

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. Education and Elementary Education Certification K-6

Drexel University, Philadelphia, Pennsylvania, August 2001

B.A. Urban Studies

University of Pennsylvania, Philadelphia, Pennsylvania, May 1999

Professional Work Experience

Full Professor

Washington State University
College of Education

2023 to present

Associate Professor

Washington State University
College of Education

2021 to 2023

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

K-2 Literacy Teacher

Harrington Elementary School, Philadelphia, Pennsylvania

1999 to 2000

Awards and Honors

(international/national)

U.S. Fulbright Specialist, 2020-2025

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

National Board Certified- Early Childhood Generalist, 2004

(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

Leadership Roles in the Field

U.S. Fulbright Specialist, Literacy, Language, and Pedagogy, Vienna, Austria, 2023

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

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

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

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

Biennial Board Committee Member, Ireland Literacy Association, 2021 to present

Field Council Chair Representative, Literacy Research Association Pacific Northwest Field Council Chair Regional Representative- 2014 to 2020

Advisory Board Committee Member, Phi Delta Kappan Journal, 2019-2020

Director, National Writing Project Director- Spring 2013 to Fall 2013

Books

Vaughn, M. & Parsons, S.A. (2023). *Accelerating learning growth for all students: Core principles for getting literacy growth back on track*. Guilford Press.

Vaughn, M., & Massey, D. (*in press*). *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 peer review)

***Vaughn, M.**, Carrboneau, K.J., Premo, J., Sotirovska, V. (*in press*). Exploring agency as a malleable factor related to literacy. *Elementary School Journal*.

***Vaughn, M.** Exploring an ethic of care as a way to enhance agency in early childhood. (2023). *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-023-01474-y>

***Vaughn, M.**, Massey, D., Vitullo, A., Im, J., Rivas, E., Gause, D., Lopez., I.M., Alshubaith, I.F. (2023). Narratives of care: Portrayals of Care in Pura Belpré awarded texts for young readers. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-023-01483-x>

*Sotirovska, V., & **Vaughn, M.** (2023). Enhancing educators' theoretical and practical understandings of critical literacy (*Elements in Critical Issues in Teacher Education*). Cambridge University Press. <https://doi:10.1017/9781009304726>

Vaughn, M., Mameli, C., Valentina, G. (2023). Introduction to the issue: Student agency across learning interaction from theoretical and methodological approaches. *International Journal of Educational Research*.

*La Croix, L., Ward Parsons, A., Klee, H.L., **Vaughn, M.**, & Yun, S. (2023). A Snapshot of early childhood teachers' read-aloud selections. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-023-01534-3>

***Vaughn, M.** (2022). Making agency visible through picture books. *The Reading Teacher*, 76(2), 223-229. <https://doi.org/10.1002/trtr.2141>

- ***Vaughn, M.**, Parsons, S.A., Gallagher, M.A. (2022). Challenging scripted curricula with adaptive teaching. *Educational Researcher*, 51(3), 186-196.
<https://doi.org/10.3102/0013189X211065752>
- ***Vaughn, M.**, Massey, D., Vitullo, A., Masterson, J., & Li, X. (2022). Critical depictions of agency in Pura Belpré awarded texts. *Children's Literature in Education*, 53(3), 343-359. <https://doi.org/10.1007/s10583-022-09504-w>
- *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. <https://doi.org/10.1080/10476210.2022.2049742>
- *Massey, D., **Vaughn, M.**, Hiebert, F. (2022). Fostering hope with children's literature. *The Reading Teacher*, 75(5), 575-582. <https://doi.org/10.1002/trtr.2069>
- *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), 2-30.
https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=3593&context=reading_horizons
- *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. <https://doi.org/10.1080/00405841.2022.2036061>
- ***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. <https://doi.org/10.1016/j.tate.2021.103502>
- ***Vaughn, M.** (2021). The role of visioning in supporting equitable spaces. *Peabody Journal of Education*, 96(4), 483-490. <https://doi.org/10.1080/0161956X.2021.1965448>
- ***Vaughn, M.** (2021). Visioning: A navigational tool in schools. *Peabody Journal of Education*, 96(4), 357-359. <https://doi.org/10.1080/0161956X.2021.1980317>
- ***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 multi-state examination of literacy curriculum decision-making. *Journal of Curriculum Studies*, 53(3), 333-352.
<https://doi.org/10.1080/00220272.2019.1683233>
- ***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.
<https://doi.org/10.1007/s10583-021-09435-y>
- *Sotirovska, V., **Vaughn, M.** (2021). The portrayal of characters with dyslexia in children's picture books. *Early Childhood Education Journal*, 1-12.
<https://doi.org/10.1007/s10643-021-01196-z>

- ***Vaughn, M.**, Parsons, S.A., & Massey, D. (2020). Aligning the science of reading with adaptive teaching. *Reading Research Quarterly*, 55(1), 299-306. <https://doi.org/10.1002/rrq.351>
- ***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. <https://doi.org/10.1080/02702711.2020.1783147>
- ***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. <https://doi.org/10.1080/00405841.2019.1702393> (#17 Most read article in TIP in its history)
- ***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. <https://doi.org/10.1080/00405841.2019.1702391>
- ***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. <https://doi.org/10.1002/trtr.1853>
- *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. <https://doi.org/10.1080/02702711.2020.1726845>
- *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. <https://doi.org/10.1080/02702711.2018.1481478>
- ***Vaughn, M.** & Kuby, C.R. (2019). Fostering critical, relational visionaries: Autoethnographic processes in teacher education. *Action in Teacher Education*, 41(2), 117-136. <https://doi.org/10.1080/01626620.2018.1561548>
- *Roll, K., & **Vaughn, M.** (2019). Reshaping practice: An action research project exploring writing instruction. *Journal of Teacher Action Research*, 5(2), 77-94.
- Vaughn, M.**, & Massey, D. (2019). Tackle reading: Putting purposeful reading back into literacy instruction. *Literacy Today*, 10-11.
- *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. <https://doi.org/10.3102/0034654317743198>

- Vaughn, M.** (2018). Making sense of student agency in the early grades. *Phi Delta Kappan*, 99(7), 62-66.
- ***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. <https://doi.org/10.1080/1547688X.2015.1063177>
- ***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. <https://doi.org/10.1080/14623943.2017.1323731>
- *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. <https://doi.org/10.1016/j.tate.2017.01.018>
- Parsons, S.A., **Vaughn, M.**, Bruynning, 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.**, & 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. <https://doi.org/10.1080/00405841.2016.1173993>
- *Parsons, S. A., **Vaughn, M.** (2016). Toward adaptability: Where to from here? *Theory Into Practice*, 55(3), 267-274. <https://doi.org/10.1080/00405841.2016.1173998>
- ***Vaughn, M.** Re-envisioning literacy in a teacher inquiry group in a Native American context. (2016). *Literacy Research and Instruction*, 55(1), 24-47. <https://doi.org/10.1080/19388071.2015.1105888>
- *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. <https://doi.org/10.1002/trtr.1426>
- *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. <https://doi.org/10.1177/1468798414566703>
- ***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. <https://doi.org/10.1080/14623943.2014.944143>
- ***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. <https://doi.org/10.1080/00131725.2014.912369>
- ***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. <https://doi.org/10.1080/14623943.2014.900030>
- *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. <https://doi.org/10.1080/19388071.2013.868561>
- *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. <https://doi.org/10.11575/ajer.v59i2.55714>
- ***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. <https://www.jstor.org/stable/24575032>
- ***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. <https://doi.org/10.1080/1547688X.2013.778763>

***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.

Vaughn, M., & Faircloth, B. (2011). Understanding teacher visioning and agency during literacy instruction. 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.

*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.

Other Publications

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

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., (under contract). Centering agency in adaptive reading classrooms. M. Kuhn, & S. Neuman. *Handbook on the science of literacy: Grades 3-8*. Guilford Press.

Vaughn, M., (in press). Student agency in the adaptive classroom. D. Fisher, & D. Lapp (Eds.), *Handbook of research on teaching the English Language Arts*. Routledge.

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.

Media

Vaughn, M. (2023). Expert panelist on science of reading discussion in Better way to teach kids to read? <https://www.tricityherald.com/news/local/education/article279040044.html>

- Vaughn, M.** (2023). Student participation is the development of ‘agency.’ <https://bbolstad.wordpress.com/2022/06/03/elevmdevirkning-er-utvikling-av-agency/>
- Vaughn, M., & Parsons, S.A.** (2023). *Accelerating learning growth for all students: Core principles for getting literacy growth back on track.* [Audio podcast episode] in Downs, J. (Host) Teaching Literacy Podcast. [E43: Teaching Literacy Podcast](#)
- Sotirovska, V., & **Vaughn, M.** (2023). Critically oriented teacher candidates. TED seminar sponsored by University of New South Wales, Australia. [TED March Seminar: Critically-Oriented Teacher Candidates – TED Research Group \(wordpress.com\)](#)
- Vaughn, M.** (2022). Teacher visioning [Audio podcast episode] in Downs, J. (Host) Teaching Literacy Podcast. [E31 | Teaching Visioning with Dr. Margaret Vaughn – Teaching Literacy Podcast](#)
- 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). Science of reading interview. [Audio podcast episode] in Vanderbilt Peabody College of Education Podcast. [Episode 3: Science of Reading Interview With Margaret Vaughn - YouTube](#)
- 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/>
- Vaughn, M.** (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>

Funding

- Vaughn, M.**, College of Education. Faculty Funding Award, Youth Literacy Project, funded-\$9,700.
- Johnson E. J., Ardasheva, Y., Hsiao, Y-J., **Vaughn, M.**, Dai, S., Morrison, J. A., Lightner, L. K. (Co-Pi) (2021-2026). Supporting Dual Language Learners’ Biliteracy in School

- and at Home (Support-DLL). Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students, National Professional Development program, unfunded- \$2,327,936
- Vaughn, M.**, (2017-2020) (Co-PI). Inland Northwest Community Foundation- 2017-2020: Coeur d’Alene Early Reading Project (CERP), funded- \$600,000.
- Vaughn, M.**, Spencer Foundation (2021): Expanding Student Agency in Rural Schools (EStARS) Project, unfunded- \$49,717.
- Vaughn, M.**, Caplan Foundation for Early Childhood (2021): Learner Agency Matters (LAM) Project, unfunded-\$50,000.
- Vaughn, M.** (2018). Literacy Leaders in the Pacific Northwest Project, James McDonnell Foundation, unfunded \$1,235,000.
- Vaughn, M.** (2017). Idaho Community Foundation, Reading Engagement Afterschool Project (REAP), funded-\$20,000.
- Vaughn, M.** (2016-2020). (Consultant). Indigenous Knowledge for Effective Education Program (IKEEP)- 2016- 2020. US. Department of Education of Education, Professional Development Grant, funded- \$650,000.
- Ankrum, J. (PI), Kidd, J., Morewood, A., Parsons, S. A., Parsons, A. W., & **Vaughn, M.** (Co-PIs). (2019). An exploration of the influence of teacher expertise and teacher adaptability on student reading achievement. Institute for Educational Sciences, Topic 6: Teacher Effectiveness and Effective Teaching, Goal 1: Exploration, \$1,322,082 – unfunded
- Kidd, J. (PI), Ankrum, J., Parsons, S. A., Parsons, A. W., & **Vaughn, M.** (Co-PIs). (2018). An exploration of the influence of teacher expertise and teacher adaptability on student reading achievement. Institute for Educational Sciences, Topic 6: Teacher Effectiveness and Effective Teaching, Goal 1: Exploration, \$1,399,678 – unfunded
- Vaughn, M.** (2014-2017). Literacy Outreach Learning Initiative, Eleanora, Orrin, and Jim Webb Endowed Fund for Community Engagement Faculty Award, funded- \$15,000.
- Vaughn, M.** (2014). Student Writing Project: Cultivating Agency with Young Writers. Foundation for Child Development (finalist). \$150,000- unfunded
- Parsons, S. A. Gallagher, M.A., **Vaughn, M.** (Co-PI). (2015). Assessment of Literacy Teacher Adaptability (ALTA). Institute for Educational Sciences, Section 4: Effective Teachers and Effective Teaching, Goal 5: Measurement, \$1,000,472 – unfunded
- Vaughn, M.** (2014). Developing adaptive professionals. Idaho State Department, \$250,000- unfunded

Vaughn, M. (2013). UI Education Innovation Grant Spring- 2013: Examining Knowledge: Transformational Learning through Pre-service Teachers' Action Research in Diverse Communities, funded- \$6,000.

Vaughn, M. (2013). Nez Perce Summer Youth Writing Project Summer: Cultivating Stories and Supporting Indigenous Writers, Inland Community Strategies Foundation, funded- \$14, 894. Resulting in 6 language published books and a Tribal Publication Company.

Niimiipuu language texts produced for the Nez Perce Tribe

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 question

Vaughn, M. (2013). Indigenous Curriculum Development with Native American Educators Office of Community Sponsored Programs, funded- \$2000.

Vaughn, M. (2012). University of Idaho Service Learning Grant: Developing Readers & Leaders Grant, funded- \$738.

Vaughn, M. (2012). University of Idaho Service Learning Grant: Service Learning Grant for Literacy with Community Partners, funded- \$800.

Vaughn, M. (2011). Localizing Literacy: Literature Circles with Prospective Teachers Curriculum and Instruction Innovation Grant- 2012, funded -\$2000.

Vaughn, M., UNCG, (2007-2008). Summer Research Assistantship, recipient, \$2500.

Vaughn, M., UNCG (2008-2009). Marian Franklin Scholarship, \$10,000.

Refereed International and National Presentations

Vaughn, M., & Kennedy, E. (2023, November). Examining student agency in literacy across elementary school sites in Ireland and the United States. Paper presentation at the Literacy Association of Ireland.

Vaughn, M., Massey, D., Vitullo, A., & Li, X. (2022, December). Examining agency within Pura Belpre awarded texts. Paper presentation at Literacy Research Association (LRA), Phoenix, AZ.

Vaughn, M. (2022, December). Conceptualizing agentic opportunities during literacy instruction. Paper presentation at Literacy Research Association (LRA), Phoenix, AZ.

Vaughn, M., Ankrum, J.W., Parsons, A.W., Parsons, S.A., & Morewood, A.L. (2022, November). *Adaptive teaching: A cross-site exploration.* Paper presented at Association of Literacy Educators and Research (ALER). Denver, CO.

- Parsons, A.W., La Croix, L., & **Vaughn, M.** (2022, November). What does reading look like in early childhood classrooms: Types of texts in early childhood classrooms. Association of Literacy Educators and Research (ALER). Denver, CO.
- 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 I and non-Title I 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, M., 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, IL.

- 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, PA.
- 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, PA.
- 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, PA.
- Vaughn, M.** (2013, December). *The possibility of place: Rurality, multimodality, and visions*. Paper presented at the convention of the Literacy Research Association, Dallas, TX.
- 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, TX.
- 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, TX.
- 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, CA.
- 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, CA.
- 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, CA.
- 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, CA.

- 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, CO.
- 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, FL.
- 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, FL.
- Vaughn, M.** (2011, October). *Developing culturally responsive visions in preservice teachers*. Paper presented at the National Network for Educational Renewal Conference, Hartford, CT.
- 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, VA.
- 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, TX.
- 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.

Invited Presentations, Workshops, and Lectures

Vaughn, M. (2023, November). Critical aspects of agency. Keynote speaker for Korean Association for Learner-Centered Curriculum and Instruction Annual Conference (invited)

Vaughn, M. (2023, October). Teacher adaptability and agency-related research. University of Vienna. Expert presentation as part of the US. Fulbright Specialist Program. (invited)

Vaughn, M. (2023, October). Teacher adaptability for educators. University of Vienna. Expert presentation as part of the US. Fulbright Specialist Program. (invited)

Vaughn, M. (2023, September). The state of literacy education in Washington State: A Professional Educator Standards Board Webinar. (invited)

Vaughn, M. (2022, April). Student agency in practice, Los Angeles School District: Annual Bright Beginnings Kindergarten Readiness Conference (invited)

Vaughn, M. (2022, March). Contextualizing the right to read in media depictions: WSU England Department, Critical Conversations. (invited)

- Vaughn, M. (2022).** Expert researcher to review ‘hot topics’ and trends in the literacy field in Grote-Garcia, S., & Ortlieb, E. (2023). What’s hot in literacy: The duality of explicit instruction & cultural and linguistic considerations. *Literacy Research and Instruction*, 62(1), 1-15. (invited)
- Vaughn, M. (2021, May).** Exploring possibilities for student agency, EdPartnerships, Australia. (invited)
- Vaughn, M. (2021, October).** A focus on visioning when conducting educational research to meet linguistically diverse students and communities. In University of Idaho Qualitative Research. October 2021. (invited)
- Vaughn, M. (2021, April).** Examining qualitative research to meet linguistically diverse students. In WSU Qualitative Research seminar. (invited)
- Vaughn, M. (2021, March).** Exploring pathways, WSU Language, Literacy, and Technology Brown Bag Workshops. (invited)
- Vaughn, M. (2017).** How to negotiate higher education. UI New Faculty Mentoring. (invited)
- Vaughn, M. (2016).** Exploring new faculty requirements. UI New Faculty Mentoring. (invited)
- Vaughn, M. (2016).** Exploring critical literacy tenants. Literacy Research Association, Critical Literacy and Social Justice Session at the annual meeting of the Literacy Research Association. Nashville, TN. (invited).
- Vaughn, M. (2015).** Extending understandings of scholarship and practice. UI COE Scholarship and Publication for New Faculty Workshop. (invited)

Teaching

Washington State University

T & L 544 Children’s & YA Literature (2022)
 T & L 800 (Children’s Literature, independent study) Fall 2022
 T & L 800 (Literacy Research 1, independent study) Spring 2022
 T & L 800 (Social Equity and Research, independent study, Fall 2023)
 T & L 562 Foundations of Literacy (2022)
 T & L 322 Literacy II (2021, 2022, 2023)

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 / Innovative Courses/ Workshops Developed

Vaughn, M. (2022). Guided Reading Library: University of Idaho Digital Library Collections. A collection of student-created ebooks from across teacher preparation programs and local schools. To present, over 100 books available for free access and download. Retrieved from <http://www.lib.uidaho.edu/digital/guidedreading/>

T & L 800 Independent Studies

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

EDCI 502 Language, Ideology, and Teaching

A doctoral course focused on early critical literacy and qualitative research methodologies. University of Idaho

EDCI 502 Advanced Qualitative Research Practices

A doctoral course focused on qualitative research methodologies in the field of literacy practice and pedagogies. University of Idaho

EDCI 502 Advanced Literacy Instruction and Data Analysis

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

EDCI 504: Professional Writing and Research

A graduate course focused on research methodologies and writing pedagogy. University of Idaho

EDCI 504: Advanced Writing and Research

A graduate course focused on action research and writing. University of Idaho

EDCI 502: Theoretical Perspectives and Literacy Research

A doctoral course focused on theoretical and research perspectives spanning literacy movements. University of Idaho

EDCI 599: Independent Studies

A series of courses developed to support graduate level, literacy focused student inquiry projects resulting in graduate student thesis products (*31 completed students' master's thesis projects as a result of completion of this course*). University of Idaho

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 in grades K-3rd grade. University of Idaho

ISEM 301: Building Literacy Communities

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

Significant Outreach Initiatives

Vaughn, M. (2021). Youth Literacy Project. A College of Education, WSU, grant funded project to support youth writing practices in the region.

Role: I created the curriculum, secured funding, and conducted the research for a free two-week summer youth writing camp for 3rd-5th graders and 6th-8th graders in Palouse region. I organized the partnerships with local agencies to recruit students, taught in the program, and curated student artwork and writing which resulted in 12 student created books.

Vaughn, M. (2014 to present). Guided Reading Library: University of Idaho Digital Library Collections and Washington State University Library.
<http://www.lib.uidaho.edu/digital/guidedreading/>

Role: I created the partnership between the Colleges of Education to develop the Guided Reading Library, which is a free access resource of reading books for schools and communities. I curate the collection, train graduate students and instructors, and library faculty on ways to enhance the collection. To present, over 100 books are available for free access and download. Significant to this project is the incorporation of teacher preparation programs and how preservice teachers are taught ways to incorporate place based and authentic writing experiences so as to incorporate this work into their future classrooms.

Vaughn, M. (2013, 2023 to present). Cultivating Youth Stories and Indigenous Writers Project.

Role: I organized the partnership between school and tribal leaders on the Nez Perce Reservation in Idaho to develop six language books written in Niimiipuu and in English. As part of this project, I created a curriculum with elementary school teachers with the culminating project of grade level, student developed language books. I worked with a variety of stakeholders, parents, tribal leaders, tribal members, tribal artists, and teachers and students. Tribal members were instrumental in sharing stories and cowriting texts with students. Given the importance of the Nez Perce

Tribe's language (Niimiipuu) to retain its copyright in the books, and as the property of the Tribe, I worked with the tribal elders to ensure that copyright of books were held solely by the Nez Perce Tribe. This work resulted in the Tribe's creation of a publishing company. The books include: 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 tiimes; and 5. Like the animals 6. iceyeeye we have a question. I continue to work with the Tribe to write grants (authored by Tribal members and elementary school teachers) to continue publishing texts. Of recent (2023), a Tribe member and elementary school teacher created an anthology of student work, of which I helped to secure funding, curate, and develop. The title of this anthology is: 'Cúukwenin' – Wisdom

Vaughn, M. (2014-2017). Creator of the Literacy Outreach Learning Initiative (LOLI), a literacy outreach in local educational agencies in Idaho and the surrounding communities.

Role: I secured, administered, and managed funds from the Eleanora, Orrin and Jim Webb Endowed Fund for Community Engagement (University of Idaho) to create and sustain a series of community literacy outreach projects over the course of three years. I organized undergraduate and graduate students in community-based research projects and supported university and school partnerships as a means to promote further outreach and collaborations. This project served over 250 students in rural regions in the Pacific Northwest region of the country. The project was outlined in three phases per year for a total of three years of funding. During year one, the goal involved obtaining the resources needed to support literacy outreach projects in schools and communities. During this phase, curricula and guidelines for the project were outlined alongside community members and educational stakeholders. During year two, the goal was to embed research of the community literacy projects as a means to examine its impact for community and system change. During year three, the goal included extending these literacy outreach projects to other surrounding communities to support wide-spread community impact.

Vaughn, M. (2011 to present). Creator and Leader of the development of Localized Literacy Learning in Communities Initiatives (University of Idaho and Washington State University). I developed afterschool literacy programs with partnership schools in the region. This program provides tutoring for over 150 students and afterschool book clubs across three partnership schools in the region, serving over 200 students. To develop these outreach projects in schools, I cultivate relationships with families, teachers, principals, and superintendents.

Vaughn, M. (2004). Lead Muralist and Project Organizer for the Durham Arts Council. Durham, North Carolina. For this project, I worked with youth, family members, and community partners across Durham to create youth-centered and created, transportable murals utilizing photography and painting techniques. I secured funding to create 6 transportable murals in the community representing students' everyday lives. Students decided on the content, what medium to use, and the team (over 30 youth and community members) painted these murals to artwork in the community.

Vaughn, M. (2000). Lead Muralist. Harrington Elementary School. Philadelphia, Pennsylvania. For this project, I worked with elementary school students to create a living mural in the school. Students and faculty co-developed the concept for the mural and I worked with stakeholders to develop a layout and organized teams of students to paint the mural.

Vaughn, M. (1994). Philadelphia Mural Arts, Muralist. Philadelphia, Pennsylvania. I worked as a lead artist for the Philadelphia Mural Arts Program (formerly the Philadelphia Anti-Graffiti Network) in North Philadelphia. I worked with community organizers and developed the layout for the building's 50 ft high mural. I was the primary muralist and community organizer of the project.

Graduate Student Committees *indicates chair of dissertation or thesis committee

Doctoral students- * denotes major professor

*Laurren Nirider- Committee Chair (Ph.D.) (2022-2026). Washington State University.

*Maleki Golrokh- Committee Chair (Ph.D.) (2019-2024). Washington State University.

Maria Garcia- Committee Member (Ph.D.) (2021-2025). Washington State University.

Estephania Lopez Contreras- Committee Member (Ph.D.) (2018-2024). Washington State University.

Xuejiao, Li - Committee Member (Ph.D.) (2021-2025). Washington State University.

Rebecca Estock- Committee Member (Ph.D.) (2018-2025). Washington State University.

Daniel Hammond- Committee Member (Ph.D.) (2018-2024). Washington State University.

*Vera Sotirovska- Committee Chair (2021, Ph.D.), Developing a Pre-Service Critical Literacy Beliefs Instrument. University of Idaho. Unpublished dissertation.

*Mohamed Elhess - Committee Chair (2021, Ph.D.) Exploring the othering and belonging of higher education Muslim students. University of Idaho. Unpublished dissertation.

Danielle Erickson- Committee Member (2019, Ph.D.) The relationship between moral reinforcement and learner-centered practice in adult learners: A multi-grounded theory study. University of Idaho. Unpublished dissertation.

Traci Birdsall- Committee Member (2016, Ph.D.) Influences on Rural Students' College Access and Completion: A Qualitative Case Study. University of Idaho. Unpublished dissertation.

Shannon McGowan- Committee Member (2014, Ph.D.) The Attitudes of Inland Northwest Pre-Service Foreign Language Teachers: Got Privilege? University of Idaho. Unpublished dissertation.

Susan Kologi – Committee Member (2015, Ph.D.) Project-Based Learning, Academic Achievement, and Field Dependency: The Effect Project-Based Learning in Higher Education has on Academic Achievement Test Scores and the Correlation

- between Participants' Academic Achievement Test Scores and their Field Dependency Cognitive Style. University of Idaho. Unpublished dissertation.
- Mindy Curtis -Committee Member (2012, Ph.D.) Utilizing Movement as a Tool for Connectivity. University of Idaho. Unpublished dissertation.
- D'Lisa Penney Pinkham- Committee Member (2012, Ed.D.) Niimiipuu Culturally Responsive Framed Pedagogies: A Study Guided by Indigenous Research Theories--Kiiye Pecepelihniku' Wapayat'as Mamay'asna Hipewc'eeyu' Cuukwenin' (We Will All Work to Help the Children Become Knowledgeable). University of Idaho. Unpublished dissertation.

Master's students- * denotes major Professor: Major Thesis Projects

- Deleon Gause (Ed.M) (2024)
- Madeline Grace Joyce (Ed.M) (2024)
- Jessica Fryberger (Ed.M) 2021. Fostering Engagement in the Writing Process with Middle School Students. Washington State University. Unpublished Master's Thesis.
- *Alesia Gittins (Ed.M), 2021 (Co-Chair). Guided Play Pedagogy to Support Literacy Skills. Washington State University. Unpublished Master's Thesis.
- *Margaret Booth, (Ed.M) (2011, Fall). University of Idaho. Unpublished Master's Thesis.
- *Jacqueline Slinger (Ed.M) (2011, Fall). University of Idaho. Unpublished Master's Thesis.
- *Xin Song (Ed.M) (2012, Spring). University of Idaho. Unpublished Master's Thesis.
- *Susan Mahoney (Ed.M) (2012, Spring). University of Idaho. Unpublished Master's Thesis.
- *Kara Arden (Ed.M) (2012, Spring). University of Idaho. Unpublished Master's Thesis.
- *Nathanial Whatcott (Ed.M) (2012, Spring). University of Idaho. Unpublished Master's Thesis.
- *Tonya Hansel (Ed.M) (2012, Spring). University of Idaho. Unpublished Master's Thesis.
- *Cindy Latella (Ed.M) (2013, Fall). University of Idaho. Unpublished Master's Thesis.
- *Stephanie Bradshaw (Ed.M) (2013, Fall). University of Idaho. Unpublished Master's Thesis.
- *Barb Lycan, (Ed.M) (2014, Spring). University of Idaho. Unpublished Master's Thesis.
- *Lynnette Rose (Ed.M) (2014, Spring). University of Idaho. Unpublished Master's Thesis.

*Traci McKarcher (Ed.M) (2014, Spring). University of Idaho. Unpublished Master's Thesis.

*Katherine Roll (Ed.M) (2016, Spring). University of Idaho. Unpublished Master's Thesis.

*Kelly Hillman (Ed.M) (Spring 2019). University of Idaho.

Service

Service to the Profession

Editorial Positions

Guest Lead Editor, *International Journal of Educational Research*, Student Agency across Learning Interactions: Theoretical and Methodological Approaches, 2023

Guest Lead Editor, *Early Childhood Education Journal*, Extending an Ethic of Care across Pedagogy, Practice, and Action, 2023

Guest Lead Editor, *Children's Literature in Education*, Exploring Affect in Children's Literature, 2021

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

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

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

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

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

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

National and International Review Boards

External reviewer for tenure review and promotion (4)

University of New England, Australia 2019

East Carolina University, USA 2021

Utah State University, USA 2021

University of Central Florida USA 2019

Review Activities:

Invited Reviewer, *Educational Researcher*, 2022

Invited Reviewer, *Critical Education*, 2023 to present

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 Member, *The Reading Teacher*, 2015 to present
 Editorial Board Member, *Action in Teacher Education*, 2012 to present
 Editorial Board Member, *Reading Psychology*, 2013 to present
 Editorial Board Member, *Journal of Research in Education*, 2015 to present
 Editorial Board Member, *Literacy Research and Instruction*, 2017 to present
 American Educational Research Association (AERA) Proposal Reviewer, 2009 to present
 Literacy Reading Association (LRA) proposal reviewer, 2008 to present
 Book Reviewer, Stenhouse Publishers, 2022
 Book Reviewer, Guilford Press, 2016
 Book Proposal Reviewer, Teachers College Press, 2018

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, Science Faculty Search Committee, 2023-2024
 College of Education, Elementary Education Program Coordinator, 2022 to present
 College of Education, Curricular Alignment Committee Chair, 2023 to present
 College of Education Assessment and Evaluation Committee, Spring 2022 to present
 College of Education, Qualitative Research Curriculum Committee, 2021 to 2023
 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 focused on early literacy
 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

Literacy focused professional development with a variety of topics focused on elements of effective literacy instruction and engaging practices for students.

Potlatch Elementary School: July 2014 to present

Focused professional development centered on effective writing and reading pedagogies.
Partnership work has focused on place based learning practices focused on supporting students' interests and teachers' professional capacity.

Palouse Prairie Expeditionary Learning School, 2010 to Spring 2013

Professional development workshops focused on writing pedagogies, effective reading practices, and teacher visioning.

Lapwai Elementary School, 2012 to 2014

Professional development workshops focused on culturally responsive and engaging writing pedagogies, effective reading practices, and teacher visioning and adaptability.

Director of Elementary and University Literacy Project, Hillsborough Elementary, NC, 2006-2007

Curriculum and PDS committee member, Pilot Elementary, Greensboro, NC, 2009-2011

Director of Afterschool Literacy Tutoring Project with University of North Carolina Chapel Hill 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 2023

Moscow Public Library Board Member 2021 to 2023

Professional and Scholarly Organizations:

American Educational Research Association (AERA) Member 2008-present

Division C- Learning and Instruction

Division K- Teaching & Teacher Education

Division L- Educational Politics & Policy

SIG: Critical Perspectives in Early Childhood Education

SIG: Qualitative Research

SIG: Research in Reading and Literacy

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

Washington State Literacy Association, Affiliation of the International Literacy Association, 2023 to present

National Network for Educational Renewal Member, 2011-2015

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