

**CURRICULUM VITA**  
**Sarah Jo Sandefur, Ph.D.**  
**UC Foundation Professor of Literacy Education**  
**College of Health, Education, and Professional Studies**  
**The University of Tennessee at Chattanooga**

**ADDRESS**

University of Tennessee--Chattanooga  
Teacher Preparation Academy  
Room 203B--Hunter Hall  
Chattanooga, TN 37403  
Phone: (423) 425-4776  
E-Mail address: [Sarah-Sandefur@utc.edu](mailto:Sarah-Sandefur@utc.edu)

**EDUCATION**

Ph.D., University of Arizona; Department of Language, Reading, and Culture; December 1995  
Major: Language, Reading, and Culture; Minor: Theatre Education  
Doctoral Dissertation: *Beyond "Sesame Street": Early Literacy Development in Educational Television Programs from Australia, New Zealand, the United Kingdom, and the United States.*

M.A., Florida Atlantic University, Department of English; August 1991, Boca Raton, Florida

B.A., Western Kentucky University, Department of Communications; August 1980, Bowling Green, Kentucky  
Major: Speech & Theatre; Minor: English  
Teacher Certification (Secondary)

**PROFESSIONAL WORK HISTORY 1992-2010:**

**August 2001 to present**

School of Education, The University of Tennessee at Chattanooga

**Master's Level Courses Taught**

Teaching in Diverse Classrooms (Fall 2001)  
Authentic Reading Assessment and Holistic Teaching Strategies (Fall 2001, Fall 2002, Spring 2004)  
Reading Practicum (Spring 2002, Spring 2003)  
Literacy Acquisition and Development (Fall 2003)  
Literacy Instruction for Elementary Learners (Spring 2004, Fall 2004, Spring 2006, Spring 2007)  
Literacy Instruction for Middle School/High School Learners (Summer 2004, Spring 2005, Fall 2005, Fall 2011)  
Practicum for Literacy Instruction (Fall 2004, Spring 2005)  
Literacy Instruction for the Emergent Learner (Fall 2005, Fall 2006, Spring 2008, Spring 2009, Spring 2010, Spring 2011)  
Reading Practicum (Spring 2006)

## **PROFESSIONAL WORK HISTORY: 1992-2010 (cont.)**

### **Undergraduate Courses Taught**

Emergent Literacy (Summer 2003, Summer 2004, Spring 2005, Summers 2005-2011)  
Teaching Reading in the Elementary Classroom (Fall 2001, Spring 2002, Summer 2002, Fall 2002, Spring 2003, Fall 2003, Spring 2004, Fall 2004, Spring 2005, Fall 2005, Spring 2006, Fall 2006, Spring 2007, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011)  
Teaching Reading in the Secondary Classroom (Fall 2001, Spring 2002, Fall 2002, Spring 2003)  
Teaching Reading in the Middle School/High School Classroom (Fall 2003, Spring 2004, Fall 2004)  
Oral Language and Early Literacy Development (Spring 2007, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2011, Fall 2011)  
Language Arts in the Elementary School (Summer 2002, Summer 2003, Summer 2004, Summer 2006, Summer 2007)

### **Work-Related Experience (July 2001 to present)**

- Literacy Consultant, Howard School for Academics and Technology, 2010-2011
- Literacy Consultant, Chattanooga School for the Arts & Sciences, 2007-2008, 2008-2009
- GEAR UP week-long (20 hour) literacy workshops for Hamilton County, TN, middle school/high school teachers: July 2005, July 2006, June 2007, June 2009, June 2010
- PreK-4 Advisor, 2001-present; PreK-3 Advisor, 2004-present
- Professor-in-Residence, McConnell Elementary School, Hixson, TN (Fall 2001-Fall 2003)
- Literacy Consultant, Clifton Hills Elementary, 2003-2004
- Literacy Consultant, East Side Elementary, 2002-2003
- Professor, PDS I, Dalewood Middle School and Brainerd High School (Spring 2002-Fall 2003)
- Co-Director, ESL Summer Institute, UTC, July 2001 & July 2002
- Professor, PDS I, 21st Century Academy, Fall 2001

### **June 1996 to July 2001**

- Assistant Professor, Department of Elementary Education, Texas A & M University-Commerce

### **Doctoral Level Courses Taught**

The Reading Process: Theories and Implications (Spring 1997)  
Process Writing in the Elementary School (Spring 2000)  
Creative Experiences in Teaching Reading (Spring 2001)  
Special Topics in Reading: Technology and Reading (Summer 2001)

### **Master's Level Courses Taught**

Essentials of Reading and Writing (Summer 1997, University of Arizona)  
Literacy and Creative Drama (Summer 1997, University of Arizona)  
Language Arts Curriculum Grades 1-8 (Summer 1997, Spring 2000, Summer 2000)  
Teaching Reading Comprehension (Summer 1998, Fall 1998, Fall 2000, Spring 2001)  
Reading in the Elementary School (Summer 1997, Spring 1998, Summer 1998, Spring 2001)  
Diversity Among Learners (Spring 1999)  
Organization and Management of Instruction (Fall 1999; Fall 2000)  
Effective Teaching Practices (Spring 2000)  
Literacy and the Arts (Summer 1999)  
Representations of Teachers in Children's Literature and Film (May 2000, May 2001)

## **PROFESSIONAL WORK HISTORY 1992-2005 (cont.)**

### **Undergraduate Courses Taught**

Word Analysis Skills (Summer 1996)

Reading and the Language Arts in Elementary School (Fall 1996, Spring 1997)

Comprehension and Literacy (Fall 1997, Fall 1997, Summer 1999, Summer 2000, Summer 2001)

Content Reading Methods for Teacher Candidates in Field-Based Settings (Spring 1997, Spring 1998, Spring 1999)

Integrated Learning: Math, Science, and Social Studies in Field Based Settings (Spring 1998, Spring 1999)

Integrating Technology in K-8 Field Based Settings (Fall 1997, Fall 1998, Fall 1999)

Classroom Management in Field-Based Settings (Fall 1997, Fall 1998, Fall 1999)

Planning and Organization of Reading Instruction in Field-Based Settings (Spring 1997, Spring 1998, Spring 1999)

Practicum in Reading Instruction in Field-Based Settings (Fall 1997, Fall 1998, Fall 1999)

### **Work-Related Experience (1996-2001)**

- Director, The Gold Leaf Project, Grades 4-6 content area literacy initiative using exemplary science tradebooks (1997-2000)
- Consultant for Dallas Independent School District's Dallas Reading Academy in content area literacy (January 2000-May 2000: funded by an Eisenhower Grant)
- On-Campus Liaison, Barron Elementary School, Plano, Texas (1997-1999)
- On-Campus Liaison, Commerce Elementary School, Commerce, Texas (1996-1997)

### **August 1992 to December 1995**

- Coursework in Ph.D.
- Volunteer teacher/researcher, St. Mark's School, Tucson, Arizona (Pre-k and kindergarten)

## **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

International Reading Association

National Association for the Education of Young Children

Tennessee Association for the Education of Young Children

Tennessee Reading Association

## **COMMITTEE MEMBER FOR MASTER'S THESES, DOCTORAL DISSERTATIONS, DHON THESES, & EDUC 5980 CULMINATING EXPERIENCE PROJECTS**

Sum 2011	Shellie Doyle Lee, EDUC 5998, Director of Master's Degree Culminating Research Project
Fall 2011	Katherine Blake, EDUC 5998, Director of Master's Degree Culminating Research Project Amy Low, EDUC 5998, Director of Master's Degree Culminating Research Project Jennifer Spengler, EDUC 5998, Director of Master's Degree Culminating Research Project
Spring 2011	Linda Blazek, Director of independent study for doctoral program
Spring 2011	Ashley Latham, EDUC 5998, Director of Master's Degree Culminating Research Project

Sum 2009 Nickey Ankar, EDUC 598, Director of Master's Degree Culminating Research Project  
**COMMITTEE MEMBER FOR MASTER'S THESES, DOCTORAL DISSERTATIONS, DHON THESES, & EDUC 5980 CULMINATING EXPERIENCE PROJECTS (cont.)**

Sum 2009 Krissy Schultz, EDUC 598, Director of Master's Degree Culminating Research Project

Sum 2008 Meredith Ziegenmier, EDUC 598, Co-Director of Master's Degree Culminating Research Project

Sum 2007 Erica Kizzee Holloway, EDUC 598, Director of Master's Degree Culminating Experience Project

Spring 2007 Agnes Holland Lanphier, EDUC 598, Director of Master's Degree Culminating Experience Project

Fall 2006 Rebecca Aslinger, Lori Borum, Tonya Henke, & Trinace Henderson, EDUC 598, Director of Master's Degree Culminating Experience Projects

Sum 2006 Elizabeth Jallo, EDUC 598, Director of Master's Degree Culminating Experience Project

Spring 2006 Mary Beth Whedbee , EDUC 598, Director of Master's Degree Culminating Experience Project

Fall 2004 Ginny McEver, Master's Thesis, Dept. of Political Science, Committee Member

Fall 2005 Terri Bailey, EDUC 598, Director of Master's Degree Culminating Experience Project

Spring 2005 Heidi Mies, EDUC 598, Director of Master's Degree Culminating Experience Project

Spring 2005 Brandi Mangan, Master's Thesis, The Development of Narrative Language Skills in Preschool: A Preliminary Longitudinal Analysis, M.S., Department of Psychology, UT-Chattanooga

Fall 2004 Laura Poff, DHON Thesis Committee Member

Fall 2004 Jessica Clark, EDUC598, Director of Master's Degree Culminating Experience Project

Fall 2004 Ginny McEver, Master's Thesis Proposal, Dept. of Political Science, Committee Member

Fall 2003 Ann Mayer, EDUC 598, Director of Master's Degree Culminating Experience Project  
Karla Bolanos, EDUC 598, Director of Master's Degree Culminating Experience Project

Fall 2003 Rob Kuban, DHON Thesis Committee Member

Sum 2003 Teresa Calbaugh, EDUC 598, Director of Master's Degree Culminating Experience Project  
Leigh Anne Parvin, EDUC 598, Director of Master's Degree Culminating Experience Project

**COMMITTEE MEMBER FOR MASTER'S THESES, DOCTORAL DISSERTATIONS,  
DHON THESES, & EDUC 5980 CULMINATING EXPERIENCE PROJECTS (cont.)**

- Spring 2003 Annabell Harr, EDUC 598, Director of Master's Degree Culminating Experience Project  
Jennifer McGinniss, EDUC 598, Director of Master's Degree Culminating Experience Project
- Spring 2003 Brandi Mangan, Master's Thesis Proposal Committee Member, Dept. of Psychology
- Fall 2002 Beth Schoonover, EDUC 598, Director of Master's Degree Culminating Experience Project
- Fall 2002 Brandi Carter, DHON Thesis Committee
- Spring 2002 Melissa Sauls, EDUC 598, Director of Master's Degree Culminating Experience Project
- 2002 Stephens, H. Doctoral dissertation: Cross-Age Tutoring Program Coordinated with Classroom Instruction: Effects on Elementary Students' Reading and Writing Achievement, Department of Elementary Education, Texas A & M-Commerce
- 1999 Smith, K. Doctoral dissertation: Home Literacy Experiences: Does engaging family members in collaborative writing and reading experiences impact student writing ability and reading achievements?: Department of Elementary Education, Texas A & M-Commerce
- 1999 Tyrrell, S. Master's Thesis: Hurling Toward the Past--An Examination of Conformity and Non-Conformity in Lois Lowry's "Number the Stars" and "The Giver": Department of Literature & Languages, Texas A & M-Commerce

**PUBLICATIONS, GRANT APPLICATIONS, AND GRANT AWARDS**

Sandefur, S.J., Warren, A.R., & Gamble, A. (Projected publication date: June 2011). Project REEL (Resources For Early Educator Learning): The design and implementation of a statewide professional development initiative for early childhood educators in diverse childcare settings. In J.A. Sutterby (Ed.), *Advances in Early Education and Day Care*. Cambridge, MA: Emerald.

Sandefur, S. J., Warren, A. R., Gamble, A., Holcombe, J., & Hicks, H. K. (2010). Coaching: It's not just for Little League any more. In S. B. Neuman & M. Kamil (Eds.), *Professional development for early childhood educators: Principles and strategies for improving practice*. Baltimore, MD: Brookes.

Warren, A. R., Holcombe, J., Sandefur, S. J., Gamble, A., & Hicks, H. K. (2010). Measuring early childhood educators' instructional practices and interactions. In S. B. Neuman & M. Kamil (Eds.), *Professional development for early childhood educators: Principles and strategies for improving practice*. Baltimore, MD: Brookes.

Sandefur, S. J., & Cowan, K. (2010, December). Early childhood math strategies in Mo Willems's *Pigeon* book series. Submitted for publication in *Young Children* (NAEYC).

Watson, S. W., & Sandefur, S. J. (2010, June). Science Content Reading and Writing: Pushing the Boundaries. Submitted for publication in the Electronic Journal of Literacy Through Science.

## **PUBLICATIONS, GRANT APPLICATIONS, AND GRANT AWARDS (cont.)**

Sandefur, S. J., & Moore, L. A. (2008). The 'Nuts and Dolts' of Teacher Images in Children's Picture Storybooks: A Content Analysis. In Fraenkel, J. R., & Wallen, N. E., How to Design and Evaluate Research in Education, 7<sup>th</sup> Ed. (2008). New York: McGraw-Hill.

Sandefur, S. J., Warren, A. R., & Gamble, A. (2007). U. S. Department of Education Early Reading First Grant Application, Project CARE: Children Achieving Reading Excellence. Amount requested: \$4.9 million. Not funded.

Sandefur, S. J., Watson, S. W., & Johnston, L. B. (2007). Literacy Development, Science Curriculum, and the Adolescent English Language Learner: Modifying Instruction for the English-Only Classroom. Multicultural Education, Vol. 14, No. 3.

Sandefur, S. J., & Moore, L. A. (2006). The "Nuts and Dolts" of Teacher Images in Children's Picture Storybooks: A Content Analysis. Published in A Cross Section of Educational Research: Journal Articles for Discussion and Evaluation (3rd Ed.). Lyne, L.S. (Ed.). Glendale, CA: Pycszak Publishing.

Sandefur, S. J., Gamble, A., & Warren, A. R. (2005). U.S. Department of Health & Human Services Early Learning Opportunities Act Grant Application, "Project Literacy SUPPORT (Supporting Urban Parents & Practitioners by Offering Resources & Training)." A joint effort between UT-Chattanooga and the Literacy Support Council for Hamilton County. Not funded.

Sandefur, S. J., Gamble, A., & Warren, A. R. (2005). U.S. Department of Education, Early Childhood Education Professional Development Grant Award No. S349A050047, Project REEL (Resources for Early Educator Learning): Award Amount: \$3,656,459.00; Award date: September 1, 2005-October 31, 2008.

Project REEL training manual, distributed to grant participants and partners, utilized in EDUC420 and EDUC561, and electronically published at [www.utc.edu/REEL](http://www.utc.edu/REEL)

Sandefur, S. J., Warren, A. R., & Gamble, A. (2005). U.S. Department of Education Early Reading First Grant Application, Project Rising STAR (Strategies to Advance Reading), a joint effort between UTC, Hamilton County Department of Education, and Hamilton County Government. Not funded.

Guess, P. E., Sandefur, S. J., & Gamble, A. (Winter 2005), Simple Ideas, Powerful Results: Taking Back Your "Control" in Your Classroom, article published by Tennessee's Children

"Review for Praxis II, 'Reading Across the Curriculum: Elementary (0201),' " Tennessee Education Association, September 2004

Sandefur, S. J., Moore, L. A. (2004). The "Nuts and Dolts" of Teacher Images in Children's Picture Storybooks: A content analysis, article published in Education, Volume 125, Number 1

Early SUCCESS training manual, distributed to grant participants and partners, utilized in EDUC420 and EDUC561, and electronically published at [www.utc.edu/outreach/EarlySuccess](http://www.utc.edu/outreach/EarlySuccess)

Gamble, A., Sandefur, S. J., & Warren, A. R. (2002). U.S. Department of Education Grant Award No. S349A020051, "Early SUCCESS" (Strategies for Urban Child Care, Education, Support, and Services); Award amount: \$1,245,621.00; Award date: October 2002-October 2005.

Sandefur, S. J., Moore, L. A., Stetson, E., et al. (2001). "To form a more perfect union": How a university and a public school district collaborated to create a field-based master's degree program in elementary education. Article published in Action in Teacher Education, Volume XXIII, #2, Summer 2001.

## **PRESENTATIONS AT PEER-REVIEWED CONFERENCES**

Sandefur, S. J., Warren, A. R., & Gamble, A. (2010, June). Effective professional development for early childhood teachers in the social-emotional development of young children: Design, implementation, and results, a conference presentation to the National Association for the Education of Young Children Professional Development Institute 2010 Annual Conference, June 6-9, Phoenix, Arizona

Rubin, R., Sutterby, J. A., Warren, A. R., Sandefur, S. J., Gamble, A., Holcombe, J. (2009, November). Professional development and mentoring for early childhood educators serving at-risk children: Successful practices from research studies in three different states, a conference presentation to the National Association for the Education of Young Children 2009 Annual Conference, November 18-21, Washington, DC.

Sandefur, S. J. (2007, November). An ear for language: Cultivating Phonological Awareness with rhythm and rhyme, sound and symbol, a conference presentation to the National Association for the Education of Young Children 2007 Annual Conference, November 7-10, Chicago, Illinois

Sandefur, S. J., Warren, A. R., & Gamble, A. (2007, November). Developing Competent Teachers Through Intentional Professional Development: One Model For Strategic Curriculum and Evaluation, a conference presentation to the National Association for the Education of Young Children 2007 Annual Conference, November 7-10, Chicago, Illinois

Sandefur, S. J., Warren, A. R., & Gamble, A. (2007, June). Developing Competent Early Childhood Educators Through Intentional Professional Development: One University's Model For Strategic Curriculum And Evaluation, a conference presentation for the 16<sup>th</sup> National Institute for Early Childhood Professional Development, June 10-13, 2007, Pittsburgh, Pennsylvania

Warren, A. R., Sandefur, S. J., Gamble, A., et al. (2007, March) Assessing Mathematics Ability In Preschoolers, a conference presentation for the Society for Research in Child Development (SRCD) 2007 Annual Conference, March 29-31, Boston, Massachusetts

Sandefur, S. J. (2006, November). Teaching Reading Comprehension Through Award-Winning African-American Picture Storybooks: What Culturally Appropriate Literature Can Teach Pre-Service Teachers, a conference presentation to the National Council of Teachers of English 96<sup>th</sup> Annual Convention, November 16 – 21<sup>st</sup>, 2006, Nashville, Tennessee

Sandefur, S. J. (2006, November). Learning The Word And The World: Pre-Service Early Childhood Teachers Learn About Systematically Teaching Reading Comprehension And Cultural Diversity Through Award Winning African-American Children's Literature, a conference presentation to The National Association for the Education of Young Children 2006 Annual Conference, November 8 – 11, Atlanta, Georgia

Warren, A. R., Sandefur, S. J., Gamble, A., et al. (2006, February). Improving Childcare Providers' Teaching Practices, a conference presentation to the Pacific Coast Research Conference, February 3, 2006, Coronado, California

Sandefur, S. J., Gamble, A., & Warren, A. R. (2006, February). Bridging the Gap Before Kindergarten: A Design for Effective Professional Development of Urban Preschool Teachers, a conference presentation to Southern Early Childhood Association, February 4, 2006, Nashville, Tennessee

Sandefur, S. J., & Hicks, H. (2005, December). "M & M's . . . I Love These! How the Use of Environmental Print Games Can Enrich Early Literacy Development, a conference presentation to the National Association for the Education of Young Children, December 10, 2005, Washington, D.C.

## **PRESENTATIONS AT PEER-REVIEWED CONFERENCES (cont.)**

Sandefur, S. J. (2005, October). Best Practices in Phonemic Awareness: Supporting Children's Knowledge Through Songs, Chants, Word Games, Poems, and Books, a conference presentation to the Tennessee Association for the Education of Young Children, October 21, 2005, Knoxville, Tennessee

Sandefur, S. J. (2005, October). "Mac and Cheese: I Love This!": How Environmental Print Enriches Early Literacy, a conference presentation to the Tennessee Association for the Education of Young Children, October 21, 2005, Knoxville, Tennessee

Sandefur, S. J. (2005, October). Best Practices in Phonemic Awareness: Supporting Children's Knowledge Through Songs, Chants, Word Games, Poems, and Books, a conference presentation to the Tennessee Association for the Education of Young Children, October 20, 2005, Knoxville, Tennessee

Sandefur, S. J., Warren, A. R., & Gamble, A. (2005, May). Bridging the Gap Before Kindergarten: A Design for Effective Professional Development for Urban Preschool Teachers, a conference presentation to the International Reading Association 50<sup>th</sup> Annual Conference, May 2, 2005, San Antonio, Texas

Rutledge, V. C., Watson, S. W., Sandefur, S. J., et al. (2005, January) Training and Recruiting Both In-Service and Pre-Service Educators to Work with the Growing ELL Population Within Three States, a conference presentation to The Holmes Partnership Ninth Annual Conference, January 22, 2005, Philadelphia, Pennsylvania

Sandefur, S. J. (2004, November). "Listen, listen, to my word, then tell me all the sounds you heard": Best practices in supporting children's awareness of the sounds and structure of the English language through songs, chants, word games, poems, and books, a conference presentation to the National Association for the Education of Young Children (NAEYC), November 13, 2004, Anaheim, California.

Sandefur, S. J. (2004, October). "I think that says 'orange juice'": Using Package Labels to Support Children's Concepts About Print, a conference presentation to Tennessee Association for the Education of Young Children, October 1, 2004, Franklin, Tennessee

Sandefur, S. J. (2004, October). "I think that says 'orange juice'": Using Package Labels to Support Children's Concepts About Print, a conference presentation to Tennessee Association for the Education of Young Children, September 30, 2004, Franklin, Tennessee

Sandefur, S. J. (2003, November). Coding the Text: Helping Kids Become Thoughtful Readers Through High Interest Magazine Articles, a conference presentation to the Tennessee Reading Association, November 20-22, 2003, Gatlinburg, Tennessee

Sandefur, S. J. (2003, October). Critical Literacy Skills for our Littlest Learners: Joyful strategies for teaching children about books, environmental print, and the alphabet, a conference presentation to Tennessee Association for the Education of Young Children, October 9-11, 2003, Memphis, Tennessee

Sandefur, S. J. (2003, October). Using Pre-reading Strategies to Prepare Children for Successful Literature Transactions, a conference presentation to the Tennessee Council of Teachers of English, October 3-4, 2003, Memphis, Tennessee

Sandefur, S. J. (2003, September). Critical Literacy Skills for our Littlest Learners: Joyful strategies for teaching children about books, environmental print, and the alphabet, a conference presentation to Chattanooga Area Association for the Education of Young Children (CAAAYC), September 13, 2003, Chattanooga, Tennessee

## **PRESENTATIONS AT PEER-REVIEWED CONFERENCES (cont.)**

Sandefur, S. J. (2002, October). From Alpha-Bits to Ziplock Bags: Best Practices in Reading Aloud and Shared Reading, conference presentations to the Tennessee Association for the Education of Young Children, October 10 & 11, 2002, Chattanooga, Tennessee

Sandefur, S. J. (2002, September). Teaching Reading Comprehension Through Coretta Scott King Award-Winning Novels, a conference presentation to Tennessee Council of Teachers of English, September 28, 2002, Nashville, Tennessee

Sandefur, S. J. (2002, June). Teaching Adolescents What They Really Need To Know: “Coding the Text”, a conference presentation to Tennessee Association of Middle Schools, June 27, 2002, Nashville, Tennessee

Sandefur, S. J. (2001, December). A Content Analysis of Teacher Representations in Children’s Picture Storybooks, a conference presentation to the National Reading Conference, December 5, 2001, San Antonio, Texas

Sandefur, S. J. (2001, December). Literature Circles: How to Get Started and Maintain Quality Conversations, a conference presentation to the Tennessee Reading Association, December 1, 2001, Chattanooga, Tennessee

Sandefur, S. J. (2001, November). The “Nuts and Bolts” of Teacher Images in Children’s Picture Storybooks: A Content Analysis, a conference presentation to the National Council of Teachers of English, November 16, 2001, Baltimore, Maryland

Sandefur, S. J. (2001, November). The “Nuts and Bolts” of Teacher Images in Children’s Picture Storybooks: A Content Analysis, a conference presentation to the College Reading Association, November 2, 2001, Orlando, Florida

Sandefur, S. J. (2001, October). Heroes, Heroines, and Has-Been’s: Teacher Representations on Celluloid, a conference presentation to the American Association of Teaching and Curriculum, October 6, 2001, Denver, Colorado

Sandefur, S. J. (2001, September). Reading and Writing: The Peanut Butter and Jelly of the Early Literacy Sandwich, a conference presentation to the Tennessee Association for the Education of Young Children, September 16, 2001, Chattanooga, Tennessee

Sandefur, S. J. (2001, March). From Heroines to Heretics: Examining Images of “Teacher” in Children’s Literature, a conference presentation to the American Association of Colleges for Teacher Education, March 2, 2001, Dallas, Texas

Sandefur, S. J. (2001, February). A Content Analysis of Teacher Representations in Children’s Picture Storybooks, a conference presentation to the Association of Teacher Educators, February 17-21, 2001, New Orleans, Louisiana

Sandefur, S. J. (2000, November). From Heroines to Heretics: Representations of Teachers in Children’s Literature and Film, a conference presentation to the Conference on Curriculum & Pedagogy, November 8-11, 2000, Camp Balcones Springs, Texas

Sandefur, S. J. (2000, October). Texas A&M—Commerce and Mesquite ISD Master’s Degree Cohort Project, a conference presentation to The Fourth Annual Conference on School-University Partnerships, October 8-10, 2000, Austin, Texas

## **PRESENTATIONS AT PEER-REVIEWED CONFERENCES (cont.)**

Sandefur, S. J. (1999, November). Building the Airplane While Flying It: Designing and Implementing a "Literacy and the Arts" Graduate Course for Elementary Teachers, a conference presentation to the National Council of Teachers of English 1999 Convention, November 18-21, 1999, Denver, Colorado

Sandefur, S. J. (1999, November). Gold Leaf Books Create Science Enthusiasts, a conference presentation to the National Science Teachers Association Area Conference, November 18-20, 1999, Tulsa, Oklahoma

Sandefur, S. J. (1999, November). Sorts, SMARTs, and SQ3Rs: Preservice Teachers' Self-Assessment of Knowledge in Reading Strategies, a conference presentation to the College Reading Association 43rd Annual Conference, November 4-7, 1999, Hilton Head, South Carolina

Sandefur, S. J. (1999, February). Using Pattern Poetry and Predictable Story Forms in Content-Area Literacy, a conference presentation to the 26th Annual Southwest IRA Regional Conference, February 18-20, 1999, Oklahoma City, Oklahoma

Sandefur, S. J. (1999, January). Beyond "Sesame Street": Early Literacy Development and Educational Broadcast Media in Australia, New Zealand, the United Kingdom, and the United States, a conference presentation to the Southwest Educational Research Association, January 21-23, 1999, San Antonio, Texas

Sandefur, S. J., & Vaughn, J. E. (1998, December). Jazzed Up TAAS Scores Go Beyond Rhythm and Swing, a conference presentation to the Texas Elementary Principals and Supervisors Association Convention, December 8-10, 1998, San Antonio, Texas

Sandefur, S. J. (1998, November). Evolving Collaboration in Professional Development Schools: Lessons We Have Learned, a conference presentation to the College Reading Association 42nd Annual Conference: November 5-8, 1998, Myrtle Beach, South Carolina

Sandefur, S. J. (1998, June). Partnering to Help Preservice Teachers Understand Integrated Curriculum in the Northeast Texas Center for Professional Development and Technology, a conference presentation to the Texas Centers for Professional Development & Technology Summer Institute, June 4, 1998, Dallas, Texas

Sandefur, S. J. (1998, March). Using Pattern Stories and Poetry in Content-Area Learning in Grades 4 to 8, a conference presentation to the Texas Association for the Improvement of Reading, March 27, 1998, Plano, Texas

Sandefur, S. J. (1997, May). Beyond Sesame Street: Early Literacy and Broadcast Media from Australia, New Zealand, the United Kingdom, and the United States, a conference presentation to the International Reading Association 42nd Annual Convention: May 4-9, 1997, Atlanta, Georgia

Sandefur, S. J. (1997, February). Creative Drama: An Exploration of Sign Systems as Response to Literature, a conference presentation to the Texas Association for the Improvement of Reading, February 21, 1997, Dallas, Texas

Sandefur, S. J. (1996, September). Beyond Sesame Street: Early Literacy Development and Broadcast Texts from Australia, New Zealand, the United Kingdom, and the United States, a conference presentation to the Kentucky Reading Association Fall Conference: "Literacy for All," September 26-28, 1996, Bowling Green, Kentucky

Footo, M. M., & Sandefur, S. J. (1996, September). Using Drama to Enhance Reading Comprehension, a conference presentation to the Texas Association for the Improvement of Reading, September 13-14, 1996, Stephen F. Austin State University, Nacogdoches, Texas

## **INVITED PRESENTATIONS**

ABC's and 123's: Developing Letter and Numeral Awareness From Birth To Five, a workshop for Child Care Resource & Referral Network trainers across the state of Tennessee. February 11, 2009, Nashville, Tennessee.

Shared Reading With All Children: Developing Oral Language and Print Knowledge For Literacy, a workshop for Child Care Resource & Referral Network trainers across the state of Tennessee. February 10, 2009, Nashville, Tennessee.

Early Childhood Math Essentials: So Much More Than Counting, a workshop for Child Care Resource & Referral Network trainers across the state of Tennessee. February 10, 2009, Nashville, Tennessee

Project REEL (Resources for Early Educator Learning): A Model for Professional Development, a presentation to the 2<sup>nd</sup> annual US Department of Education's Early Childhood Educator Professional Development grantees' meeting, November 10-11, 2008, Ann Arbor, Michigan

Challenges in Assessing Teacher Knowledge and Classroom Implementation of Emergent Language and Literacy Practices, a conference presentation to the Early Reading First/Early Childhood Education Professional Development Grantees, March 10-13, 2008, New Orleans, Louisiana

## **HOSTED NATIONAL RESEARCH CONFERENCE**

Co-organizer/co-host of 1st Annual Early Childhood Educator Professional Development Conference, June 17-18, 2007, The University of Tennessee at Chattanooga, Chattanooga, Tennessee

## **PROFESSIONAL DEVELOPMENT SESSIONS**

Improving Adolescent Literacy: Nine six-hour monthly professional development workshops for each department's faculty at Howard High School during the academic year 2010-2011:

- September: Introduction to adolescent literacy: Challenges and potential for change
- October: Model effective reading comprehension (predicting, connecting, visualizing, questioning, finding important details, inferencing, synthesizing/generalizing, using fix up strategies) through think alouds
- November: Use effective vocabulary building strategies
- December: Multiple strategies to build background knowledge that don't require lecture
- January: Multiple strategies to encourage discussion & interpretation
- February: Introduce additional graphic organizers (besides Venn diagrams and t-charts) to help students' metacognitive processes
- March: Model and practice how to identify important details
- April: Model and practice how to synthesize/summarize/generalize information
- May: Increase the number of writing opportunities in which students create narratives that articulate their thinking

Teaching Phonological Awareness to Young Children, a two-hour literacy workshop for teachers of preschoolers & prekindergartners through United Way's Early Childhood Literacy Initiative, Anne Gamble-Director: October, 2010

## **PROFESSIONAL DEVELOPMENT SESSIONS (cont.)**

“Reading is a Discount Ticket to Everywhere”: Literacy Instruction With High School Students, a 20-hour workshop with high school teachers from Brainerd and Howard School for Academics and Technology through GEAR UP, UT-Chattanooga, Hunter Huckabay, Director, June 21-24, 2010

Babies or Bathwater: What to Add To, Keep In, or Throw Out From Your Literacy Instruction With High School Students, a 20-hour workshop with high school teachers from Brainerd and Howard High Schools through GEAR UP, UT-Chattanooga, Hunter Huckabay, Director, June 22-25, 2009

How All Teachers (K-12) Can Integrate Best Practices in Literacy (Without Going Batty): An Integrated Literacy/Science Workshop, a workshop with K-12 faculty at Chattanooga School for the Arts and Sciences, August 9 & 10, 2007, Chattanooga, Tennessee.

Babies and Bathwater: What to Add To, Keep In, or Throw Out From Your Literacy Instruction With Early Adolescents, a weeklong workshop with Hamilton County middle school teachers through GEAR-UP, UT-Chattanooga: Hunter Huckabay, Director. June 25-29, 2007, Chattanooga, Tennessee

Babies and Bathwater: What To Keep, What To Throw Out in Literacy Practices With Middle School Students, a weeklong workshop with Hamilton County middle school teachers through GEAR-UP, UT-Chattanooga: Hunter Huckabay, Director. July 17-21, 2006, Chattanooga, Tennessee

Strategies for Supporting and Informally Assessing Reading Comprehension of Medical Patients, a presentation to the Research Coordinator and Nursing Forum, November 8, 2005, Chattanooga, Tennessee

A Model for Balanced Literacy: A Workshop with Whitwell Elementary Faculty, August 12, 2005, a day-long workshop with K-4 faculty at Whitwell Elementary School, August 12, 2005, Whitwell, Tennessee

Fairy Tales and Poetry in the Science Classroom? A Workshop in Integrating Language Arts and Science, a presentation in two sessions to inservice grades 9-12 science teachers in Hamilton County. August 8, 2005, Chattanooga, Tennessee

A Model for Balanced Literacy: A Workshop with CSAS Faculty, August 5, 2005, a day-long workshop with K-12 faculty at the Chattanooga School for the Arts and Sciences, August 5, 2005, Chattanooga, Tennessee

A “Top 10” List for Literacy Strategies for ELLs: An ESL Summer Institute Workshop: July 20<sup>th</sup>, 2005. A day-long UTC workshop with area preservice and inservice teachers seeking ESL certification. July 20, 2005, Chattanooga, Tennessee

Babies and Bathwater: What To Keep, What To Throw Out in Literacy Practices With Middle School Students, a weeklong workshop with Hamilton County middle school teachers through GEAR-UP, UT-Chattanooga: Hunter Huckabay, Director. June 20-24, 2005, Chattanooga, Tennessee

The Basics of Best Practices in Early Childhood Literacy Education, a presentation to AmeriCorps volunteers, Group III, United Way’s Project Ready for School, May 26, 2005

Literacy-Focused Families: Helping Children’s Language, Reading, and Writing Development, a presentation for A Tale for One City, City of Chattanooga, Lakeside Academy, April 11, 2005, Chattanooga, Tennessee

## **PROFESSIONAL DEVELOPMENT SESSIONS (cont.)**

Literacy-Focused Families: Helping Children's Language, Reading, and Writing Development, a presentation for A Tale for One City, City of Chattanooga, at 21<sup>st</sup> Century Academy, April 7, 2005, Chattanooga, Tennessee

The Basics of Best Practices in Early Childhood Literacy Education, a presentation to AmeriCorps volunteers, Group II, United Way's Project Ready for School, February 9, 2005

The Basics of Best Practices in Early Childhood Literacy Education, a presentation to AmeriCorps volunteers, Group I, United Way's Project Ready for School, January 12, 2005

Balanced Literacy for Young Children: Strategies for Parents, Caregivers, and Volunteers, a one-hour videotape presentation for United Way's Project Ready for School, Anne Gamble, Director, Chattanooga, Tennessee

The "Meat and Potatoes" of Reading Instruction: A Top 12 List of Ways to Nourish Adolescent Readers, a professional development session for grades 9-12 teachers at Hixson High School, October 8, 2004, Hixson, Tennessee

Coding the text: Supporting Elementary Learners' Comprehension of Text, a professional development session for elementary teachers at Brown Academy, September 13, 2004, Chattanooga, Tennessee

Best Practices in Early Childhood Literacy Education, a professional development session for PreK, Kindergarten, and First Grade Faculty at Bright School, September 20, 2004, Chattanooga, Tennessee

Praxis II Review Session for the "Reading Across the Curriculum—Elementary" exam, Tennessee Education Association, "Insanity Saturday," August 28, 2004, Cumberland University, Lebanon, Tennessee

Essential Reading Strategies and Multicultural Literature, a presentation to UTC's ESL Summer Institute 2004, July 12-23, 2004, Chattanooga, Tennessee.

Best Practices in Literacy Education for Grades 3, 4, & 5 (cont. from 3/23/04), a professional development session for Clifton Hills Elementary School, April 27, 2004, Chattanooga, Tennessee

Best Practices in Literacy Education for Grades 3, 4, & 5, a professional development session for Clifton Hills Elementary School, March 23, 2004, Chattanooga, Tennessee

A Brief Review of Potentially Valuable Reading Strategies for Adolescents, a professional development session for Ooltewah High School General Faculty, February 25, 2004, Ooltewah, Tennessee

The "Meat and Potatoes" of Reading Instruction: A Top 12 List of Ways to Nourish Adolescent Readers, keynote address to Career & Technical Secondary Teachers of Hamilton County, January 6, 2004

Early SUCCESS Early Childhood Education Training Sessions, 32 hours of professional development for Chattanooga preschool teachers and directors from November, 2003, through April, 2004, Chattanooga, Tennessee

Reaching Resistant Adolescent Readers, full day professional development session for Cleveland, Tennessee, alternative high school teachers ("Teen Learning Center"), August 8, 2003, Cleveland, Tennessee

## **PROFESSIONAL DEVELOPMENT SESSIONS (cont.)**

Reading Strategies for ESL Learners, full day workshop for the ESL Institute, UT-Chattanooga, July 17, 2003, Chattanooga, Tennessee

The “Meat and Potatoes” of Literacy Instruction: A Top 10 List of Ways to Nourish Readers, two presentations for Hamilton County Principals at the Public Education Foundation Summer Institute, June 2-3, 2003, Franklin, Tennessee

Early SUCCESS Early Childhood Education Training Sessions, 32 hours of professional development for Chattanooga preschool teachers and directors from March, 2003, through June, 2003, Chattanooga, Tennessee

Great Teaching Strategies for ESL Readers, professional development session for Hamilton County ESL teachers, January 7, 2003, Chattanooga, Tennessee

Words, Words, Words! Innovative Practices in Teaching Vocabulary, professional development session for Eastside Elementary School, January 7, 2003, Chattanooga, Tennessee

Best Practices in ESL Teaching, full day professional development session for combined faculty of Bess T. Shepard and Dupont Elementary Schools, Hamilton Co., October 18, 2002, Chattanooga, Tennessee

Asking High Level Questions for Fictional and Informational Texts, professional development session for Eastside Elementary School, Hamilton Co., October 18, 2002, Chattanooga, Tennessee

What High School Teachers Really Need to Know about Teaching Reading Comprehension, professional development session for Ooltewah High School, October 17, 2002, Chattanooga, Tennessee

Reading Comprehension Strategies for Middle School Teachers Across the Content Areas, full day professional development session for Cleveland Middle School, September 20, 2002, Cleveland, Tennessee

Reading Excellence Act Training Sessions, grant funded full day professional development sessions for Grundy County Elementary Schools, August 12 & 13, 2002, Grundy County, Tennessee

Creating a Balanced Approach to Literacy Teaching and Learning, full day professional development sessions for Eastside Elementary School, July 31-August 2, 2002, Chattanooga, Tennessee

Reading Excellence Act Training Sessions, grant funded full day professional development sessions for Blythe-Bower Elementary School, July 23-July 29, 2002, Cleveland, Tennessee

Best Practices in Preschool Literacy, a professional development session for the UTC Children’s Center staff, July 8, 2002, Chattanooga, Tennessee

Reading Comprehension Strategies for the High School Learner, a full day professional development session for Central High School 9th Grade Academy, June 4, 2002, Chattanooga, Tennessee

Reading Comprehension in the Middle School Classroom, a professional development session for Chattanooga Middle School, March 15, 2002, Hixson, Tennessee

Reading Comprehension in the Middle School Classroom, a professional development session for Loftis Middle School, March 15, 2002, Hixson, Tennessee

## **PROFESSIONAL DEVELOPMENT SESSIONS (cont.)**

Best Practices in Reading Comprehension for the Elementary Child, a professional development session for CSLA, March 14, 2002, Chattanooga, Tennessee

Comprehension Strategies for Middle and High School Learners, Mildred Chapman Reading Association, February 21, 2002, UTC campus, Chattanooga, Tennessee

Workshop for Hamilton County ESL Teachers, January 7, 2002, UTC Campus, Chattanooga, Tennessee

The Gold Leaf Project Workshops in Content Area Literacy, a series of **32 workshops** with 290 elementary teachers in Dallas Independent School District, March 2000-May 2000

Reading Comprehension Strategies for 3rd Grade Through Graduate School, Plano I.S.D. Staff Development, October 1, 1998, Plano, Texas

Strategies for Reading Comprehension: Nifty Pre-reading, During Reading, and Post-reading Experiences, McKinney I.S.D. Staff Development, April 22, 1998, McKinney, Texas

## **UNIVERSITY HONORS AND AWARDS**

The University of Tennessee at Chattanooga: Induction into Alpha Scholastic Honor Society, 2008

The University of Tennessee at Chattanooga: Dean Stinnett Award, College of Health/Education/ Professional Studies, 2007

The University of Tennessee at Chattanooga: Exceptional Merit rating, 2006-2007 academic year

The University of Tennessee at Chattanooga: Grants and Research Award, 2005

The University of Tennessee at Chattanooga: UC Foundation Professorship beginning 2003

The University of Tennessee at Chattanooga: Exceptional Merit rating, 2002-2003 academic year

The University of Tennessee at Chattanooga: Grants and Research Award, 2002

## **UNIVERSITY SERVICE**

Literacy consultant to Howard School for Academics and Technology, academic year 2010-2011

Literacy consultant to Chattanooga School for the Arts and Sciences (lower school), academic year 2007-2008

Search committee member, UTC's Provost, Fall 2006 - Spring 2007

Committee Chair, "Professional Development," for READ 20, a new Hamilton County Government initiative to improve the literacy skills of Hamilton County's PreK-12 student population, Spring 2006-present

Committee member for planning and implementing the Teacher Preparation Academy's Dispositions Committee findings, 2005-2006.

Developed and wrote the reading curriculum and professional development design for an Early Learning Opportunities Act grant to the U.S. Department of Health & Human Services in partnership with the Hamilton County government & United Way. Submitted in July 2005. Not funded.

## **UNIVERSITY SERVICE (cont.)**

Committee Member for the development of the new program requirements for HECO's PreK-3 major to meet new State of Tennessee Early Childhood Standards to be implemented beginning Fall 2005

Action Team Leader, "Professional Development," Chattanooga/Hamilton County Literacy Initiative, 2005

Committee member, Project Ready for School, an early childhood initiative for Hamilton County spearheaded by United Way, 2006 to present

Committee member, Community Impact, an early childhood initiative for Hamilton County spearheaded by United Way, 2004-2006

Committee member, Hamilton County Literacy Coalition, created by County Mayor Claude Ramsey's Hamilton County Education Summit, 2004-2005

Search committee chair, UTC Children's Center Director, Fall 2004

Search committee member, Teacher Preparation Academy Assistant Professor, Summer 2004

Search committee member, Teacher Preparation Academy Assistant Professor, Spring 2004

Developed new graduate course syllabus, EDUC 561, "Literacy Instruction for Emergent Learners"

Developed new graduate course syllabus, EDUC 562, "Literacy Instruction for Elementary School Learners"

Developed new graduate course syllabus, EDUC 563, "Literacy Instruction for Middle School/High School Learners"

Developed new graduate course syllabus, EDUC 564, "Practicum for Teaching Literacy"

Hamilton County Department of Education: Presentation of a literacy workshop on December 9, 2003, to the Hamilton County New Teachers' Network.

Member of Advisory Board, UTC's Children's Center, 2003-2006

Search Committee Member, ECE Assistant/Associate Professor vacancy, Teacher Preparation Academy, Spring 2003-Spring 2004

Advisor, candidates for M.Ed. in Elementary Education with a concentration in reading specialist (Fall 2003-present)

Advisor, HECO/ECHD, Pre-K through 3 majors (Fall 2002 to present)

Developed/implemented development session for Reading Club tutors at Community Outreach Partnership of Chattanooga; pre- and post-tested Reading Club members on reading comprehension (2002-2003)

Member of planning and implementation team for Osborne Urban Master's Degree (2002-2006)

Member of planning and implementation team for Osborne Urban Impact Certificate (2001-2002)

## **UNIVERSITY SERVICE (cont.)**

Prepared for and presented to site visit by PEF officials for Osborne Urban Master's Degree program (May 2002)

Prepared Letter of Intent for Aimee Randolph and Battle Academy to Community Foundation for \$20,000 grant for the purchase of new books (funded) (March 2002)

Aligned Alternative Certification Program coursework to state standards for submission for approval from the State of Tennessee (February 2002)

Member of HECO/TPA committee to create the Alternative Certification Program for PreK-4 teachers in Hamilton County (Fall 2001-Spring 2002)

Member of collaborative to design reading coursework for Osborne Urban Master's Degree for Benwood schools teachers (November 2001)

Co-author of Reading Excellence Act grant proposals for Hamilton County (Fall 2001)

Member of UTC-HCDE committee to develop conceptual framework for new downtown schools (Fall 2001)

## **PERSONAL PROFESSIONAL DEVELOPMENT**

Praxis II exam, "Reading Across the Curriculum": Exam taken on September 18, 2010 to become familiarized with recent revisions

Attendance at the USDOE/HHS sponsored 2010 Reading Institute, July 19-21, 2010, Anaheim, California

Attendance at the 2008 Early Childhood Summit: Building Early Learning Foundations Together, June 26-27, 2008, Nashville, Tennessee

Attendance at the 53<sup>rd</sup> annual convention of the International Reading Association, May 4-8, 2008, Atlanta, Georgia

Attendance at the 17<sup>th</sup> annual conference for the Mid-South Reading and Writing Institute, June 16-17, 2006, University of Alabama at Birmingham

Attendance at 2006 annual conference for the International Reading Association, April 30-May 4, 2006, Chicago, Illinois

Creative Curriculum training, delivered by the Child Care Resource & Referral Network, at Tennessee Technical University, November 28-29, 2005, Cookeville, Tennessee

Praxis II exam, "Reading Specialist" certification: Exam taken on August 6, 2005

Attendance at the 16<sup>th</sup> annual conference for the Mid-South Reading and Writing Institute, June 17-18, 2005, University of Alabama at Birmingham

Attendance at the 15<sup>th</sup> annual conference for the Mid-South Reading and Writing Institute, June 18-19, 2004, University of Alabama at Birmingham

## **PERSONAL PROFESSIONAL DEVELOPMENT (cont.)**

Attendance at the 2004 annual conference for the International Reading Association, May 1-8, 2004, Reno, Nevada

Praxis II exam, "Reading Across the Curriculum": Exam taken on January 10, 2004

Attendance at the 2003 annual conference for the National Association for the Education of Young Children, November 5-8, 2003, Chicago, Illinois

Attendance at the 14<sup>th</sup> Annual Mid-South Reading and Writing Institute, June 20-21, 2003, University of Alabama at Birmingham

Heads Up! Reading Early Childhood Training, November 13-14, 2002, Murfreesboro, Tennessee

Attendance at State Conference of Tennessee TESOL (Teaching English to Students of Other Languages), March 21-23, 2002, Pigeon Forge, Tennessee

Attendance at 2002 Annual Conference for the National Association for Bilingual Education, March 19-23, 2002, Philadelphia, Pennsylvania