

Margaret Vaughn

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Education

Ph.D. Curriculum and Instruction

University of North Carolina at Greensboro, December 2010
Teacher Education and Development, Major field: Literacy & Curriculum and Instruction

M.Ed. Elementary Education, Elementary Education Certification

Drexel University, Philadelphia, Pennsylvania, August 2001

B.A. Urban Studies

University of Pennsylvania, Philadelphia, Pennsylvania, May 1999

Professional Work Experience

Associate Professor Washington State University College of Education	2021 to present
Associate Professor University of Idaho College of Education	2017 to 2020
Assistant Professor University of Idaho College of Education	2011 to 2016
Teaching Assistant and Team Leader University of North Carolina at Greensboro School of Education	2007 to 2010
First Grade Teacher Grady Brown Elementary School, Hillsborough, North Carolina	2000 to 2008
Balanced Literacy Teacher Harrington Elementary School, Philadelphia, Pennsylvania	1999 to 2000

Awards and Honors

(international/national)

Best Paper Award, Literacy Assessment, Learning, and Teaching, Area 3, Literacy Research Association, 2020

Review of Research Award, American Educational Research Association, 2019

Distinguished Research in Teacher Education, Association of Teacher Educators, 2018

Exemplary Paper Award, Classroom Observation SIG, American Educational Research Association, 2018

Teacher Education Award, Horace Mann National Teacher Education Award, 2007

Fulbright Specialist Roster, U.S. State Department, 2020-2024

(university-level)

Mid-Career President's Faculty Award, University of Idaho, 2016

Excellence in Scholarship Award, University of Idaho, 2015

Haslett Distinguished Faculty Fellow Award, University of Idaho, 2013-2014

Books

Vaughn, M. & Parsons, S.A. (in press). *Accelerating all students' literacy growth: Strategic principles for learning recovery*. Guilford Press.

Vaughn, M., & Massey, D. (under contract). *Overcoming reading challenges: Kindergarten through middle school*. Peter Lang.

Vaughn, M. (2021). *Student agency in the classroom: Honoring student voice in the curriculum*. Teachers College Press.

Vaughn, M., & Massey, D. (2021). *Teaching with children's literature: Theory to practice*. Guilford Press.

Parsons, S. A., & **Vaughn, M.** (Eds.). (2021). *Principles of effective literacy instruction, K-5*. Guilford Press.

National/ International Peer Reviewed Articles (*denotes student authors ** denotes teachers and community members)

Vaughn, M. (2022). Making agency visible through picture books. *The Reading Teacher*, 76(2), 223-229.

Vaughn, M., Parsons, S.A., Gallagher, M.A. (2022). Challenging scripted curricula with adaptive teaching. *Educational Researcher*, 51(3), 186-196.

*Sotirovska, V., & **Vaughn, M.** (2022). Developing preservice teachers' critical literacy praxis in a rural teacher education program. *Reading Horizons: A Journal of Literacy and Language Arts*, 61(2), 2.

*Sotirovska, V., & **Vaughn, M.** (2022). Examining pre-service teachers' critical beliefs: Validation of the Critical Literacy Beliefs Survey (CLBS). *Teaching Education*, 33(2), 27-41.

Massey, D., **Vaughn, M.**, Hiebert, F. (2022). Fostering hope with children's literature. *The Reading Teacher*, 75(5), 575-582.

Davis, S. J., Lettis, M. B., Mahfouz, J., & **Vaughn, M.** (2022). Deconstructing racist structures in k-12 education through SEL starts with the principal. *Theory Into Practice*, 61(2), 145-155.

Vaughn, M., Wall, A., Scales, R.Q., & Parsons, S.A., & Sotirovska, V. (2021). Teacher visioning: A systematic review of the literature. *Teaching and Teacher Education*, 108, 1-11.

Vaughn, M. (2021). The role of visioning in supporting equitable spaces. *Peabody Journal of Education*, 96(4), 483-490.

Vaughn, M. (2021). Visioning: A navigational tool in schools. *Peabody Journal of Education*, 96(4), 357-359.

Vaughn, M., Scales, R.Q., Stevens, E., Kline, S., Barrett-Tatum, J., Van Wig, A., Yoder, K.K., & Wellman, D. (2021). Understanding literacy adoption policies across contexts: A multistate examination of literacy curriculum decision-making. *Journal of Curriculum Studies*, 53(3), 333-352.

Vaughn, M., Sotirovska, V., Darragh, J.J., & Elhess, M. (2021). Examining agency in children's nonfiction picture books. *Children's Literature in Education*, 88(1), 1-19.

*Sotirovska, V., **Vaughn, M.** (2021). The portrayal of characters with dyslexia in children's picture books. *Early Childhood Education Journal*, 1-12.

Vaughn, M., Parsons, S.A., & Massey, D. (2020). Aligning the science of reading with adaptive teaching. *Reading Research Quarterly*, 55(1), 299-306.

- Vaughn, M.,** Premo, J., Erickson, D., & McManus, C. (2020). Student agency in literacy: Validation of the Student Agency Profile (StAP). *Reading Psychology, 42*(1), 1-26.
- Vaughn, M.,** Jang, B.G., Sotirovska, V., & Cooper-Novack, G. (2020). Student agency in literacy: A systematic review of the literature. *Reading Psychology, 42*(2), 1-23.
- Vaughn, M.** (2020). What is student agency and why is it needed now more than ever. Student agency: Theoretical implications for practice [themed journal issue]. *Theory Into Practice, 59*(2), 109-118.
- Vaughn, M.** (2020). Where to from here: Fostering agency across landscapes. Student agency: Theoretical implications for practice [themed journal issue]. *Theory Into Practice, 59*(2), 234-243.
- Vaughn, M.,** Premo, J.T., Sotirovska, V. Erickson, D. (2020). Evaluating agency in literacy using the Student Agency Profile (StAP). *The Reading Teacher, 73*(4), 1-20.
- Ankrum, J.A., Moorewood, A., Parsons, S.A., **Vaughn, M.,** Parsons Ward, A.E., & Hawkins, P. (2020). Documenting adaptive literacy instruction: The Adaptive Teaching Observation Protocol (ATOP). *Reading Psychology, 41*(2), 71-86.
- Gallagher, M.E., Parsons, S.A., **Vaughn, M.** (2020). Adaptive teaching in mathematics: A review of the literature. *Educational Review, 1-16.*
<https://doi.org/10.1080/00131911.2020.1722065>
- Vaughn, M.** (2019). Adaptive teaching during reading instruction: A multi-case study. *Reading Psychology, 41*(1), 1-33.
- Vaughn, M. &** Kuby, C.R. (2019). Fostering critical, relational visionaries: Autoethnographic processes in teacher education. *Action in Teacher Education, 41*(2), 117-136.
- *Roll, K., & **Vaughn, M.** (2019). Reshaping practice: An action research project exploring writing instruction. *Journal of Teacher Action Research, 5*(2), 77-94.
- Parsons, S.A., **Vaughn, M.,** Scales, R., Gallagher, M., Davis, S., & Ward-Parsons, A. (2018) Teachers' instructional adaptations: A research synthesis. *Review of Educational Research, 88*(2), 205-242.
- Vaughn, M. &** Massey, D. (2017). This is the first book I ever read that I couldn't put down: Structuring authentic opportunities in literacy methods for preservice teachers (2017). *Journal of Literacy Practice and Research, 43*(1), 34-40.
- Vaughn, M.,** Parsons, S.A., Scales, R., Wall, A. (2017). Envisioning our practice: Interpreting and examining pedagogical visions of four junior faculty. *New Educator, 13*(3), 251-270.

- Vaughn, M.,** Parsons, S.A., Reyes, C., Puzio, K., & Allen, M.H. (2017). A multiple case study of teachers' visions and reflective practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 18(4), 526-539.
- Parsons, S. A., **Vaughn, M.**, Malloy, J. A., & Pierczynski, M. (2017). The development of teachers' visions from preservice into their first years teaching: A longitudinal study. *Teaching and Teacher Education*, 64(1), 12-25.
- **Vaughn, M.**, & Parsons, S. A., Burrowbridge, S.C., Weesner, J., & Taylor, L. (2016). In their own words: Teachers reflections on adaptability. *Theory Into Practice*, 55(3), 1-8.
- Parsons, S. A., **Vaughn, M.** (2016). Toward adaptability: Where to from here? *Theory Into Practice*, 55(3), 267-274.
- Vaughn, M.** Re-envisioning literacy in a teacher inquiry group in a Native American context. (2016). *Literacy Research and Instruction*, 55(1), 24-47.
- *Bradshaw, S., & **Vaughn, M.** (2016). Students and teachers reading and reflecting: Revisiting Retrospective Miscue Analysis during classroom instruction. *Journal of Research in Education*, 26(1), 54-75.
- **Vaughn, M.**, Parsons, S.A., Gallagher, M., & Branen, J. (2016). Teachers' adaptive instruction supporting students' literacy learning. *The Reading Teacher*, 69(5), 539-547.
- Parsons, S.A., & **Vaughn, M.** (2016). A case study of one teacher's instructional adaptations. *Journal of Classroom Interaction*, 51(1), 4-17.
- *Rose, L., **Vaughn, M.**, & Taylor L. (2015). Reshaping literacy instruction in a high poverty early childhood classroom. *Journal of Research in Education*, 25(1), 72-87.
- ***Vaughn, M.**, Allen, S., Kologi, S., & McGowan, S. (2015). Revisiting literature circles as open spaces for critical discussions. *Journal of Reading Education*, 40(2), 27-32.
- Kuby, C., **Vaughn, M.** (2015). Young children's identities becoming: Exploring agency in the creation of multimodal literacies. *Journal of Early Childhood Literacy*, 15(1), 1-40.
- Vaughn, M.** (2015). Adaptive teaching: Case studies of two elementary teachers' visions and adaptations during literacy instruction. *Reflective Practice: International and Multidisciplinary Perspectives*, 16(1), 43-60.
- Vaughn, M.** (2014). The role of student agency: Exploring openings during literacy instruction. *Teaching and Learning: The Journal of Natural Inquiry & Reflective Practice*, 28(1), 4-16.
- Vaughn, M.** (2014). Aligning visions: Striking a balance between personal convictions for teaching and instructional goals. *Educational Forum*, 78(3), 1-9.

- ***Vaughn, M.**, Parsons, S.A., Kologi, S., & Saul, M.S. (2014). Action research as a reflective tool: A multiple case study of eight rural educators' understandings of instructional practice. *Reflective Practice: International and Multidisciplinary Perspectives*, 15(3), 1-19.
- Parsons, S.A., Malloy, J.A., **Vaughn, M.** & La Croix, L. (2014). A longitudinal study of teacher visioning: Traditional program graduates and Teach for America Corps Members. *Literacy Research and Instruction*, 53(2), 134–161.
- Parsons, S.A., & **Vaughn, M.** (2013). Exploring adaptive teaching across contexts: Cross case analysis of rural and urban educators' instructional adaptations. *Alberta Journal of Educational Research*, 59(2), 299-318.
- Vaughn, M.** & Saul, M.S. (2013). Navigating the rural terrain: A study of visions to promote change. *Rural Educator*, 34(2), 38-48.
- Vaughn, M.** & Parsons, S. A. (2013). Teachers as innovators: Instructional adaptations opening spaces for enhanced literacy learning. *Language Arts Journal*, 91(2), 81-93.
- Vaughn, M.**, & Faircloth, B. (2013). Teaching with a purpose in mind: Cultivating a vision for teaching. *The Professional Educator*, 37(2), 1-12.
- Vaughn, M.** (2013). Examining teacher agency: Why did Les leave the building? *New Educator*, 9(2), 119-134.
- Vaughn, M.**, Parsons, S. A., (2012). Visions, enactments, obstacles, and negotiations: Case studies of two novice teachers enrolled in a graduate literacy course. *Journal of Reading Education*, 38(1), 18-25.
- Parsons, S.A, Massey, D., **Vaughn, M.**, Scales, R., Faircloth, B.S., Howerton, W.S., Griffith, R.R., Atkinson, T.S. (2010). Developing thoughtfully adaptive teachers of reading in face to-face and online teacher education course. *Journal of School Connections*, 3(93), 91-111.

Editorial Reviewed Publications

- Vaughn, M.**, & Fisher, D. (guest editors). (2020). Affective dimensions of student literacy learning [themed journal issue]. *Reading Psychology*, 42(1).
- Vaughn, M.**, & Fisher, D. (guest editors). (2020). Affective dimensions of student literacy learning [themed journal issue]. *Reading Psychology*, 42(2).
- Vaughn, M.**, (guest editor). (2020). Student agency: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*, 59(2).
- Vaughn, M.**, & Massey, D. (2019). Tackle reading: Putting purposeful reading back into literacy instruction. *Literacy Today*, 10-11.

Vaughn, M. (2018). Making sense of student agency in the early grades. *Phi Delta Kappan*, 99(7), 62-66.

Vaughn, M., & Parsons, S. A. (guest editors). (2016). Adaptive teaching: Theoretical implications for practice [themed journal issue]. *Theory Into Practice*, 55(3).

Parsons, S.A., **Vaughn, M.**, Bruyning, A., & Daoud, N. (2017). Teaching, visioning, and hope: A longitudinal study of one teacher's vision. In N.P. Gallavan, & L. G. Putney (Eds). *Action in Teacher Education Yearbook XXVI* (pp. 21-36).

Vaughn, M., & Faircloth, B. (2011). Understanding teacher visioning and agency during literacy instruction. In In J. V. Hoffman, D. Shallert, C. Fairbanks, J. Worthy, & B. Maloch (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 309-323): National Reading Conference.

Other Publications

Vaughn, M., (2019). Invited book review: Inspiring writing in the primary schools. *Journal of Early Childhood Research*, 19(2), 281-283.

Vaughn, M. (2012). Book review: Artifactual literacies: Every object tells a story. *Journal of the Community Development Society*, 43(5), 684-685.

Book Chapters

Vaughn, M. (2021). Adaptive teaching. S.A. Parsons & M. Vaughn (Eds.) 125-145. *Principles of effective literacy instruction, grades K-5*. Guilford Press.

****Vaughn, M., Hillman, K., McKarcher, T., & Latella, C.** (2017). Exploring a pathway to reshape school-wide literacy practices for Indigenous students. 75-80. J. Reyhner (Ed), *Honoring our teachers*. University of Oklahoma Press.

****Vaughn, M., Penney-Pinkham, D., Hillman, K., McKarcher, T., Terry, B. S., Latella, C., Whipple, T., & Finnell, B.** (2015). Locating Coyote: Reorienting the literacy curriculum to empower Indigenous students and educators. J. Richards, & K.Zenkov (Eds.), *Empowering diverse learners and their teachers: Closing the instructional gap through social justice teaching*. 57-71. Information Age Publishing.

Blog posts

Vaughn, M. & Parsons, S. A. (2013). Teachers as innovators: Instructional adaptations opening spaces for enhanced literacy learning. *Language Arts Journal*, 91(2), 81-93.

Referenced in Fostering Adaptive Teaching Across Reading Dimensions

<https://www.edutopia.org/blog/adaptive-teaching-across-reading-dimensions-antony-smith>

Podcasts

Massey, D., & Vaughn, M. (2022). A conversation with Dixie Massey and Margaret Vaughn. [Audio podcast episode] in Persohn, L. (Host) Classroom Caffeine Podcast. <https://www.classroomcaffeine.com/guests>

Vaughn, M. (2021). ZoomED In video podcast. S04E02: Student Agency. <https://www.youtube.com/watch?v=IDSa-6FBmMU>

Vaughn, M. (2020). Student agency. [Audio podcast episode] in Downs, J. (Host) Teaching Literacy Podcast. <https://teachingliteracypodcast.com/episode-09-student-agency-in-literacy-with-dr-margaret-vaughn/>

Vaughn, M. (2020). Adaptive literacy teaching. [Audio podcast episode] in Downs, J. (Host) Teaching Literacy Podcast. <https://teachingliteracypodcast.com/episode-08-adaptive-literacy-teaching-with-dr-margaret-vaughn/>

Grants and Contracts

(Awarded)

- Principal Investigator, WSU College of Education- 2022, Faculty Funding Award, Youth Literacy Project, **awarded- \$9,700.**
- Co-Principal Investigator, Inland Northwest Community Foundation- 2017-2020: Coeur d'Alene Early Reading Project (CERP) **awarded- \$600,000.**
- Principal Investigator, Idaho Community Foundation, Reading Engagement Afterschool Project- 2017 (REAP), **awarded-\$20,000.**
- *Consultant*, Indigenous Knowledge for Effective Education Program (IKEEP)- 2016 2020. US. Department of Education of Education, Professional Development Grant, **awarded- \$650,000.**
- Principal Investigator, Eleanora, Orrin, and Jim Webb Endowed Fund for Community Engagement Faculty Award- 2014-2017: Literacy Outreach Learning Initiative (LOLI), **awarded- \$15,000.**
- Principal Investigator, UI College of Education Innovation Grant Spring- 2013: Examining Knowledge: Transformational Learning through Pre-service Teachers' Action Research in Diverse Communities, **awarded- \$6,000.**
- Principal Investigator, Inland Community Strategies Foundation Grant: Nez Perce Summer Youth Writing Project Summer 2013: Cultivating Stories and Supporting Indigenous Writers, **awarded- \$14,894.**
Resulting in 6 dual language published books
 1. *Water cycle and Niimiipuu*
 2. *Who am I...isii iin wees; Thoughts and musing of 4th grade poets*
 3. *The seasons of our people: The Niimiipuu*
 4. *Niimiipuum leelep hiteemene tiim es*

5. Like the animals

6. iceyeye we have a questions

- Principal Investigator, UI Seed Grant- 2013: Examining Teacher Adaptability with Nez Perce Students during a Summer Youth Writing Project, Summer 2013, **awarded- \$11,980.**
- Indigenous Curriculum Development with Native American Educators Office of Community Sponsored Programs- 2013: **awarded- \$2000.**
- Localizing Literacy: Literature Circles with Prospective Teachers Curriculum and Instruction Innovation Grant- 2012: **awarded- \$800.**
- University of Idaho Service Learning Grant: Developing Readers & Leaders Grant- 2012 **awarded- \$738.**
- University of Idaho Service Learning Grant for Literacy with Community Partners- 2012 **awarded- \$800.**

Refereed International and National Presentations

Vaughn, M., Carbonneau, K.J., Premo, J.T. Sotirovska, V. (2022, April). *Exploring agency as a mitigating factor in literacy*. Paper presented at American Educational Research Association (AERA), San Diego, CA.

Vaughn, M., Ankrum, J.W., Parsons, A.W., Parsons, S.A., Carbonneau, K.J., Morewood, A.L., French, B. (2022, April). *Exploring teacher metacognition in instructional adaptations during literacy instruction*. Paper presented at American Educational Research Association (AERA), San Diego, CA.

Elhess, M., **Vaughn, M.** (2022, April). *“I feel unwanted and estranged:” The lived experiences of Libyan Muslim refugee college students’ belongingness*. Roundtable presentation at American Educational Research Association (AERA), San Diego, CA.

Vaughn, M., (2021, December). *Examining agency in during literacy instruction*. Paper presented at Literacy Research Association (LRA), Atlanta, GA.

Massey, D., & **Vaughn, M.** (2021, December). *Dyslexia and the Science of Reading: What counts as evidence?* Study group co-lead study session organizer and presentation at Literacy Research Association (LRA), Atlanta, GA.

Elhess, M., & **Vaughn, M.** (2021, December). *Striving to belong: Arab Muslim immigrant families’ lived experiences through children’s picture books*. Paper presented at Literacy Research Association (LRA), Atlanta, GA.

Sotirovska, V., & **Vaughn, M.** (2021, December). *Characters with dyslexia in picture books*. Paper presented at Literacy Research Association (LRA), Atlanta, GA.

Ankrum, J.W., Morewood, A.L., **Vaughn, M.**, Parsons, A.W., Parsons, S.A. (2021, November). *Adaptive teaching: A case study of instructional adaptations made by*

one expert literacy teacher. Paper presented at Association of Literacy Educators and Researchers (ALER). Hilton Head, SC.

Conradi, K., Parsons, A.W., **Vaughn, M.** (2020, April). *A tale of two text experiences: Examining differences for Title 1 and non-Title 1 schools*. Poster presentation at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Cancelled)

Ankrum, J.W., Morewood, A.L., Parsons, S., Parsons, A.W., & **Vaughn, M.** (2020, November). *A study of literacy teacher expertise and adaptability*. Poster presentation at the Annual Conference of the International Literacy Association, Columbus, OH. (Cancelled)

Vaughn, M., Parsons, S.A., Gallagher, M.A., (2019, November). *The Adaptive Teaching Inventory (ATI): Developing a measure of teacher adaptability*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Corpus Christi, TX.

Scales, R.Q., **Vaughn, M.**, Stevens, E., (2019, December). *An exploration of elementary school principals' visual representations explaining literacy curriculum adoption and implementation process*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Conradi, K., Parsons, A.W., **Vaughn, M.**, (2019, December). *Elementary students' text diets: Results from a nationwide survey*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Vaughn, M., Premo, J., Erickson, D., McManus, C. (2019, April). *Examining student agency during literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, CA.

Parsons, S.A., Gallagher, M., **Vaughn, M.**, Scales, R.Q., Ankrum, J., Hayden, E. (2019, April). *The Metacognitive Awareness Inventory for Teachers: A validation study*. Poster presented at the annual meeting of the American Educational Research Association, Toronto, CA.

Vaughn, M., Jang, B.G., Sotirovska, V.V., & Eriksson, H.E. (2018, April). *A conceptual analysis of agency during literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Gallagher, M. A., Parsons, S. A., **Vaughn, M.** (2018, April). *Responsive teaching in mathematics: A review of the literature*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Ankrum, J.W., Morewood, A.L., Parsons, A.W., Parsons, S.A., **Vaughn, M.**, Hawkins, P. (2018, April). *Documenting adaptive instruction: The Adaptive Teaching Observation Protocol (ATOP)*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

- Vaughn, M.** (2017, December). *Negotiating agency in the context of literacy instruction: A case study of Nina*. Paper presented at the annual meeting of the Literacy Research Association. Tampa, FL.
- Vaughn, M., Jang, B.G., Sotirovska, V.V., & Eriksson, H.E.** (2017, December). *A systematic review of agency during literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Vaughn, M.** (2017, April). *Examining teachers' visions during literacy Instruction across multiple rural contexts*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Vaughn, M.** (2016, December). *Conceptualizing student agency during literacy experiences*. Paper presented at the annual meeting of the Literacy Research Association. Nashville, TN.
- Vaughn, M.** (2016, December). *Developing an adaptive stance in preservice teachers*. Paper presented at the annual meeting of the Literacy Research Association. Nashville, TN.
- Parsons, S.A., **Vaughn, M.**, Scales, R.Q., Davis, S.G., Pierczynski, Davis, S., Gallagher, M. A., Pierczynski, M., Ward Parsons, A. (2016, December). *Literacy teachers' instructional adaptations: A literature review*. Paper presented at the annual meeting of Literacy Research Association. Nashville, TN.
- Parsons, S. A., **Vaughn, M.**, Bruyning, A., & Daoud, N. (2016, November). *Literacy teachers' visions for instruction*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Vaughn, M.**, Parsons, S.A., Gallagher, M. A., Scales, R.Q., Davis, S.G., Pierczynski, M., Ward Parsons, A., Allen, M. (2016, April). *A review of the literature on adaptive teaching*. Paper presented at the annual meeting of the American Education Research Association, Washington, DC.
- Vaughn, M.** (2015, December). *Examining knowledge: Transformational learning through pre-service teachers' action research projects*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.** (2015, December). *Exploring student agency: A multi-case study of instructional practices across learning contexts*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M.** (2015, December). *Fostering young writers: Exploring authoring practices during a student writing project*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Parsons, S. A., **Vaughn, M.**, Scales, R. Q., Davis, S. G., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, December). *A literature review of adaptive teaching during*

- literacy instruction*. Paper presented at the annual meeting of the Literacy Research Association. Carlsbad, CA.
- Vaughn, M., & Parsons, S.A.** (2015, November). *Principles of adaptive teaching in literacy*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Parsons, S. A., **Vaughn, M.**, Scales, R. Q., Davis, S., Pierczynski, M., Gallagher, M., & Parsons, A. W. (2015, November). *Methods used to study teacher adaptations in literacy instruction: A literature review*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.
- Vaughn, M.** (2015, April). *Developing an adaptive stance: Constructing an adaptive writing curriculum within a teacher inquiry group*. Paper presented at the convention of the American Education Research Association, Chicago, Illinois.
- Vaughn, M., Parsons, S.A., Malloy, J.A.** (2014, April). *Authoring visions: Visioning as a tool to support beginning teachers*. Poster presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Vaughn, M.** (2014, April). *Intersections of teacher visioning and adaptability: A multi-case study of elementary teachers' visions and instructional adaptations*. Paper presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Parsons, S.A., & **Vaughn, M.** (2014, April). *Adaptive teaching in the context of increased standardization*. Paper presented at the convention of the American Education Research Association, Philadelphia, Pennsylvania.
- Vaughn, M.** (2013, December). *The possibility of place: Rurality, multimodality, and visions*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M.** (2013, December). *Aligning visions: Case studies of effective literacy educators over time*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M., Parsons, S.A., Ward Parsons, E., & Gray, E.** (2013, December). *Opening our minds: Literacy teacher educators engage in an online book club to improve our practice*. Paper presented at the convention of the Literacy Research Association, Dallas, Texas.
- Vaughn, M. & Saul, M.** (2013, May). *Rural teachers' narratives: A study of visions, enactments, and negotiations through exemplary action research*. Paper presented at the convention of the meeting of the American Education Research Association, San Francisco, California.

- Parsons, S. A. & **Vaughn, M.** (2013, May). *A constructivist view of classroom teaching: Analysis of two educators' instructional adaptations*. Paper presented at the convention of the meeting of the American Education Research Association, San Francisco, California.
- Vaughn, M.** & Kuby, C. (2012, December). *Autoethnography as pedagogy: Pre-service teachers' literacy visions*. Symposium paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, CA.
- Kuby, C. R. & **Vaughn, M.** (2012, December). *Young children negotiating identities through artistic encounters*. Paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, California.
- Vaughn, M.** (2012, December). *Using multimodalities to explore pre-service teachers' visions and understandings about literacy*. Paper presented at the convention of the meeting of the Literacy Research Association Conference, San Diego, California.
- Vaughn, M.** (2012, November). *Negotiating visions: A self-study exploration of literacy-in action projects within a school partnership*. Paper presented at the National Network for Educational Renewal Conference, Denver, Colorado.
- Vaughn, M.** & Kologi, S. (2012, November). *Aligning visions: Re-envisioning the practicum experience*. Paper presented at the National Network for Educational Renewal Conference, Denver, Colorado.
- Vaughn, M.** (2011, December). *A Question of agency: Exploring the development of student agency through participation in literacy practices*. Poster presented at the convention of the meeting of the Literacy Research Association Conference, Orlando, Florida.
- Vaughn, M.** (2011, December). *Examining teachers' beliefs about adaptive instruction*. Symposium presented at the convention of the meeting of the Literacy Research Association Conference, Orlando, Florida.
- Vaughn, M.** (2011, October). *Developing culturally responsive visions in preservice teachers*. Paper presented at the National Network for Educational Renewal Conference, Hartford, Connecticut.
- Vaughn, M., & Allen, M.** (2011, October). *Adaptive teaching across literacy and science contexts*. Poster session presented at the convention of the Association of Literacy Educators and Researchers Conference, Alexandria, Virginia.
- Vaughn, M., Faircloth, B., Parsons, S.A., & Howerton, W.** (2010, December). *Understanding teacher agency during literacy instruction*. Poster session presented at the convention of the meeting of the National Reading Conference, Fort Worth, Texas.
- Vaughn, M., & Faircloth, B.** (2010, November). *Teacher, teacher what do you see: A study on how teachers promote student agency*. Poster session presented at the convention of the National Council of Teachers of English Conference, Orlando, FL.

- Parsons, S. A., Scales, R. Q., Williams, B., & **Vaughn, M.**, Howerton, W. (2010, November). *Expanding the view of adaptive literacy instruction*. Poster session presented at the convention of the Association of Literacy Educators and Researchers Conference, Omaha NE.
- Parsons, S. A., Scales, R. Q., Williams, B., **Vaughn, M.**, Howerton, W., (2010, November). *Teacher's instructional adaptations during literacy instruction*. Poster session presented at the convention of the National Council of Teachers of English Conference, Orlando, FL.
- Vaughn, M.**, Howerton, W.S., Faircloth, B., Duffy., G.& Miller, S.D. (2010, April). *Teacher vision and agency: Key pieces of the teacher education puzzle?* Poster session presented at the meeting of the American Educational Research Association, Denver, CO.
- Parsons, S. A., Massey, D., Atkinson, T., Griffith, R., Scales, R., Faircloth, B., Malloy, J., **Vaughn, M.**, & Howerton, S. (2010, April). *Preparing thoughtfully adaptive teachers of reading*. Poster session presented at the convention of the International Reading Association, Chicago, IL.
- Vaughn, M.**, Miller, S.D., & Faircloth, B., (2009, December). *Finding a space within which I can learn to read: First graders' reactions to their reading histories*. Roundtable format presented at the meeting of the National Reading Conference, Albuquerque, NM.
- Faircloth, B., Parsons, S. A., Scales, R. Q., **Vaughn, M.** & Howerton, W. S., & (2009, December). Adaptive teaching: Learning from preservice teachers in face-to-face setting. In *Developing thoughtfully adaptive teachers of reading in face-to-face and online teacher education courses*. Alternative presentation at the meeting of the National Reading Conference, Albuquerque, NM.
- Haun-Frank, J., Kimmel, S., Carlone, H., & **Vaughn, M.** (2008, April). *Doing the work of science education reform: Teachers' narratives of hard-won accomplishments*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Kimmel, S., Haun-Frank, J., Carlone, H., & **Vaughn, M.** (2008, March). *Tempered radicals: Elementary teachers' narratives of teaching science within and against prevailing meanings of schooling*. Poster session presented at the annual meeting of the American Educational Research Association, New York, NY.

Teaching

Washington State University

T & L 562 Foundations of Literacy (2022)

T & L 322 Literacy II (2021, 2022)

University of Idaho

EDCI 301 Learning and Assessment (2020)
 EDCI 466 Literacy Assessment and Intervention (2012-2020)
 EDCI 502 Advanced Qualitative Research Practices (2013)
 EDCI 502 Literacy Research Methodologies (2019)
 EDCI 502 Advanced Data Analysis of Literacy Instruction (2013)
 EDCI 502 Theoretical Perspectives and Literacy Research (2012)
 EDCI 504 Advanced Writing and Research (2011,2012)
 EDCI 504 Teachers as Leaders (2011, 2013)
 EDCI 321 Literature for Children (2012-2020)
 EDCI 570 Introduction to Research (2012, 2013)
 EDCI 201 Introduction to Education (2011)
 EDCI 322 Integrated Language Arts (2011)

University of North Carolina Greensboro

CUI 250 Teaching as a Profession (2009-2010)
 CUI 350 Inquiry into Teaching & Learning I (2009)
 CUI 375 Inquiry into Teaching & Learning II (2010)

Materials Developed:

Vaughn, M. (2022). Guided Reading Library: University of Idaho Digital Library Collections. Retrieved from <http://www.lib.uidaho.edu/digital/guidedreading/>

Courses Developed:

University of Idaho

EDCI 502 Language, Ideology, and Teaching

A doctoral course focused on critical literacy and qualitative research methodologies.

EDCI 502 Advanced Qualitative Research Practices

A doctoral course focused on qualitative research methodologies.

EDCI 502 Advanced Literacy Instruction and Data Analysis

A doctoral course focused on theoretical implications and qualitative research methodologies.

EDCI 504: Professional Writing and Research

A graduate course focused on research methodologies and writing pedagogy.

EDCI 504: Advanced Writing and Research

A graduate course focused on action research and writing.

EDCI 502: Theoretical Perspectives and Literacy Research

A doctoral course focused on theoretical and research perspectives.

EDCI 599: Independent Studies

A series of courses developed to support graduate level, literacy focused student inquiry projects.

EDCI 466: Literacy Assessment and Intervention

An undergraduate course developed in local elementary schools where undergraduate students use assessment and intervention to teach literacy instruction to elementary students.

ISEM 301: Building Literacy Communities

An undergraduate course across the university on service learning in literacy.

Non-credit Classes, Workshops, Seminars, Invited Lectures:

Invited Speaker, Los Angeles School District: Annual Bright Beginnings Kindergarten Readiness Conference, April 2022

Invited Speaker on Student Agency, EdPartnerships, Australia, May 2021

Faculty Organizer, Washington State University, Language, Literacy, and Technology Brown Bag Workshops 2021 to present

New Faculty Mentoring Presenter, University of Idaho, Spring 2017, Fall 2017

Invited Speaker, Literacy Research Association, Critical Literacy and Social Justice Session, 2016

Invited Speaker, University of Idaho, College of Education New Faculty Mentoring, Spring 2017, Fall 2017

Invited Speaker, University of Idaho, College of Education Scholarship and Publication for New Faculty, 2015

Graduate Student Committees: *indicates chair of dissertation or thesis committee

Washington State University

*Xuejiao, Li - Committee Chair (Ph.D.)
Rebecca Estock- Committee Member (Ph.D.)
Daniel Hammond- Committee Member (Ph.D.)

University of Idaho

*Vera Sotirovska- Committee Chair (2021, Ph.D.)
*Mohamed Elhess - Committee Chair (2021, Ph.D.)
Danielle Erickson- Committee Member (2019, Ph.D.)
Traci Birdsall- Committee Member (2016, Ph.D.)
Shannon McGowan- Committee Member (2014, Ph.D.)
Susan Kologi – Committee Member (2015, Ph.D.)
Mindy Curtis -Committee Member (2012, Ph.D.)
D’Lisa Penney Pinkham- Committee Member (2012, Ed.D.)

Master's students- Major Professor: completed 13

Service

Leadership Roles in the Field:

Ireland Literacy Association Biennial Dissertation Award Committee Member, 2021 to present

External Board Member of the Jacobson Center for Comprehensive Literacy at University of Northern Iowa, 2021 to present

Literacy Research and Association, Area Chair for Early and Elementary Literacy Processes, 2021 to present

United States Board on Books for Young People, State Ambassador, 2021 to present

Association of Literacy Educators and Researchers, Co-Chair of Research Committee, 2021 to present

Phi Delta Kappan 2020 Conference Advisory Committee, 2019 to 2020

Literacy Research Association Pacific Northwest Field Council Chair Regional Representative- 2017 to 2020

Literacy Research Association Pacific Northwest Field Council Representative-2014 to 2017

National Writing Project Director- Spring 2013 to Fall 2013

Editorial Positions

Guest Lead Editor 2022, *International Journal of Educational Research*, Student Agency across Learning Interactions: Theoretical and Methodological Approaches

Guest Lead Editor 2022, *Early Childhood Education Journal*, Extending an Ethic of Care across Pedagogy, Practice, and Action

Guest Lead Editor 2022, *Children's Literature in Education*, Exploring Affect in Children's Literature

Guest Lead Editor 2021, *Peabody Journal of Education*, Visioning: A Navigational Tool in Schools

Guest Lead Editor 2020, *Reading Psychology*, Affective Literacy, Issue 1

Guest Lead Editor 2020, *Reading Psychology*, Affective Literacy, Issue 2

Guest Lead Editor, 2020, *Theory Into Practice*, Student Agency: Theoretical Implications for Practice

Guest Lead Editor, 2016, *Theory Into Practice*, Adaptive Teaching: Theoretical Implications for Practice

Associate Editor, *School-University Partnerships* (peer reviewed journal), 2014 to 2018

National and International Review Boards

External reviewer for international dissertation review (3)

External reviewer for national tenure review (3)

Review Activities:

Invited Reviewer, *Educational Researcher*, 2022

Invited Reviewer, *Reading Writing Quarterly*, 2018 to present

Invited Reviewer, *Reading Research Quarterly*, 2018 to present

Invited Reviewer, *Journal of Literacy Research*, 2018, 2022

Invited Reviewer, *New Educator*, 2018

Invited Reviewer, *Journal of Teacher Education*, October 2012

Invited Reviewer, *Symbolic Interaction*, Fall 2013

Invited Reviewer, *Making Literacy Connections*, 2016

Invited Reviewer, *Journal of School Connections*, 2010

Editorial Board, *The Reading Teacher*, 2015 to present

Editorial Board, *Action in Teacher Education*, 2012 to present

Editorial Board, *Reading Psychology*, 2013 to present

Editorial Board, *Journal of Research in Education*, 2015 to present

Editorial Board, *Literacy Research and Instruction*, 2017 to present

AERA proposal reviewer, 2009 to present

LRA proposal reviewer, 2008 to present

Major Committee Assignments:

University Committee Work:

Washington State University, Common Read Committee, 2021 to present

University of Idaho, Arts Committee, 2020 to 2020

University of Idaho, General Education Committee, 2019

University of Idaho Common Read Committee, 2018

University of Idaho Arts Committee, 2012 to 2017

University of Idaho Instructional Materials Technology Committee, 2012 to 2017

University of Idaho Seed Grant Reviewer 2013 to 2015

University of Idaho Wright Fellows Director (Masters of Curriculum and Instruction Cohort of Inservice Educators)- 2012 to 2013

College of Education Work:

Washington State University

College of Education, Qualitative Research Curriculum Committee, 2021 to present
 College of Education, Faculty Affairs Committee, 2021 to present
 College of Education, Tenure Review Committee, 2021 to present
 College of Education, Elementary Education Committee, 2021 to present
 College of Education, Language, Literacy, and Technology Committee, 2021 to present
 College of Education, UCORE Secondary Education Committee, 2021 to present

University of Idaho

College of Education Tenure Committee, 2018 to 2020
 College of Education: Strategic Planning Committee, 2012 to 2020
 College of Education Literacy Coordinator, Course Steward for 6 undergraduate literacy methods courses
 College of Education, Chair of Faculty Affairs, Awards Committee, 2019
 College of Education Council for Accreditation of Educator Preparation (CAEP), 2019
 College of Education: Petition and Retention Committee, 2012 to 2013
 Search Committee Chair, Literacy Tenure Track (Position 1), Spring 2013
 Search Committee Chair, ENL Literacy and Language Tenure Track (Position 2), Spring 2013
 Search Committee Member, Community Partnership Coordinator, Fall 2011
 NCATE Special Committee Representative to the College, Spring 2013
 Search Committee Member, Director of Teacher Education, Spring 2015
 Search Committee Member, Art Education, Fall 2018

Professional development:

Moscow School District: November 2015 to present
 Potlatch Elementary School: July 2014 to present
 Palouse Prairie Expeditionary Learning School, 2010 to Spring 2013
 Lapwai Elementary School, 2012 to 2014
 Director of Elementary and University Literacy Project, Hillsborough Elementary, 2006-2007
 Curriculum and PDS committee member, Pilot Elementary, 2009-2011
 Director of Afterschool Literacy Tutoring Project with University of North Carolina Teaching Fellows, 2005-2007

Community Service:

Moscow School District Every Student Succeeds Act Committee Representative, 2021 to present
 Moscow Educational Foundation Board Member 2019 to present
 Moscow Public Library Board Member 2021 to present

Professional and Scholarly Organizations:

American Educational Research Association (AERA) Member 2008-present
 Association of Literacy Educators and Researchers, 2019 to present

International Literacy Association (ILA) Member, 2009-present

Literacy Research Association/ National Reading Conference (NRC) Member, 2007-present

United States Board on Books for Young People, 2020 to present

National Network for Educational Renewal Member, 2011-2015

National Council for Teachers of English (NCTE) Member, 2009-2014