Adolescent, College and Adult Learners
- Diagnosis & Remediation of Reading & Writing Difficulties
- ESL Methods and Materials
- Foundations of Language and Literacy
- Applied Linguistics for Literacy Educators
- Integration of Literacy Across the Curriculum
- Professional Development for Literacy Educators
- Literacy Research, Policy, and Practice
- Reading & Responding to Children's Literature
- Literacy Research Seminar
- Action Research for Literacy Educators
- New & Emerging Media Literacies

Advising & Mentoring

A sampling of advising and mentoring activities includes the following:

1. **Research Advisor/Mentor.** Served as Research Advisor for doctoral students in Egypt (Tanta University) and Australia (Marquarie University).
2. **Doctoral Dissertation Committee Chair.** Served as doctoral dissertation chair of 40+ doctoral candidates at Oklahoma State University, Miami University of Ohio, and Iowa State University.
3. **Doctoral and Master's degree Committee Member.** Served as a member of 60+ master's and/or doctoral dissertation committees at Oklahoma State University, Miami University of Ohio, and Iowa State University.
4. **Freshmen Student Mentor,** Iowa State University. Served as a research advisor and mentor for undergraduate honor students across various disciplines.
5. **Reading First Professional Development Coach,** Miami University. Served as Field Faculty and Mentoring Coach working directly with eight literacy specialists/coaches and indirectly with nearly 120 teachers in K-5 schools in southwest Ohio.
6. **Educator Preparation Residency Program Mentor,** Oklahoma State University. served on Entry Year Assistance Committees assigned to local school districts for the purposes of giving guidance, reviewing the teaching performance of entry year teachers, and making recommendations to the State Board of Education regarding certification.
7. **International Student Organization Advisor,** Oklahoma State University. Served as advisor for the OSU International Student Organization (approximately 2000 students representing over 100 countries).

PROFESSIONAL SERVICE AND OUTREACH

The following outline delineates some of the roles I have played at the international, national, national, state, university, and divisional levels.

1. Served as the Associate Editor of the Journal of English Learner Education.
2. Editorial board member or guest reviewer, five national and international literacy journals.
3. Served as a member of HRD Doctoral Dissertation Committees
4. Served as a member of the School of Education Literacy Team
5. Designed, implemented, and evaluated a series of school-based and community-based literacy projects.

(Inter)National Level

1. **Appointed** by the king of Morocco as a **Member** of Morocco's Supreme Council for Education, Training and Scientific Research (Le Conseil Supérieur De L'éducation, De La Formation et De La Recherche Scientifique [CSEFRS]) (2022-2027).
2. Served as a Literacy Expert Consultant for the United States Agency for International Development (USAID) (2013-2023).
3. **Chair**, Publications Committee, Literacy Research Association (2017-2019)
4. **Co-chair**, Publications Committee, Literacy Research Association (2016-2017)
5. **Expert/Consultant**, Creative Associates International/USAID (2014-Present)
6. **Member**, Diversity & Multiculturalism Committee, International Reading Association (2014-2016)
7. **Co-Chair**, Language and Diversity Committee, International Reading Association (2011-Present)
8. **Co-Editor**, Journal of English Learner Education (Formerly *Tapestry*: Co-Editor, *Tapestry: An International Multidisciplinary Journal on English Language Education*) (May 2008-Present)
9. **Co-Editor**, Editor of and Contributor to the Assessment Department of *The Reading Teacher* (2006-2011).
10. **Member**, International Reading Association's Annual Convention Program Committee (2010-2012)
11. **Member**, Language and Diversity Committee, International Reading Association (2009-2012)
12. **Co-Editor**—*Journal of Balanced Reading Instruction*, a journal of the Balanced Reading Instruction Special Interest Group of the International Reading Association (2000-2009).
13. **Editorial Guest Reviewer for the following academic journals** (2006-Present)
 - a. *Journal of Educational Psychology*
 - b. *Journal of Research in Reading*
 - c. *Reading in A Foreign Language*
 - d. *Reading Research Quarterly*
 - e. *Cognition & Instruction*
14. **Editorial Review Board Member**—*The Reading Teacher*, a journal of the International Reading Association (2006-Present).

15. **Editorial Review Board Member**—*Journal of Adolescent and Adult Literacy*, a journal of the International Reading Association (2001-Present).
16. **Editorial Review Board Member**—*System: An International Journal of Applied Linguistics and Educational Technology* (November 2004-2012).
17. **Book Proposal and Manuscript Review Board Member**—International Reading Association, Publications Division (May 2001-Present).
18. **Member** of the International Reading Association's Subcommittee on Outstanding Dissertation Award (2007-2008).

State Level—Sample Service Activities

1. **Literacy Consultant.** Served on a statewide committee charged with developing a vision for the education of English language learners in the state of Iowa (2008-2009).
2. **Field Faculty.** Invited to join the Reading First Ohio Center for Professional Development and technical Assistance to help implement the reading first core curriculum in selected southwest Ohio schools (Reading First Ohio)—2005-2007.
3. **President,** Oklahoma Higher Education Reading Council (OHERC)—1999-2000.
4. **Vice President,** Oklahoma Higher Education Reading Council (OHERC)—1998-1999.
5. **Member,** Bias Review Committee, Oklahoma Commission for Teacher Preparation and National Evaluation Systems (NES)—1998-2000.
6. **Board of Examiner,** Oklahoma Commission for Teacher Preparation (OCTP)—2002-2003.

Local Level: Served on various university, college, and departmental committees.

A Sampling of Service Activities at The University of Texas at Tyler

1. Serve on various committees related to research and graduate education including the Council of Academic Deans (CAD), Conflict of Interest Committee, Research Compliance Committee, and the Intellectual Property Advisory Committee (IPAC).
2. Co-Chair, East Texas Interdisciplinary Research Conference, 2018-2019
3. Past President, Faculty Senate, 2018-2019
4. President, Faculty Senate, 2017-2018
5. President-Elect, Faculty Senate, 2016-2017
6. Member, Center for Ethics, 2017-Present
7. Member, UT Tyler Presidential Search Advisory Committee
8. Coordinator, Literacy Education Program
9. Member, Provost Leadership Seminar
10. Member, Provost Search Committee
11. Chair, Literacy Faculty Search Committee
12. Chair, Service-Learning Research Group
13. Member, Tenure and Promotion Committee

14. Member, UT Tyler Research Council
15. Member, UT Tyler Ethics Council
16. Member, Post-Tenure Committee

A Sampling of Service Activities at Iowa State University

1. Chair, Promotion and Tenure Committee
2. Director, Fred Duffelmeyer Reading Center
3. Team Leader, Literacy Education Program
4. Member, Iowa Academy of Education
5. Member, School of Education Transition Committee
6. Member, Center for Excellence in Teaching & Learning Advisory Board
7. Member, Departmental Leadership Team
8. Member, Graduate Studies Committee
9. Member, College Committee for Faculty Professional Development
10. Member, Educator Preparation Coordinating Council

A Sampling of Service Activities at Miami University of Ohio

1. Chair, Departmental Promotion and Tenure Committee
2. Chair, Graduate Reading Subcommittee
3. Chair, Reading Education Search Committee
4. Co-Chair, College Strategic Planning Committee
5. Member, NCATE Steering Committee
6. Member, Institutional Review Board
7. Member, President's Academic Enrichment Award Committee
8. Member, Internal Program Review, Department of Microbiology
9. Member, Global Miami Plan Committee
10. Member, School-University Partnerships Committee

A Sampling of Service Activities at Oklahoma State University

1. Chair, Research Committee of the OSU Faculty Council
2. Chair, Doctoral Admissions Committee
3. Member, Search Committee for the Vice President of Research & Tech Transfer
4. Member, Blue Ribbon Task Force on Academic Issues
5. Member, OSU Faculty Council
6. Member, Crisis in Scholarly Publishing Task Force
7. Member, Institutional Review Board
8. Member, College of Education Faculty Governance Council
9. Member, OSU University Assessment Council
10. Member, Reappointment, Promotion and Tenure Committee

ADDITIONAL PROFESSIONAL SERVICE AND LEADERSHIP ACTIVITIES

Sample leadership and service activities include, but are not limited to, the following:

1. **Director**, K-16 Literacy Center, School of Education, The University of Texas at Tyler
2. **Co-Founder & Chair, Tyler Area Partners for Literacy**, a coalition of community-wide partners who seek to advocate for, promote, and support literacy in the community.
3. **Co-Founder & Co-Director, Center for School-Based Research & Instruction**, a school-university-community partnership aimed at strengthening instruction and improving student achievement outcomes in East Texas local area schools.
4. **Team Leader**, School of Education at The University of Texas at Tyler. Led the development, implementation, and evaluation of a successful 100% online Master of Education degree that prepares reading teachers, reading specialists, and master reading teachers.
5. **Team Leader**, Miami University of Ohio. Led the review and accreditation of the graduate reading program within the Department of Teacher Education at Miami University.
6. **Team Leader**, Iowa State University. Led the design and field testing of a successful literacy coaching certificate aimed at preparing school-based literacy coaches.
7. **Program Reviewer**, Miami University. Led the review, appraisal, and report writing for the Department of Microbiology.
8. **Program Coordinator**, Oklahoma State University. Served as coordinator for three programs including the College Reading and Study Skills Program, the Reading and Mathematics Center, and the Teacher Education Outcomes Assessment Program.
9. **America Reads Program Developer**, Oklahoma State University & Iowa State University. Assisted in the design and delivery of the America Reads Program, a volunteer literacy training program in partnership with local area public schools.
10. **English for Special Purposes Training**. Coordinated the design and delivery of a 12-week intensive English language-training program for a group of Indonesian Engineers. OSU (Summer, 1998).
11. **Special Events Organizer**, Oklahoma State University, The University of Texas at Tyler, Miami University, and Iowa State University. Led or assisted in the design and implementation of special events aimed at supporting literacy development, promoting interdisciplinary research, and facilitating linkages and communication across the disciplines. Examples include: Interdisciplinary Teaching and Research Institutes at Oklahoma State University and The East Texas Book Fest.

Consulting

1. **Literacy Consultant**, National Professional Development Grant, University of Central Florida

2. **Literacy Consultant**, USAID/Creative Associates International, Chemonics, & Social Impact. Consulting work involves providing expert advice in developing, implementing, and evaluating effective literacy instruction for early and middle grade reading in the Middle East and North Africa region.
3. **Educator Preparation Consultant**, Stephen Austin University. Consulting work consists of providing faculty professional development focused on enhancing the preparation of teacher candidates to address the needs of English learners in the mainstream classrooms.
4. **Literacy Center Design Consultant**, Mortgridge International Reading Center, University of Central Florida. Served on a National Panel of Reading Experts to assist in developing a vision for the center and shaping its direction re: literacy research and instruction.
5. **External Project Evaluator**, Miami University of Ohio. Served as an external evaluator for a grant project aimed at developing and field-testing an ESOL infusion framework for the preparation of teacher education faculty to address the needs of English learners in public schools.
6. **Consultant/Expert Reviewer**, Ohio's Evaluation & Assessment Center for Mathematics and Science Education. Served as an external evaluator for the *Beyond Penguins and Polar Bears* online curriculum.
7. **Technical Assistance Advisor**, Iowa State Department of Education, Title III Program. Served on a state-wide task force charged with providing technical assistance for schools and area education agencies relative to the education of English learners.
8. **Literacy Program Design Consultant**, Texas, Oklahoma, Iowa, Ohio. Consultant work consists of assisting local area schools in designing, implementing, and evaluating literacy instruction for underachieving students in K-12 school settings.
9. **Professional Development Consultant**. Tyler Junior College. Consultant work involves leading a professional learning community aimed at strengthening reading comprehension skills among college students across the disciplines.

PROFESSIONAL MEMBERSHIPS

1. AERA: American Educational Research Association
2. ILA: International Literacy Association
3. LRA: Literacy Research Association