

TRACEY S. HODGES

Writer * Writing Coach * Education Specialist * Grants Manager * Teacher Educator
<https://empoweringadvocate.com/>

CURRICULUM VITA

Updated: January 2024

EDUCATION & PROFESSIONAL EXPERIENCES

EDUCATION

August 2015	Ph.D.	Curriculum and Instruction, <i>Emphasis: Literacy Education</i> <i>Advanced Research Methods (Certificate Awarded Spring 2014)</i>
	Dissertation	<u><i>The Impact of Teacher Education Writing-Intensive Courses on Preservice Teachers' Self-Efficacy for Writing and Writing Instruction</i></u> Dr. Erin McTigue (Chair) Texas A&M University, College Station, TX
May 2011	M.Ed.	Curriculum and Instruction, <i>Emphasis: Literacy Education</i> <i>Reading Specialist Certification</i> Texas A&M University, College Station, TX
December 2009	B.A.	English, <i>Emphasis: Rhetoric</i> <i>Minors: Psychology, Business Administration, & Professional Writing Certificate</i> Texas A&M University, College Station, TX

CURRENT POSITIONS

April 2022 – present	Owner & Chief Creative Officer The Empowering Advocate LLC Educational Research and Coaching Rockdale, TX
July 2022 – present	Senior Business Analyst Elm Creek Technical & Professional Services LLC Rockdale, TX
August 2023 - present	Adjunct Literacy Faculty (Instructor) Boise State University Boise, ID

February 2023 – present **Lecturer (Adjunct Literacy Faculty)**
Central Washington University (CWU)
Ellensburg, WA

PROFESSIONAL HIGHER EDUCATION EXPERIENCE

March 2023 – December 2023 **Grants Manager**
Lee Pesky Learning Center
Boise, ID

August 2022 – May 2023 **Affiliate Graduate Faculty, Full Member**
Graduate School
The University of Alabama (UA)
Tuscaloosa, AL

February 2022 – August 2022 **Founding Director, University of Alabama (UA) Writing Project**
National Writing Project site
College of Education
The University of Alabama (UA)

May 2020 – August 2022 **Associate Director, Belser-Parton Literacy Center**
College of Education
The University of Alabama (UA)

October 2020 – August 2022 **Graduate Faculty, Full Member**
Graduate School
The University of Alabama (UA)

August 2017 – August 2022 **Assistant Professor of Literacy Education**
Department of Curriculum and Instruction
College of Education
The University of Alabama (UA)

August 2015 – May 2017 **Assistant Professor of Elementary Education and Reading**
Department of Curriculum, Instruction and Special Education
College of Education and Psychology
The University of Southern Mississippi (USM)

HONORS AND AWARDS

2021 **Early Career Achievement Award, Nominated (Not Awarded)**
Literacy Research Association

2021 **Outstanding Faculty Mentor Award** Recipient, Undergraduate
Research and Creative Activity (URCA), *University of Alabama*
Nominated by undergraduate student research assistant(s)

2020 **Nellie Rose McCrory Faculty Excellence Award for Research**
Recipient, *College of Education, University of Alabama*
**Highest honor for research excellence in the College of Education*

- 2020 **President’s Faculty Research Award, Nominated (Not awarded)**
University of Alabama
- 2020 **Highly Commended Manuscript Recipient**
Literati Award for Excellence
Social Studies Research & Practice, Emerald Publishing
- 2019 **Outstanding Faculty-Initiated Engagement Effort Award Recipient**
Excellence in Community Engagement Award, *Council for
Community-Based Partnerships, University of Alabama*
- 2015 – 2019 **Emerging Scholars Fellowship Mentoring Program, Reading Hall of
Fame, Mentor: Timothy Shanahan**
- 2018 **Jerry Johns Promising Research Award, Nominated (Not awarded)**
Association of Literacy Educators and Researchers (ALER)
- 2018 **AERA Writing and Literacies SIG Mentoring Program, American
Educational Research Association, Mentor: George Newell**
- 2017 **Division C New Faculty Mentoring Program, American Educational
Research Association, Mentor: Roger Bruning**
- 2016 **Featured Co-Member, Text & Academic Authors Association,**
Interview: “Finding, chasing, and becoming rabbits: Learning from
others on the road to the professoriate”
- 2016 **Dissertation of the Year, Department of Teaching, Learning and
Culture, Texas A&M University**
- 2016 **Bruce Thompson Outstanding Paper Award, Southwest
Educational Research Association**
- 2016 **Outstanding Graduate Student Paper Award, Southwest
Educational Research Association**
- 2015 **Nominee for Inaugural 30 Under 30 List, International Literacy
Association**
- 2015 **First Author Publication Award, Department of Teaching, Learning
and Culture, Texas A&M University**
- 2015 **Outstanding Graduate Student Paper Award, Southwest
Educational Research Association**
- 2015 **Excellence in Graduate Student Research, Southwest Educational
Research Association**
- 2014 **Outstanding Graduate Student Paper Award, Southwest Educational
Research Association**

2014	Excellence in Graduate Student Research , <i>Southwest Educational Research Association</i>
2013	Teaching Assistant Mentor for the Center for Teaching Excellence, <i>Texas A&M University</i>
2013	Teaching Excellence Award , <i>Department of Teaching, Learning and Culture, Texas A&M University</i>
2013	Faculty Research Initiative , <i>Department of Teaching, Learning and Culture, Texas A&M University</i>
2012	Kappa Delta PI International Honor Society in Education

RESEARCH

RESEARCH AGENDA

I am a *community-engaged research scholar* who explores and develops strategies, interventions, and teaching methods for writing, youth literature integration, and disciplinary instruction in the middle grades (3-8). Specifically, my research emphasizes:

- a) preparing highly qualified, efficacious writing teachers with instructional practices through professional development and coaching;
- b) developing interventions addressing student writing development, achievement, and motivation;
- c) determining the effectiveness of writing and disciplinary literacy practices across literacy development, STEM, and social studies instruction;
- d) critiquing and exploring youth literature to instruct literacy, specific to English language arts and discipline-specific standards; and
- e) developing measures for teacher beliefs, instructional practices, and student outcomes using reliability and validity evidence.

PUBLICATIONS ($n = 62$)

* DENOTES STUDENT AUTHOR

BOOKS ($n = 3$)

Wright, K. L., & Hodges, T. S. (Eds). (2023). *Assessing disciplinary writing in both research and practice*. IGI Global.

Hodges, T. S. (Ed). (2022). *Handbook of research on teacher practices for diverse writing instruction*. [IGI Global](#).

Hodges, T. S. (Ed). (2022). *Handbook of research on writing instruction practices for equitable and effective teaching*. [IGI Global](#).

PEER-REVIEWED JOURNAL ARTICLES (*n* = 41)

- Wright, K. L., Wenner, J., & **Hodges, T. S.** (accepted August 2023). Trade books to the rescue!: Combating misinformation with science and literacy. *The Reading Teacher*.
- Pratt, S., & **Hodges, T. S.** (accepted June 2023). Making thinking explicit: A skill continuum of preservice teacher use of strategic think-alouds in literacy instruction. *Literacy Research & Instruction*.
- Campbell, T. G., **Hodges, T. S.**, Yeo, S., * **Rich, E. E.**, & * **Pate, K.** (2023). Assessing how writing-to-learn tasks in a mathematics methods course influences mathematics and writing self-efficacy. *International Journal of Mathematical Education in Science and Technology*, 1-27. DOI: 10.1080/0020739X.2023.2212278
Graduate student authors from the University of Alabama
- Guo, D., Feng, L., & **Hodges, T. S.** (2023). Differentiating reading profiles of children with specific comprehension deficits from skilled readers: A systematic review. *Learning Disabilities Quarterly*, 46(2), 134-146. doi: [10.1177/07319487221085277](https://doi.org/10.1177/07319487221085277)
- Hodges, T. S.**, & Pratt, S. (2023). Increasing preservice teacher self-efficacy for writing instruction through think-aloud strategy instruction. *Journal of Literacy Innovation*, 8(1), 80-99.
- * **Dilgard, C.**, & **Hodges, T. S.** (2023). Getting to the root of reading intervention in upper grades. *Journal of Literacy Innovation*, 8(1), 23-40.
Graduate student author from University of Alabama
- Hodges, T. S.** (2023). The WRITE principles for developing a research-to-practice cycle professional development. *The Reading Teacher*, 76(5), 545-557. Doi: [10.1002/trtr.2158](https://doi.org/10.1002/trtr.2158)
- Abbott, J., **Hodges, T. S.**, Dismuke, S., Wright, K. L., & * **Schweiker, C.** (2022). Interventions to improve teacher self-efficacy beliefs about writing and writing instruction: Lessons learned and areas for exploration. *Teaching/Writing: The Journal of Writing Teacher Education*, 11(3), Article 7.
Graduate student author from the University of Alabama
- Pratt, S., & **Hodges, T. S.** (2022). The think-aloud observation protocol: Developing a literacy instruction tool for teacher reflection and growth. *Reading Psychology*, 44(1), 1-31.
Doi: [10.1080/02702711.2022.2126572](https://doi.org/10.1080/02702711.2022.2126572)
- * **Dilgard, C.**, **Hodges, T. S.**, & Coleman, J. M. (2022). Phonics instruction in early literacy: Examining professional learning, instructional resources, and intervention intensity. *Reading Psychology*, DOI: doi.org/10.1080/02702711.2022.2126045
Graduate student author from University of Alabama
- 2022 Notable Books for a Global Society Selection Committee. (2022). 2022 notable books for a global society: A booklist for grades PK-12, stories of hope, courage, and discovery. *The Dragon Lode*, 40(3), 51-69.
- * **Si, Q.**, **Hodges, T. S.**, & Coleman, J. M. (2022). Multimodal literacies classroom instruction for K-12 students: A review of research. *Literacy Research and Instruction*, 61(3), 276-297. doi: [10.1080/19388071.2021.2008555](https://doi.org/10.1080/19388071.2021.2008555)

Graduate student author from University of Alabama

- * Dilgard, C., & Hodges, T. S. (2022). Leveraging literacy centers for phonics and fluency skill building in middle school. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 95(10), 7-17. doi: [10.1080/00098655.2021.2016565](https://doi.org/10.1080/00098655.2021.2016565).

Graduate student author from University of Alabama

- Hodges, T. S., Wright, K. L., & McTigue, E. M. (2021). The preservice teacher self-efficacy for writing inventory (PTSWI): A tool for measuring beliefs about writing. *Assessing Writing*, 49. doi: <https://doi.org/10.1016/j.asw.2021.100545>

- Wright, K. L., Hodges, T. S., Enright, E., & * Abbott, J. (2021). The relationship between middle and high school students' motivation to write, value for writing, writer self-beliefs, and writing outcomes. *Journal of Writing Research*, 12(3), 601-623. doi: 10.17239/jowr-2021.12.03.03

Graduate student author from Boise State University

- * Dilgard, C. R., & Hodges, T. S. (2020). Beyond the scores: Digging deeper into miscues to adjust instruction that works. *The Reading Paradigm*, 14(1), 6-23.

Graduate student author from University of Alabama

- * Campbell, T. G., & Hodges, T. S. (2020). Using positioning theory to examine how students collaborate in groups in mathematics. *International Journal of Educational Research*, 103. doi: [10.1016/j.ijer.2020.101632](https://doi.org/10.1016/j.ijer.2020.101632)

Graduate student author from University of Alabama

- Hodges, T. S., Kerch, C., & Fowler, M. (2020). Teacher education in the time of COVID-19: Creating digital networks as university-school-family partnerships. *Middle Grades Review*, 6(2), [Article 4](#). (special issue related to the Novel Coronavirus)

- Wright, K. L., Hodges, T. S., Dismuke, S., & Boedeker, P. (2020). Writing motivation and middle school: An examination of changes in students' motivation for writing. *Literacy Research and Instruction*, 59(2), 148-168. doi: [10.1080/19388071.2020.1720048](https://doi.org/10.1080/19388071.2020.1720048)

- Hodges, T. S., & Matthews, S. D. (2019). Instructional strategies documented in text structure literature: A review from 2000-2017. *Association of Literacy Educators and Researchers (ALER) Yearbook – Educating for a Just Society*, 41, 301-322.

- Hodges, T. S., Wright, K. L., Roberts, K., Norman, R., & Coleman, J. M. (2019). Equity in access?: The number of books available in first-, third-, and fifth-grade classroom libraries. *Learning Environments Research*, 22(3), 427-441. <https://link.springer.com/article/10.1007%2Fs10984-019-09283-0>

- Hodges, T. S., Wright, K. L., Wind, S. A., Matthews, S. D., * Zimmer, W. K., & McTigue, E. M. (2019). Developing and examining validity for the writing rubric to inform teacher educators (WRITE). *Assessing Writing*, 40, 1-13. doi: [10.1016/j.asw.2019.03.001](https://doi.org/10.1016/j.asw.2019.03.001).
Graduate student author from Texas A&M University

- Hodges, T. S., Wright, K. L., Coleman, J. M., Swain, H. H., * Schweiker, C., & * Mansouri, B. (2019). Elementary classroom libraries and social studies trade books. *Social Studies Research and Practice*. doi: [10.1108/ssrp-11-2018-0041](https://doi.org/10.1108/ssrp-11-2018-0041).

Graduate student authors from the University of Alabama

Awarded 2019 Highly Commended Manuscript Literati Award for Excellence

- Feng, L., **Hodges, T. S.**, Waxman, H. C., & Joshi, R. M. (2019). Discovering the impact of reading coursework and discipline-specific mentorship on first-year teachers' self-efficacy: A latent class analysis. *Annals of Dyslexia*, 69(1), 80-98. [doi:10.1007/s11881-018-00167-1](https://doi.org/10.1007/s11881-018-00167-1)
- Wright, K. L., **Hodges, T. S.**, * [Zimmer, W. K.](#), & McTigue, E. M. (2019). Writing-to-learn in secondary science classes: For whom is it effective? *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 35(4), 289-304. [doi:10.1080/10573569.2018.1541769](https://doi.org/10.1080/10573569.2018.1541769)
Graduate student author from Texas A&M University
- Hodges, T. S.**, Wright, K. L., & McTigue, E. M. (2019). What do middle grade preservice teachers believe about writing and writing instruction? *RMLE: Research in Middle Level Education Online*, 42(2), 1-15. [10.1080/19404476.2019.1565508](https://doi.org/10.1080/19404476.2019.1565508)
- Wright, K. L., **Hodges, T. S.**, & McTigue, E. M. (2019). A validation program for the self-beliefs, writing-beliefs, and attitude survey: A measure of adolescents' motivation toward writing. *Assessing Writing*, 39, 64-78. [doi: 10.1016/j.asw.2018.12.004](https://doi.org/10.1016/j.asw.2018.12.004)
- Hodges, T. S.**, & Matthews, S. D. (2018). [Stranger than nonfiction: Identifying and modeling text structures in fiction picturebooks](#). *Association of Literacy Educators and Researchers (ALER) Yearbook – Engaging All Readers Through Explorations of Literacy, Language, & Culture*, 40, 91-106.
- Hodges, T. S.**, Scott, C. E., & Canady, F. (2018). Strategies for integrating technology effectively: Learning from model teachers. *The Reading Paradigm*.
- Hodges, T. S.**, McTigue, E. M., Wright, K. L., Franks, A. D., & Matthews, S. D. (2018). Transacting with characters: Teaching children perspective taking with authentic literature. *Journal of Research in Childhood Education*, 32(3), 343-362. [doi:10.1080/02568543.2018.1464529](https://doi.org/10.1080/02568543.2018.1464529)
- Hodges, T. S.**, & Classen, A. I. (2017). [Social-emotional learning as a vehicle for vocabulary acquisition: A review of recent literature](#). *Association of Literacy Educators and Researchers (ALER) Yearbook - Literacy: The Critical Role of Teacher Knowledge*, 39, 165-187.
- Hodges, T. S.** (2017). Theoretically speaking: An examination of four theories and how they support writing in the classroom. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas for Middle and High School Teachers*, 90(4), 139-146. [doi: 10.1080/00098655.2017.1326228](https://doi.org/10.1080/00098655.2017.1326228)
- Hodges, T. S.**, & Matthews, S. D. (2017). [Picture books aren't just for kids! Modeling text structures through nonfiction mentor books](#). *Voices from the Middle*, 24(4), 73-79.
- Hodges, T. S.**, & Scott, C. E. (2017). [Creating teachers' digital toolboxes through modeling: Lessons learned from technology-rich teacher education classrooms](#). *READ: An Online Journal for Literacy Educators*, 2(3), 22-44.
- Hodges, T. S.**, & Morgan, H. (2017). Focus on technology: Digitizing students' writing with online tools. *Childhood Education*, 93(1), 93-95. [doi: 10.1080/00094056.2017.1275255](https://doi.org/10.1080/00094056.2017.1275255)
- Morgan, H., & **Hodges, T. S.** (2016). Focus on technology: The pros and cons of computer games. *Childhood Education*, 92(6), 505-507. [doi: 10.1080/00094056.2016.1251802](https://doi.org/10.1080/00094056.2016.1251802)

- Hodges, T. S.,** Feng, L., Kuo, L. J., & McTigue, E. M. (2016). Discovering the literacy gap: A systematic review of reading and writing theories in research. *Cogent Education*, 3(1), 1-13.
[doi: 10.1080/2331186X.2016.1228284](https://doi.org/10.1080/2331186X.2016.1228284)
- McTigue, E. M., Douglass, A. G., Wright, K. L., **Hodges, T. S.,** & Franks, A. D. (2015). Beyond the story map: Inferential comprehension via character perspective. *The Reading Teacher*, 69(1), 91-101. [doi: 10.1002/trtr.1337](https://doi.org/10.1002/trtr.1337)
- Hodges, T. S.,** & Weber, N. D. (2015). Making heads or tails of classroom flipping. *The Record*, 51(2), 57-63. [doi: 10.1080/00228958.2015.1023135](https://doi.org/10.1080/00228958.2015.1023135)
Recognized as Most Downloaded Article of 2015
- Hodges, T. S.,** & McTigue, E. M. (2014). Renovating literacy centers for middle grades: Differentiating, reteaching, & motivating. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas for Middle and High School Teachers*, 87(4), 155-160.
[doi:10.1080/00098655.2014.886550](https://doi.org/10.1080/00098655.2014.886550)
- Weber, N. D., **Hodges, T. S.,** & Waxman, H. C. (2013). The development of an instrument to measure factors that impact preservice teachers' perceived field commitment in teacher preparation programs. *The Texas Forum of Teacher Education*, 3, 87-101.

PEER-REVIEWED BOOK CHAPTERS ($n = 18$)

- Wright, K. L., **Hodges, T. S.,** Wenner, J., & McTigue, E. M. (2023). The rubric for scientific writing: A tool to support both instruction and assessment. In K. L. Wright & T. S. Hodges (Eds), *Assessing disciplinary writing in both research and practice*, pp. 188-226. IGI Global.
- Hodges, T. S.,** & Swain, H. H. (2022). Preparing preservice teachers to develop elementary students' resiliency through empathy, writing, and diverse picturebooks. In O. Schepers, M. Bernnan, & P. E. Bernhardt (Eds.), *Creating classrooms that foster equity, resiliency, and asset-based approaches: Implementation of curricula and programs in teacher preparation*, pp. 63-84.
[Information Age Publishing](https://www.informationagepublishing.com/).
- Wright, K. L., & **Hodges, T. S.** (2022). Writing as a form of agency and advocacy: Developing writing motivation in the middle grades. In T. S. Hodges (Ed.), *Handbook of research on writing instruction practices for equitable and effective teaching*, pp. 215-231. [IGI Global](https://www.igi-global.com/).
- * **Si, Q., Hodges, T. S.,** & Coleman, J. M. (2022). A synthesis of how multimodal literacies impact emergent bilingual students' literacy and cultural identities. In S. Brown & L. Hao (Eds.), *Multimodal literacies in young emergent bilinguals: Beyond print-centric practices*, pp. 1-14.
[Multilingual Matters](https://www.informationagepublishing.com/).
Graduate student author from University of Alabama
- * **Crowe, T., & Hodges, T. S.** (2022). Elementary education and perspective-taking: Developing a writing rubric to nurture creativity and empathy in children. In A. Raj (Ed.), *Pedagogical creativity, culture, performance, and challenges of remote learning*, pp. 351-367. [IGI Global](https://www.igi-global.com/).
Undergraduate student author from the University of Alabama

Hodges, T. S., Pratt, S., Dismuke, S., LaCroix, L., Donovan, C., Wright, K. L., & Martin, S. (2022).

- Models of effective writing methods in teacher preparation: Perspectives and practice. In J. Araujo & D. Araujo (Eds.), *Handbook of research on reconceptualizing preservice teacher preparation in literacy education*, pp. 243-263. [IGI Global](#).
- Swain, H. H., & **Hodges, T. S.** (2021). Diverse literature and place-based education through study abroad, partnerships, and pedagogy. In D. Hartsfield (Ed.), *Handbook of research on teaching diverse youth literature to pre-service professionals*, pp. 438-459. [IGI Global](#).
- Hodges, T. S.** (2021). How foundational writing informs early decoding skills in virtual instruction. In M. Niess & H. Gillow-Wiles (Eds.), *Transforming teachers' online pedagogical reasoning for teaching K-12 students in virtual learning environments*, pp. 318-334. [IGI Global](#).
- Hodges, T. S.**, Donovan, C., & Coleman, J. M. (2021). Using technology to teach foundational writing skills in early elementary grades. In J. Burris, D. Karno, & D. Rosen (Eds.), *Empowering early childhood educators with technology*, pp. 344-365. [IGI Global](#).
- Franks, A. D., Classen, A. I., & **Hodges, T. S.** (2021). Recognizing, embracing, and advocating for diversity to develop young children's social-emotional skills: READing. In J. Tussey & L. Haas (Eds.), *Supporting social and emotional development through literacy education*, pp. 134-153. [IGI Global](#).
- Hodges, T. S.** (2021). Teaching all students to write during a pandemic: Best practices for writing instruction. In L. Kyei-Blankson, J. Blankson, & E. Ntuli (Eds.), *Handbook of Research on Inequities in Online Education During Global Crises*, pp. 281-300. [IGI Global](#).
- Zimmer, W. K., & **Hodges, T. S.** (2021). Pandemic pages: Teaching writing virtually to undergraduate and graduate students during COVID-19. In A. Thornburg, R. Cegile, & D. Abernathy (Eds.), *Handbook of Research on Lessons Learned from Transitioning to Virtual Classrooms During a Pandemic*, pp. 225-246. [IGI Global](#).
- Hodges, T. S.**, Kerch, C., & Fowler, M. (2021). Pandemic pivoting: Preparing preservice teachers through methods courses and school-based placements. In J. Davis & C. Irish (Eds.), *Lessons from the Pivot: Higher Education's Response to the Pandemic*, pp. 47-55.
- Hodges, T. S.** (2021). Dual writing pedagogies during COVID-19: Preparing technologically- and highly-qualified writing teachers. In J. Davis & C. Irish (Eds.), *Lessons from the Pivot: Higher Education's Response to the Pandemic*, pp. 40-46.
- Hodges, T. S.**, & Matthews, S. D. (2020). Digital literacies and text structure instruction: Benefits, new language demands, and changes to pedagogy. In P. M. Sullivan, J. L. Lantz, and B. A. Sullivan (Eds.), *Handbook of Research on Integrating Digital Technology with Literacy Pedagogies*, pp. 52-71. IGI Global.
- Hodges, T. S.**, Scott, C. E., Washburn, E. K., Matthews, S. D., & * **Gould, C.** (2019). Developing pre-service teachers' critical thinking and literacy assessment skills with reflective writing. In G. J. Mariano & F. J. Figliano (Eds.), *Handbook of Research on Critical Thinking Strategies in Pre-service Learning Environments*, pp. 146-173. IGI Global.
Graduate student author from the University of Nevada at Las Vegas
- Hodges, T. S.**, McTigue, E. M., Douglass, A. G., Weber, N. D., Wright, K. L., & * **De la Garza, A.** (2015) Modeling the "write" teaching practices: Instructor influences on preservice teachers.

In Y. Li & J. Hammer (Eds.), *Teaching at Work*, pp. 143-167.
[Undergraduate student author from Texas A&M University](#)

Wright, K. L., **Hodges, T. S.**, Franks, A. D., McTigue, E. M., & Douglass, A. G. (2015). Minding the gap: Undergraduate pre-service teachers in educational research. In Y. Li & J. Hammer (Eds.), *Teaching at Work*, pp. 169-190.

OTHER SCHOLARLY PUBLICATIONS (*n* = 11)

Coleman, J. M., Donovan, C. A., **Hodges, T. S.**, & Kerch, C. J. (2023, August). *Alabama teacher knowledge of foundational reading concepts (Year 3)*. Submitted to the Alabama State Department of Education.

Coleman, J. M., Donovan, C. A., **Hodges, T. S.**, & Kerch, C. J. (2022, August). *Alabama teacher knowledge of foundational reading concepts (Year 2)*. Submitted to the Alabama State Department of Education.

Hodges, T. S. (2022, May 30). Sequels, series, and shared worlds for teens and tweens. International Literacy Association's Children's Literature and Reading SIG. <http://www.clrsig.org/book-reviews/sequels-series-and-shared-worlds-for-tweens-and-teens>

Hodges, T. S. (2021, August). UPS, FedEx, and you: Goal setting by deliverables. *The academic author: For creators of academic intellectual property*, 2021(4).

Coleman, J. M., Donovan, C. A., and **Hodges, T. S.** (2021, August). *Needs assessment for Jacksonville City Schools*. Submitted to Jacksonville City Schools.

Hodges, T. S. (2021, August). *Needs assessment for Hale County Middle School*. Submitted to Hale County Middle School.

Coleman, J. M., Donovan, C. A., **Hodges, T. S.**, & Kerch, C. J. (2021, July). *Alabama teacher knowledge of foundational reading concepts*. Submitted to the Alabama State Department of Education.

Hodges, T. S. (2021, May 24). Summer reading that teens actually want to complete. International Literacy Association's Children's Literature and Reading SIG. <http://www.clrsig.org/book-reviews/summer-reading-that-teens-actually-want-to-complete>

Weber, N. D., Sonnenburg-Winkler, S. L., Wright, K. L., **Hodges, T. S.**, Stillisano, J. R., Waxman, H. C., Beachy, R. R., & Ging, A. B. (2015, September). *Voices of Texas Teachers in English Language Arts and Reading TEKS Revision*. Submitted to the Texas Council of Teachers of English Language Arts.

Stillisano, J. R., Waxman, H. C., Franco-Fuenmayor, S. E., **Hodges, T. S.**, Kandel-Cisco, B., Metoyer, S., Boriack, A. W., & Wright, K. B. (2014, August). *Developing and Assessing Students' Collaboration in the IB Programme*. Submitted to the International Baccalaureate Organization.

Stillisano, J. R., Brown, D. B., Wright, K. B., Metoyer, S., **Hodges, T. S.**, Rollins, K. B., & Waxman, H. C. (2013, August). *Evaluation of College Readiness Assignments Field Test (CRAFT)*. Submitted to the Texas Higher Education Coordinating Board.

GRANTS AND CONTRACTS**EXTERNAL FUNDING****Awarded Grants Written and Managed as Grant Writer and Manager (n = \$119,850)**

08/01/2023 – 06/30/2024 **Grant Writer and Manager**, Laura Moore Cunningham Foundation Grant, Awarded to Lee Pesky Learning Center
Total: \$50,000

08/01/2023 – 06/30/2024 **Grant Writer and Manager**, Idaho Out-of-School Network School Year Enrichment Grant, Awarded to Lee Pesky Learning Center
Total: \$69,850

Completed as Researcher (n = 11, \$309,486)

10/01/2022 – 09/30/2023 **Co-PI**, Contract with University of Alabama to conduct survey statistical analysis of a teacher knowledge measure of early literacy components (PK-3). 3rd Year, Funded by Alabama State Department of Education
Total: \$125,000
Collaborators: Drs. Julianne Coleman, Carol Donovan, & Cailin Kerch

01/01/2022 – 05/31/2023 **PI**, Grant collaboration between University of Alabama and Boise State University to validate a measure of teacher beliefs about writing. Funded by the Association of Literacy Educators and Researchers
Total: \$3,000
Collaborators: Drs. Sherry Dismuke, Julianne Coleman, & Carol Donovan

06/01/2022 – 12/31/2022 **Independent Contractor**, Contract with Tuscaloosa City Schools to conduct a needs assessment of district-wide literacy engagement and library usage. Funded by Department of Education
Total: \$30,000
Collaborators: Drs. Carol Donovan & Steven Yates

10/01/2020 – 09/30/2022 **Co-PI**, Contract with University of Alabama to conduct survey statistical analysis of a teacher knowledge measure of early literacy components (PK-3). 2 Year, Funded by Alabama State Department of Education
Total: \$206,669
Collaborators: Drs. Julianne Coleman, Carol Donovan, & Cailin Kerch

03/01/2022 – 05/31/2022 **Independent Contractor**, Contract with and funded by Woodland Forrest Elementary School to provide professional development support and writing lesson demonstrations
Total: \$6,000

08/01/2021 – 05/31/2022 **PI**, Contract with Belser-Parton Literacy Center to conduct writing-based professional development for teachers. Funded by Hale County Middle School (Grades 6-8)
Total: \$2,500

- 08/01/2021 – 07/31/2022 **PI**, Contract with Hale County Middle School to provide a professional development-based book club and coaching. Funded by the Engagement Scholarship Consortium
Total: \$5,000
- 04/01/2021 – 05/30/2022 **PI**, Grant to examine increasing teacher self-efficacy for writing instruction through a professional development focused on anti-racist writing instructional practices. Funded by the Association of Educational Research Division C Equity Grant
Total: \$2,317
- 08/01/2021 – 12/31/2021 **PI**, Contract with Belser-Parton Literacy Center to conduct writing-based professional development for teachers. Funded by Jacksonville City Schools (Grades PK-8)
Total: \$7,500
Collaborators: Drs. Julianne Coleman & Carol Donovan
- 08/01/2021 – 12/31/2-21 **PI**, Contract with Belser-Parton Literacy Center to conduct writing-based professional development for teachers. Funded by Woodland Forrest Elementary School (Grades PK-5)
Total: \$2,000
Collaborators: Drs. Julianne Coleman & Carol Donovan
- 01/01/2021 – 06/01/2021 **Collaborator**, Contract with Central Elementary School to provide book project support. Funded by 21st Century Grant
Total: \$2,500
- 04/01/2019 – 09/01/2019 **Consultant**, Provided grant writing support through the Belser-Parton Literacy Center to Tuscaloosa City Schools to fund grant providing books to schools and children. Funded by OMG Books
Total: \$41,000
- 05/01/2018 – 05/01/2019 **PI**, Grant to measure teacher beliefs about writing and writing instruction. Funded by the Southwest Educational Research Association
Total: \$1,000

UNIVERSITY-LEVEL FUNDING (*n* = 26; Funded: \$104,400)

- 08/15/2021 – 08/01/2022 **PI**, Fellowship funding to explore a writing-based professional development organized around the WRITE principles for developing a research-to-practice cycle. Funded by the Emerging Community Engagement Scholars Program through the Council for Community-Based Partnerships
Total: \$3,000
- 10/15/2021 – 08/05/2022 **PI**, Grant funding to explore how a professional development focused on

- anti-racist writing instructional practices increase teacher self-efficacy for writing instruction. Funded by the Council for Community-Based Partnership SEED Competition.
Total: \$5,000
Collaborators: Drs. Carol Donovan & Julianne Coleman
- 05/15/2022 – 08/01/2022 **PI**, Summertime research stipend to launch the UA Writing Project focused on how a professional development focused on anti-racist writing instructional practices increase teacher self-efficacy for writing instruction. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Cortney Dilgard
Collaborator: Dr. Carol Donovan
- 05/15/2022 – 08/01/2022 **Co-PI**, Summertime research stipend to examine Alabama PK-3 teachers' knowledge of early reading over two years. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Qi Si
Collaborator: Drs. Julianne Coleman, Carol Donovan, & Cailin Kerch
- 05/15/2022 – 08/01/2022 **Co-PI**, Summertime research stipend to improve teacher self-efficacy with equity-based literacy instructional practices. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: William Boden Robertson
Collaborator: Dr. Holly Swain
- 10/07/2020 – 08/07/2021 **Co-PI**, Grant funding to create a young authors program for improved writing achievement and community engagement. Funded by the Council for Community-Based Partnerships SEED Competition.
Total: \$4,500
Collaborators: Drs. Carol Donovan & Julianne Coleman, UA Belser-Parton Literacy Center
- 05/15/2021 – 08/01/2021 **PI**, Summertime research stipend to prepare an NCES restricted data set application and analyze summer literacy in Alabama. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Joy Anogwih
Collaborator: Drs. Carol Donovan & Julianne Coleman
- 05/15/2021 – 08/01/2021 **PI**, Summertime research stipend to examine the effects of advanced decodables and leveled texts in upper elementary grades. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Cortney Dilgard
Collaborator: Dr. Julianne Coleman
- 05/15/2021 – 08/01/2021 **Co-PI**, Summertime research stipend to disseminate the results of an

analysis of representations of diversity in NCSS notable trade books from 2000 to 2019. Funded by the Graduate Research Support Program through the College of Education.

Total: \$3,500

Student Funded: William Boden Robertson

Collaborator: Dr. Holly Swain

- 05/15/2021 – 08/01/2021 **Co-PI**, Summertime research stipend to create a multimodal continuum in science trade books to explore die-cuts, diagrams, and nonlinear layouts. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Qi Si
Collaborator: Dr. Julianne Coleman
- 05/15/2021 – 08/01/2021 **Co-PI**, Summertime research stipend to explore pre-service teachers' perceptions and understand of visual literacy instruction. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Erin Bordlee Rich
Collaborators: Drs. Julianne Coleman, Daibao Guo, & Carol Donovan
- 11/01/2020 – 11/30/2020 **PI**, Grant to present research at the National Council for Teachers of English (NCTE) annual meeting. Funded by the Council for Community-Based Partnerships.
Total: \$900
- 08/14/2019 – 05/31/2021 **PI**, Fellowship to integrate writing into classroom environments. Funded by the Learning in Action Fellowship Program through the Quality Enhancement Program at the University of Alabama.
Total: \$2,500
- 10/07/2019 – 08/07/2019 **PI**, Award to research improving writing instruction and developing teacher competencies for writing. Funded by the Outstanding Faculty-Initiated Engagement Award through the Council on Community-Based Partnership at the University of Alabama.
Total: \$2,000
- 05/15/2020 – 08/15/2020 **PI**, Summertime research stipend to examine 3rd grade students' reading skills. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Cortney Dilgard
Collaborator: Dr. Julianne Coleman
- 05/15/2020 – 08/15/2020 **PI**, Summertime research stipend to develop and examine preservice teachers' think-aloud knowledge in writing instruction. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Brianna Kidd

- 05/15/2020 – 08/15/2020 **PI**, Summertime research stipend to analyze representations of diversity in NCSS notable trad books from 2000 to 2019. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Qi Si
Collaborator: Dr. Holly Swain
- 05/15/2020 – 08/15/2020 **PI**, Summertime research stipend to analyze representations of diversity in NCSS notable trad books from 2000 to 2019. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: William Boden Robertson
Collaborator: Dr. Holly Swain
- 05/15/2019 – 08/15/2019 **PI**, Summertime research stipend to conduct a systematic literature review and meta-analysis of disciplinary text structure instruction and reading comprehension. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Sun Gu
- 05/15/2019 – 08/15/2019 **PI**, Summertime research stipend to write a revision of the IES grant “Every teacher a teacher of writing”. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: Claire Schweiker
- 05/15/2020 – 08/15/2020 **Co-PI**, Summertime research stipend to conduct a summer reading comprehension program to increase empathy and social-emotional skills of elementary students. Funded by the Graduate Research Support Program through the College of Education.
Total: \$3,500
Student Funded: William Boden Robertson
Collaborators: Drs. Julianne Coleman & Holly Swain
- 05/14/2018 – 05/19/2019 **PI**, Grant funding to develop the READ framework for recognizing, embracing, and accepting diversity. Funded by the Level I Research Grants Committee SEED Competition at the University of Alabama and College of Education.
Total: \$6,000
- 05/01/2016 – 04/30/2017 **PI**, Grant funding to examine the impact of writing self-efficacy on writing achievement. Funded by the Aubrey Keith Lucas and Ella Ginn Lucas Endowment for Faculty Excellence at the University of Southern Mississippi.
Total: \$5,000
- 06/02/2016 – 09/01/2016 **PI**, Grant funding to develop future teachers’ clinical experiences and writing pedagogy knowledge through a flipped classroom model. Funded by the Summer Grant for Improvement of Instruction Program at the University of Southern Mississippi.

Total: \$6,600

11/01/2014 – 05/01/2015 **PI**, Grant to explore the impact of teacher education writing-intensive courses on preservice teachers' self-efficacy for writing and writing instruction. Funded by the Graduate Research Grant Program at Texas A&M University.

Total: \$1,000

11/01/2013 – 05/01/2014 **PI**, Grant to study writing self-efficacy. Funded by the Graduate Research Grant Program at Texas A&M University.

Total: \$400

RESEARCH-BASED SERVICE PROJECTS ($n = 2$)

08/01/2019 – 05/30/2021 **Co-PI**, *Structuring professional learning communities with 5th-grade teachers using NCSS and NSTA notable trade books for reading comprehension.*

Collaborators: Drs. Cailin Kerch & Holly Swain

10/01/2019 – 08/01/2021 **Co-PI**, *Developing a searchable database for the NCSS notable trade books lists (1972-present).*

<https://www.socialstudies.org/resources/notable-trade-books-search>

Collaborator: Dr. Holly Swain

CONFERENCE PRESENTATIONS ($n = 156$)

INVITED NATIONAL PRESENTATIONS ($n = 7$)

Hodges, T. S. (2023, May). Creating deliverables to manage multiple projects. Webinar presentation for the Text and Academic Authors Association.

Children's Literature and Reading SIG. (2023, April). Children's literature in a democracy: Children's right to read. Webinar presentation for the International Literacy Association.

Hodges, T. S., Donovan, C., & Underwood, P. (2019, February). Preparing preservice teachers for writing instruction. Webinar presentation for the Institute of Educational Sciences. Collaboration between REL Southeast and the Belser-Parton Literacy Center.

Lee, L., **Hodges, T. S.**, & Donovan, C. (2019, January). Developing effective writers in elementary and secondary schools. Webinar presentation for the Institute of Educational Sciences. Collaboration between REL Southeast and the Belser-Parton Literacy Center.

Hodges, T. S., & Weber, N. D. (2017, March). Methods, strategies, and tools for differentiating the classroom with technology. Webinar presentation for the Kappa Delta Pi International Honor Society.

Wright, K. L., & **Hodges, T. S.** (2016, April). The student writing affect survey: Measurement development and validation. Presentation for the State and Regional Educational Research Associations (SRERA) outstanding papers session at the 2016 annual meeting of the

American Educational Research Association, Washington D.C.

Goodson, P., Chlup, D., Huerta, M., Travis, J., **Hodges, T. S.**, Wright, K. L., & Walichowski, M. (2015, June). A POWER-ful model to establish and sustain academic writers' productivity. Panel presentation at the 2015 annual meeting for the Text and Academic Authors Association, Las Vegas, NV.

INTERNATIONAL/NATIONAL ($n = 104$)

**Denotes student co-presenter*

Pratt, S., & **Hodges, T. S.** (2023, November). Using write-alouds to make young writers' decision-making conscious. Poster presentation for the 2023 annual meeting of the National Council of Teachers of English. Columbus, OH.

Notable Books for a Global Society Committee. (2023, November). 2023 Notable books for a global society: Stories that connect readers. Presentation for the 2023 annual meeting of the National Council of Teachers of English. Columbus, OH.

Dilgard, C., & **Hodges, T. S.** (2023, November). Developing a tool to measure teacher morphology knowledge and analyzing current trends of knowledge. Presentation for the 2023 annual meeting of the Association of Literacy Educators and Researchers. Santa Fe, NM.

Hodges, T.S., & Pratt, S. (2023, November). The preservice teacher reading self-efficacy scale (PRES). Presentation for the 2023 annual meeting of the Association of Literacy Educators and Researchers. Santa Fe, NM.

Hodges, T. S. (2023, June). Empowering joyful writing. Presentation for the 2023 annual meeting of the Text and Academic Authors Association. Virtual event.

McTigue, E. M., & **Hodges, T. S.** (2023, June). The mutualistic model of mentoring: For those who want to be better mentors and better writers. Presentation for the 2023 annual meeting of the Text and Academic Authors Association. Virtual event.

Si, Q., **Hodges, T. S.**, & Coleman, J. M. (2022, December). A synthesis of how multimodal literacies impact emergent bilingual students' literacy and cultural identities. In S. Brown, *Multimodal literacies in emergent bilinguals: Beyond print-centric practices*. Symposium presentation for the 2022 annual meeting of the Literacy Research Association, Phoenix, AZ.
Graduate student author from the University of Alabama

Hodges, T. S., & Pratt, S. (2022, November). Developing the preservice teacher reading efficacy scale (PRES). Roundtable presentation for the 2022 annual meeting of the Literacy Research Association, Phoenix, AZ.

Oslick, M. E., Wilson, S., Faine, J., Smith, O. L., & **Hodges, T. S.** (2022, November). 2022 notable books for a global society: Dreams, hope, and possibilities in literature. Presentation for the 2022 annual meeting of the National Council of Teachers of English, Anaheim, CA.

Pratt, S., & **Hodges, T. S.** (2022, November). Influence of teaching modality on pre-service teachers' delivery of think-aloud instructional practices. Presentation for the 2022 annual meeting of the Association of Literacy Educators and Researchers, Denver, CO.

- Hodges, T. S.**, Wright, K. L., Dismuke, S., Boedeker, P., Donovan, C. A., & Coleman, J. M. (2022, November). Developing discriminant and convergent validity for the inservice teacher self-efficacy for writing inventory (ITSWI). Presentation for the 2022 annual meeting of the Association of Literacy Educators and Researchers, Denver, CO.
- Hodges, T. S.** (2022, September). A collaborative, professional development partnership focused on resetting writing goals and working to eliminate inequities post-COVID-19. Presentation for the 2022 annual meeting of the Engagement Scholarship Consortium, Athens, GA.
- Hodges, T. S.** (2022, June). Expanding emojis: Using graphic novels for writing and social-emotional learning in middle school. Presentation for the 2022 annual meeting of the Summit on Research and Teaching of Young Adult Literature, Las Vegas, NV.
- Wright, K. L., Dismuke, S., * [Abbott, J. T.](#), **Hodges, T. S.**, & Boedeker, P. (2022, April). Exploring writing instructional practices, teacher beliefs, and student writing outcomes: A classroom observation study. Presentation for the 2022 annual meeting of the American Educational Research Association, San Diego, CA.
[Graduate student author from Boise State University](#)
- Wright, K. L., **Hodges, T. S.**, & Wenner, J. (2022, April). Magnetic vaccines and changing the Earth's orbit: Combating misinformation with science and literacy. Presentation for the 2022 annual meeting of the American Educational Research Association, San Diego, CA.
- Hodges, T. S.**, Donovan, C. A., Coleman, J. M., * [Anogwih, J.](#), * [King, K.](#), * [Campbell, E.](#), & * [Yuh, H. N.](#) (2022, April). Increasing teacher self-efficacy for writing instruction through a professional development focused on anti-racist writing instructional practices. Presentation for the 2022 annual meeting of the American Educational Research Association, San Diego, CA.
[Graduate student author from the University of Alabama](#)
- Pratt, S., & **Hodges, T. S.** (2021, December). Developing a continuum for teacher think-alouds in reading and writing. Presentation for the 2021 annual meeting of the Literacy Research Association, Atlanta, GA.
- * [Dilgard, C.](#), **Hodges, T. S.**, & Filderman, M. (2021, November). A meta-analysis of morphology-focused instruction in the K-12 classroom setting. Presentation for the 2021 annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
[Graduate student author from the University of Alabama](#)
- * [Dilgard, C.](#), **Hodges, T. S.**, & Coleman, J. M. (2021, November). Explicit phonics instruction: A systematic literature review. Presentation for the 2021 annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
[Graduate student author from the University of Alabama](#)
- Pratt, S., & **Hodges, T. S.** (2021, November). How can teacher educators support teachers in developing reflective literacy instructional practices?: Creating an observation protocol of reading and writing think-alouds. Presentation for the 2021 annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
- Hodges, T. S.**, * [Abbott, J.](#), Wright, K. L., & Dismuke, S. (2021, November). What research knows about teachers' self-efficacy beliefs about writing: A systematic literature review. Presentation for the

2021 annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
[Graduate student author from Boise State University](#)

Hodges, T. S., Wright, K. L., Dismuke, S., & * **Abbott, J.** (2021, November). Teacher beliefs about writing and writing instruction: A nationwide survey. Presentation for the 2021 annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
[Graduate student author from Boise State University](#)

Hodges, T. S., Donovan, C., Coleman, J. M., * **Bailey, P.,** * **Campbell, E.,** * **Dilgard, C.,** * **Rich, E.,** & * **Si, Q.** (2021, November). Literacy deserts or floods? Perspectives of rural teachers and preservice teachers on digital writing instruction and preparation amidst COVID-19. Presentation for the 2021 annual meeting of the Association of Literacy Educators and Researchers, Hilton Head, SC.
[Graduate student authors from the University of Alabama](#)

Kerch, C. J., Fowler, M., & **Hodges, T. S.** (2021, June). Pandemic pivoting: Preparing preservice early childhood teachers via methods and placements. Presentation for summer conference National Association of Early Childhood Teacher Educators. Virtual event due to COVID-19.

Hodges, T. S. (2020, December). Teaching writing in digital space: Shifting from uncertainty to opportunity. Round table presentation for the 2020 American Reading Forum Unconference. Virtual event due to COVID-19.

Hodges, T. S., & Pratt, S. (2020, December). Understanding teacher candidates' knowledge of write-alouds through reflection and practice. Roundtable presentation at the 2020 annual meeting of the Literacy Research Association, held virtually.

Hodges, T. S., Matthews, S. D., Zimmer, W. K., & * **Michael, E. L.** (2020, December). From literacy skills to socioemotional skills: Teacher perspectives on a reading intervention to develop perspective-taking. Roundtable presentation at the 2020 annual meeting of the Literacy Research Association, held virtually.
[Graduate student author from the University of Alabama](#)

Hodges, T. S. (2020, November). Re-writing professional development: Coaching, facilitating, and co-creating writing competencies through a researcher-teacher partnership approach. Poster accepted for the 2020 annual meeting of the National Council of Teachers of English, Denver, CO, held virtually.

Matthews, S. D., Zimmer, W. K., **Hodges, T. S.,** & Wright, K. L. (2020, October). Considering the perspectives of others: Employing a book protocol to enhance teachers' perspective-taking text selection. Workshop accepted for the 2020 annual meeting of the International Literacy Association, Columbus, OH. **Conference canceled due to COVID-19.**

Hodges, T. S., Matthews, S. D., Zimmer, W. K., & McTigue, E. (2020, April). Teachers feel “combustible”, kids feel “heart-ful”: Teacher perspectives on a reading intervention to develop empathy. Paper accepted for the 2020 annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/r4xox7o> **Conference canceled due to COVID-19.**

Hodges, T. S., Wright, K. L., Wind, S. A., Matthews, S. D., Zimmer, W. K., & McTigue, E. M. (2020, April). In Chang, W-C. C. (Chair), *Assessing complex constructs: Examining construct and*

consequential validity and implications for realizing educational equity. Symposium accepted for the 2020 annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/w59qdoj> *Conference canceled due to COVID-19.*

Wenner, J. A., Wright, K. L., & **Hodges, T. S.** (2020, April). Access isn't enough: Analyzing content and engagement in outstanding science trade books in elementary classrooms. Paper accepted for the 2020 annual meeting of the American Educational Research Association, San Francisco, CA. <http://tinyurl.com/rkntoqy> *Conference canceled due to COVID-19.*

Wright, K. L., * **Thompson, J.**, Dismuke, S., & **Hodges, T. S.** (2019, November). The impact of writing instructional practices on students' writing motivation and achievement: An exploration study. Presentation at the 2019 annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.
Graduate student author from Boise State University

* **Rios, A.**, Matthews, S. D., & **Hodges, T. S.** (2019, November). Rewriting the role and reframing the mindset: Using the WRITE rubric to increase self-efficacy and scaffold preservice teacher writing mentors. Presentation at the 2019 annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.
Graduate student author from Texas A&M University

Matthews, S. D., & **Hodges, T. S.** (2019, November). Closing the loop: Using text structure instruction and graphic organizers to guide written response. Presentation at the 2019 annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.

Matthews, S. D., Zimmer, W. K., **Hodges, T. S.**, Wright, K. L., & McTigue, E. M. (2019, November). Using children's literature as scaffolds and windows: Developing a protocol for selecting multicultural picture books to enhance children's perspective-taking. Presentation at the 2019 annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.

Hodges, T. S., Matthews, S. D., & * **Gu, S.** (2019, November). Disciplinary text structure instruction and reading comprehension: A systematic literature review. Presentation at the 2019 annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.
Graduate student author from University of Alabama

Hodges, T. S., McTigue, E., Matthews, S. D., Zimmer, W. K., * **Schweiker, C.**, * **Michael, E. L.**, & * **Rollins, L. H.** (2019, November). Teacher perspectives on a reading intervention to develop empathy. Presentation at the 2019 annual meeting of the Association of Literacy Educators and Researchers, Corpus Christi, TX.
Graduate student author from University of Alabama

* **Rios, A.**, Matthews, S. D., & **Hodges, T. S.** (2019, October). Teach writing without fear: Using self-efficacy as a tool to improve writing instruction. Workshop for the 2019 annual meeting of the International Literacy Association, New Orleans, LA.
Graduate student author from Texas A&M University

Hodges, T. S., Swain, H. H., Wright, K. L., Coleman, J. A., * **Schweiker, C.**, & * **Mansouri, B.** (2018, December). Strengthening classroom libraries and instruction with NCSS notable trade books. Poster presentation at the 2018 annual meeting of the National Council for the Social Studies, Chicago, IL.
Graduate student author from University of Alabama

Guo, D., Feng, L., & **Hodges, T. S.** (2018, November). Understanding children with specific reading comprehension difficulties: A systematic review. Presentation at the 2018 annual meeting of the Association of Literacy Educators and Researchers. Louisville, KY.

Hodges, T. S., & Matthews, S. D. (2018, November). Text structures in reading, writing, and digital literacies research: A systematic review of literature from 2000 to 2017. Presentation at the 2018 annual meeting of the Association of Literacy Educators and Researchers. Louisville, KY.

Hodges, T. S., Matthews, S. D., Wright, K. L., & * **Zimmer, W. K.** (2018, November). Developing, validating, and utilizing the writing rubric to inform teacher educators (WRITE). Presentation at the 2018 annual meeting of the Association of Literacy Educators and Researchers. Louisville, KY.

[Graduate student author from Texas A&M University](#)

Hodges, T. S., Wright, K. L., Coleman, J. A., Swain, H. H., * **Schweiker, C.**, & * **Mansouri, B.** (2018, November). Examining the frequency of notable social studies trade books from 1972 – 2015 in classroom libraries across five states. Presentation at the 2018 annual meeting of the Association of Literacy Educators and Researchers. Louisville, KY.

[Graduate student author from University of Alabama](#)

Matthews, S. D., & **Hodges, T. S.** (2018, November). Formative feedback: Scaffolding student growth as writers. Presentation at the 2018 annual meeting of the Association of Literacy Educators and Researchers. Louisville, KY.

Hodges, T. S., Matthews, S. D., * **Briscoe, A.**, & * **Kim, C.** (2018, July). Text structures in fiction: Using children's picturebooks to extend writing instruction and reading comprehension. Workshop presentation at the 2018 annual meeting of the International Literacy Association, Austin, TX

[Undergraduate student author from Texas A&M University](#)

McTigue, E. M., **Hodges, T. S.**, & Matthews, S. D. (2018, June). Team creation: How to mentor multiple students in academic writing. Round table presentation for the 2018 annual meeting for the Text and Academic Authors Association, Santa Fe, NM.

McTigue, E. M., **Hodges, T. S.**, & Matthews, S. D. (2018, June). Moving from pesky to productive: Developing a healthy, sustainable writing habit. Presentation for the 2018 annual meeting for the Text and Academic Authors Association, Santa Fe, NM.

Feng, L., **Hodges, T. S.**, & Waxman, H. C. (2018, April). Reading coursework and discipline-specific mentorship: Two factors leading to high self-efficacy among first-year teachers. Presentation at the 2018 annual meeting of the American Educational Research Association, New York, NY.

Hodges, T. S., Scott, C. E., Washburn, E. K., Ladd, S. M., & Matthews, S. D. (2018, April). Teacher grit, maturity, and risk-taking: Developing teacher candidates' knowledge of literacy assessments and interventions. Roundtable presentation at the 2018 annual meeting of the American Educational Research Association, New York, NY.

Hodges, T. S., Matthews, S. D., Wright, K. L., & McTigue, E. M. (2018, April). Teacher educators matter: Observing how writing instruction is taught in teacher preparation programs. Presentation at the 2018 annual meeting for the American Educational Research Association, New York, NY.

- Wright, K. L., **Hodges, T. S.**, & Enright, E. A. (2018, April). The relationship between motivation to write and writing outcomes in middle and high school students. Poster presentation at the 2018 annual meeting for the American Educational Research Association, New York, NY.
- Hodges, T. S.**, & Matthews, S. D. (2017, November). Using deliberate practice with text structures to develop creative, motivated writers. Presentation at the 2017 annual meeting for the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Wright, K. L., **Hodges, T. S.**, & Dismuke, S. (2017, November). Middle grade students' expectancies and values of writing and writing achievement. Presentation at the 2017 annual meeting for the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Hodges, T. S.**, & Matthews, S. D. (2017, November). Writers who are teachers or teachers of writing: What counts in preparing future teachers. Presentation at the 2017 annual meeting for the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Matthews, S. D., & **Hodges, T. S.** (2017, November). Stranger than nonfiction: Critically exploring text structures in fiction. Presentation at the 2017 annual meeting for the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Wright, K. L., **Hodges, T. S.**, & Coleman, J. A. (2017, November). Are the rich still getting richer?: The number of the books available in first, third, and fifth grade classroom libraries. Presentation at the 2017 annual meeting for the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Hodges, T. S.**, Scott, C. E., Ladd, S. M., & Washburn, E. K. (2017, November). Using reflective writing to promote teacher candidates' and inservice teachers' beliefs about literacy assessment and intervention. Presentation at the 2017 annual meeting for the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- Matthews, S. D., & **Hodges, T. S.** (2017, July). Picture books aren't just for kids! Modeling text structures through nonfiction mentor books. Workshop presentation at the 2017 annual meeting of the International Literacy Association, Orlando, FL.
- Hodges, T. S.**, & Matthews, S. D. (2017, July). Strategies, systematic instruction, and self-identification as a writer: The three S's of making writing teacher educators. Poster presentation at the 2017 annual meeting of the International Literacy Association, Orlando, FL.
- Hodges, T. S.**, McTigue, E. M., Matthews, S. D., & Weber, N. D. (2017, April). Solutions for effective writing: Developing preservice teachers' beliefs about writing through teacher preparation programs. In **T. S. Hodges**, & E. M. McTigue (Chairs), *Modeling scientific writing: Current problems and solutions for teaching writing to struggling students*. Symposium presentation at the 2017 annual meeting of the American Educational Research Association, San Antonio, TX. (*Symposium Chair and Organizer*)
- Hodges, T. S.**, & Matthews, S. D. (2017, April). Effectiveness of writing instructional practices: A case study approach to evaluating how teacher educators influence pre-service teachers. Roundtable presentation at the 2017 annual meeting of the American Educational Research Association, San Antonio, TX.

- Wright, K. L., **Hodges, T. S.**, McTigue, E. M., & Leblanc, J. K. (2017, April). The rubric for scientific writing: A validation study. Roundtable presentation at the 2017 annual meeting of the American Educational Research Association, San Antonio, TX.
- Hodges, T. S.**, & Wright, K. L. (2016, December). Motivated or unmotivated? How middle school students' self-efficacy for writing shifts through the grades. Presentation at the 2016 annual meeting of the Literacy Research Association, Nashville, TN.
- Wright, K. L., **Hodges, T. S.**, & McTigue, E. M. (2016, December). Writing-to-learn in secondary science classes: For whom is it effective? Presentation at the 2016 annual meeting of the Literacy Research Association, Nashville, TN.
- Hodges, T. S.**, & Matthews, S. D. (2016, December). Making a writing teacher: Using case studies to evaluate effective teacher educators. Presentation at the 2016 annual meeting of the Literacy Research Association, Nashville, TN.
- Wright, K. L., & **Hodges, T. S.** (2016, December). Reading intervention lesson planning: A growth mindset approach. In S. Dismuke (Chair), *Promising practices in literacy teacher education: Researchers of literacy teacher education link research to practice*. Alternative format session at the 2016 annual meeting of the Literacy Research Association, Nashville, TN.
- Hodges, T. S.** (2016, November). Reading comprehension or writing: How are text structures used to teach students about dissecting text? Presentation at the 2016 annual meeting for the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Hodges, T. S.**, Wright, K. L., & McTigue, E. M. (2016, November). Knowledge-transforming or knowledge-telling: How do pre-service teachers use writing? Presentation at the 2016 annual meeting for the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Wright, K. L., & **Hodges, T. S.** (2016, November). How to measure writing affect: Developing and validating a newly-created instrument. Presentation at the 2016 annual meeting for the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Hodges, T. S.**, & Matthews, S. D. (2016, November). Shifting pre-service teachers' beliefs about writing: Practical applications, strategies, and techniques. Idea exchange presentation at the 2016 annual meeting for the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Hodges, T. S.**, & Classen, A. I. (2016, November). Social-emotional learning as a vehicle for vocabulary acquisition: A review of recent literature. Presentation at the 2016 annual meeting for the Association of Literacy Educators and Researchers, Myrtle Beach, SC.
- Hodges, T. S.**, Wright, K. L., McTigue, E. M., & Goodson, P. (2016, June). Writing across the academic life-span. Panel presentation at the 2016 annual meeting for the Text and Academic Authors Association, San Antonio, TX. (*Panel presentation organizer.*)
- Wright, K. L., **Hodges, T. S.**, & Leblanc, J. (2016, April). The rubric for scientific writing: A tool to support research, assessment, and instruction. Paper presentation at the 2016 annual meeting of the National Association for Research in Science Teaching, Baltimore, MD.
- Wright, K. L., **Hodges, T. S.**, & McTigue, E. M. (2016, April). Developing the student writing affect survey: A measure of student self-efficacy towards writing. Roundtable presentation at the 2016

annual meeting of the American Educational Research Association, Washington, D.C.

- Wright, K. B., Stillisano, J. R., **Hodges, T. S.**, Winkler, S. S., & Waxman, H. C. (2016, April). Educators' perceptions of student reflection: Development of a survey measuring reflective thinking pedagogy. Paper presented at the 2016 annual meeting of the American Educational Research Association, Washington, D.C.
- Weber, N. D., Winkler, S. S., Wright, K. L., **Hodges, T. S.**, Beachy, R. R., Ging, A., Stillisano, J. R. & Waxman, H. C. (2016, April). Giving teachers a voice: English/Language arts and reading state standards revision in Texas. Paper presented at the 2016 annual meeting of the American Educational Research Association, Washington, D.C.
- Hodges, T. S.**, McTigue, E. M., Wright, K. L., & Matthews, S. D. (2015, December). The impact of instructors on preservice teachers' beliefs about writing. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Wright, K. L., **Hodges, T. S.**, & Matthews, S. D. (2015, December). Watching the decline: Students' self-efficacy towards writing in middle school. Roundtable presentation at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Hodges, T. S.**, McTigue, E. M., Wright, K. L., & Douglass, A. G. (2015, December). How frequency of writing influences preservice teacher beliefs about writing. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Hodges, T. S.**, & Wright, K. L. (2015, November). Developing the preservice teacher self-efficacy for writing inventory (PT-SWI). Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Costa Mesa, CA.
- Hodges, T. S.**, & Wright, K. L. (2015, November). The influence of instructor beliefs about writing on preservice teachers' perceptions of writing instruction. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Costa Mesa, CA.
- Hodges, T. S.** (2015, November). What's really happening in teacher education programs: Using systematic classroom observations to capture writing activities and pedagogy. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Costa Mesa, CA.
- Hodges, T. S.**, & Wright, K. L. (2015, June). Beyond just teambuilding: Sailing through effective collaboration. Presentation for the 2015 annual meeting for the Text and Academic Authors Association, Las Vegas, NV.
- Hodges, T. S.**, McTigue, E. M., Weber, N. D., Douglass, A. G., & Wright, K. L. (2015, April). Modeling the "write" teaching practices: Instructor influences on preservice teachers. In R. Greenfield (Chair), *Using mixed methods approaches in teacher education and special education research*. Symposium conducted at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.
- Hodges, T. S.**, Feng, L., & Lu, J. (2015, April). Discovering the literacy gap: A systematic review of reading and writing theories in research. In L. J. Kuo, & E. M. McTigue (Chairs), *Connection between theory and practice: Systematic reviews of articles in literacy journals published for teachers*. Symposium conducted at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

- Hodges, T. S.,** McTigue, E. M., Weber, N. D., Douglass, A. G., & Wright, K. L. (2015, April). Measuring self-efficacy for writing and writing instruction with preservice teachers: Survey development. Roundtable presentation for the 2015 annual meeting of the American Educational Research Association, Chicago, IL.
- Wright, K. L., **Hodges, T. S.,** & Franks, A. D. (2015, April). The impact of reading intervention on students' motivation to read: A meta-analysis. Roundtable presentation for the 2015 annual meeting of the American Educational Research Association, Chicago, IL.
- Wright, K. B., Kandel-Cisco, B. E., **Hodges, T. S.,** Boriack, A. W., Franco-Fuenmayor, S. E., Waxman, H. C., & Stillisano, J. R. (2015, April). Developing and assessing student collaboration in K-12 students: A best evidence synthesis. Roundtable presentation for the 2015 annual meeting of the American Educational Research Association, Chicago, IL.
- Weber, N. D., **Hodges, T. S.,** & Waxman, H. C. (2015, April). Examining pre-service teachers' self-efficacy and perceived commitment to the teaching field. Roundtable presentation for the 2015 annual meeting of the American Educational Research Association, Chicago, IL.
- Hodges, T. S.,** McTigue, E. M., Weber, N. D., & Douglass, A. G. (2014, December). The development of instruments measuring preservice teacher self-efficacy for writing and writing instruction. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Wright, K. L., **Hodges, T. S.,** & Franks, A. D. (2014, December). When illiteracy becomes aliteracy: The threats of intervention on reading motivation. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Franks, A. D., McTigue, E. M., Wright, K. L., & **Hodges, T. S.** (2014, December). Multi-directional benefits of mentoring: Including undergraduate pre-service teachers' voices in the literacy research conversation. Paper presented at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Wright, K. L., McTigue, E. M., **Hodges, T. S.,** Douglass, A. G., & *Franks, A. D. (2014, November). 'I think...but he feels...': Enhancing reading comprehension by teaching students to maintain multiple perspectives. Workshop presented at the annual meeting of the National Council of Teachers of English, Washington D.C.
- Hodges, T. S.** (2014, October). Then and now: A review of theories related to writing. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Delray Beach, FL.
- Hodges, T. S.,** & Wright, K. L. (2014, June). Academic life vests: Learning to manage multiple writing projects. Presentation for the 2014 Annual Text and Academic Authors Association Conference, Baltimore, MD.
- Hodges, T. S.,** McTigue, E. M., Weber, N. D., Douglass, A. G., & *Wright, K. L. (2014, June). Examining effective teacher modeling in preservice teacher education courses. Roundtable presentation at the annual meeting of the Mixed Methods International Research Association, Boston, MA.
- Wright, K. L. & ***Hodges, T. S.** (2014, June). Varying students, varying measures: The advantages of

mixed-methods design in reading research. Paper presented at the annual meeting of the Mixed Methods International Research Association, Boston, MA.

Hodges, T. S. (2014, June). College instructors' writing influence on preservice teachers. Roundtable presentation for the 2014 Annual Text and Academic Authors Association Conference, Baltimore, MD.

Hodges, T. S., McTigue, E. M., Wright, K. L., Franks, A. D., Douglass, A. G., & Scott, C. E. (2014, April). Comprehending texts through multiple perspectives. Roundtable presentation for the 2014 annual meeting of the American Educational Research Association, Philadelphia, PA.

Evans, R. T, ***Hodges, T. S.,** & Weber, N. D. (2013, October). Urban technology integration strategies: Fostering 21st Century Learners. Poster presented at the 49th Biennial Convocation for Kappa Delta Pi International Honor Society, Dallas, TX.

Evans, R. T, *Weber, N. D., & **Hodges, T. S.** (2013, October). iPad for all: The essential tool for all content areas. Presentation at the 49th Biennial Convocation for Kappa Delta Pi International Honor Society, Dallas, TX.

Scott, C. E., & **Hodges, T. S.** (2012, November). Secondary reading comprehension: A meta- analysis of content area literacy strategies. Roundtable presentation at the 62nd Annual Conference of the Literacy Research Association, San Diego, CA.

INVITED REGIONAL PRESENTATIONS ($n = 1$)

Matthews, S. D., * **Zimmer, W. K.,** & **Hodges, T. S.** (2019, February). P.O.W.E.R.ful hour full. Professional development workshop for the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
[Graduate student author from Texas A&M University](#)

REGIONAL/STATE/LOCAL ($n = 43$)

* Denotes student co-presenter

Hodges, T. S., Donovan, C. A., & Coleman, J. M. (2022, April). Increasing teacher self-efficacy for writing instruction through a professional development focused on equity-based writing instructional practices. Poster presentation for the 2022 annual luncheon of the Council for Community Based Partnerships, Tuscaloosa, AL.

Donovan, C. A., **Hodges, T. S.,** & Coleman, J. M. (2022, April). Young authors program for improved writing achievement and community engagement. Poster presentation for the 2022 annual luncheon of the Council for Community Based Partnerships, Tuscaloosa, AL.

* **Dilgard, C., Hodges, T. S.,** & Coleman, J. M. (2022, April). Using morphology-focused decodable texts for improving reading ability. Poster presentation for the 2022 annual conference of the Southeastern Universities Graduate Research Symposium, Tuscaloosa, AL.
[Graduate student author from University of Alabama](#)

* **Dilgard, C., Hodges, T. S.,** Coleman, J. M., & Filderman, M. (2022, April). Getting to the root of reading intervention in upper elementary. Poster presentation for the 2022 annual conference of

the Southeastern Universities Graduate Research Symposium, Tuscaloosa, AL.
[Graduate student author from University of Alabama](#)

* **Dilgard, C., Hodges, T. S.,** Coleman, J. M., & Filderman, M. (2021, April). Utilizing morphology-focused texts for rooting out reading issues. Poster presentation for the 2021 annual conference of the Southeastern Universities Graduate Research Symposium, Tuscaloosa, AL.

[Graduate student author from University of Alabama](#)

* **Crowe, T., & Hodges, T. S.** (2021, March). Primary education and perspective-taking: Developing a writing rubric to nurture empathy in children. Poster presentation for the 2021 Undergraduate Research and Creative Activity Conference, Tuscaloosa, AL.

[Undergraduate student author from University of Alabama](#)

* **Mainzer, Q. & Hodges, T. S.** (2021, March). Return to home position: Understanding typing proficiency in elementary and middle school students in virtual classroom. Poster presentation for the 2021 Undergraduate Research and Creative Activity Conference, Tuscaloosa, AL.

[Undergraduate student author from University of Alabama](#)

Hodges, T. S., Donovan, C., & Coleman J. M. (2020, November). Aligning the science of reading with writing. Presentation at the Alabama Literacy Association (ALA) (*virtual due to COVID-19).

* **Dilgard, C., Hodges, T. S., & Coleman, J. M.** (2020, April). Categorizing nonsense word fluency miscues for prescriptive interventions of the alphabetic principle in first grade reading: A secondary data analysis. Poster presentation for the 2020 annual conference of the Southeastern Universities Graduate Research Symposium, Tuscaloosa, AL.

[Graduate student author from University of Alabama](#)

Hodges, T. S., Coleman, J. M., & Swain, H. H. (2019, October). Integrating global literature across the elementary curriculum. Presentation for the 2019 annual conference of the Alabama Literacy Association, Birmingham, AL.

Hodges, T. S., & Hilliker, K. (2019, October). Innovating writer's workshop in pre-k and elementary. Presentation for the 2019 annual conference of the Alabama Literacy Association, Birmingham, AL.

Hodges, T. S., Donovan, C., & Lee, L. (2019, October). Writing right! Strategies to meet the national recommendations for writing in elementary grades. Presentation for the 2019 annual conference of the Alabama Literacy Association, Birmingham, AL.

Hodges, T. S., & Hale County Middle School. (2019, April). Improving writing instruction and developing teacher competencies for writing. Poster presentation for the 2019 Council for Community-Based Partnerships, University of Alabama, Tuscaloosa, AL.

Hodges, T. S. (2019, April). Developing the READ framework for recognizing, embracing, and accepting diversity. Poster presentation for Faculty Research Day, University of Alabama, Tuscaloosa, AL.

Hodges, T. S., Wright, K. L., & Dismuke, S. (2019, February). A nationwide survey of inservice teachers' beliefs about writing and writing instruction. Paper presentation for the 42nd annual conference of the Southwest Educational Research Association, San Antonio, TX.

Hodges, T. S., & Hilliker, K. (2018, November). "I have plenty of time for writing!" Exceeding the

national recommendations for writing instruction. Presentation for the 2018 annual conference of the Alabama Literacy Association, Birmingham, AL.

- Hodges, T. S., & Matthews, S. D.** (2018, February). Don't do it alone: Succeeding in academia by initiating and developing mentor relationships. Workshop presentation for the 41st annual conference of the Southwest Educational Research Association, New Orleans, LA.
- Hodges, T. S., & Matthews, S. D.** (2018, February). Five factors distinguishing teacher candidates' knowledge of assessment and intervention. Paper presentation for the 41st annual conference of the Southwest Educational Research Association, New Orleans, LA.
- Hodges, T. S., Matthews, S. D., Wright, K. L., & *Zimmer, W.** (2018, February). Understanding and comparing preservice teacher self-efficacy for writing with writing achievement. Paper presentation for the 41st annual conference of the Southwest Educational Research Association, New Orleans, LA.
[Graduate student author from Texas A&M University](#)
- Hodges, T. S., & Matthews, S. D.** (2017, November). Writing, genre, and content: Exploring the layers of text structure instruction. Presentation for the 2017 annual conference of the Alabama Reading Association, Birmingham, AL.
- Hodges, T. S., & Classen, A. I.** (2016, June). To feel or not to feel: Integrating social-emotional learning and literacy. 2016 Making Connections Conference, Biloxi, MS.
- Hodges, T. S.** (2016, June). Teaching expository writing through text structures. Presentation for the 2016 Making Connections Conference, Biloxi, MS.
- Hodges, T. S.** (2016, February). Writing-to-learn in the content areas. Presentation for the Mississippi Association of Middle Level Education, Hattiesburg, MS.
- Wright, K. L., & **Hodges, T. S.** (2016, February). The student writing affect survey: Measurement development and validation. Paper presentation for the 39th annual conference of the Southwest Educational Research Association, New Orleans, LA. (*Won the 2016 SERA Bruce Thompson Outstanding Paper Award and Outstanding Graduate Student Paper Award.*)
- Hodges, T. S., & Matthews, S. D.** (2016, February). Analyzing the influence of university instructors' beliefs about writing. Paper presentation for the 39th annual conference of the Southwest Educational Research Association, New Orleans, LA.
- Bishop, J., Boyce, J., Filce, H., Forest, D., Hartsell, T., **Hodges, T.**, Howell, J., Tingle, B., & Tonore, K. (2015, December). What can a graduate degree do for me? Panel presentation for the 2015 annual conference of the Mississippi Reading Association, Biloxi, MS.
- *[Krail, M. E.](#), *[Bell, B. K.](#), Wright, K. L., & **Hodges, T. S.** (2015, March). Motivated or unmotivated: Writing experiences in science class. Paper presented at the 2015 Student Research Week at Texas A&M University, College Station, TX.
[Undergraduate student author from Texas A&M University](#)
- *[Bell, B. K.](#), *[Krail, M. E.](#), Wright, K. L., & **Hodges, T. S.** (2015, March). Critical thinking: The foundation of scientific writing. Paper presented at the 2015 Student Research Week at Texas A&M University, College Station, TX.

Undergraduate student author from Texas A&M University

- Hodges, T. S.** (2015, February). Item response theory: One-parameter model calculations. Paper presented at the 38th annual conference of the Southwest Educational Research Association, San Antonio, TX.
- Hodges, T. S.** (2015, February). Higher-order factor analysis: Bridging theory and practical applications. Paper presented at the 38th annual conference of the Southwest Educational Research Association, San Antonio, TX. (*Won Dean's Award.*)
- Hodges, T. S., & Wright, K. L.** (2015, February). Comparing groups in quasi-experimental education research with propensity score matching. Paper presented at the 38th annual conference of the Southwest Educational Research Association, San Antonio, TX. (*Won the Outstanding Graduate Student Paper Award.*)
- Weber, N. D., **Hodges, T. S., & Waxman, H. C.** (2014, February). The impact of self-efficacy and program quality on the teaching field commitment of pre-service teachers. Paper presented at the 37th annual conference of the Southwest Educational Research Association, New Orleans, LA.
- Hodges, T. S., & Weber, N. D.** (2014, February). Flipping the college classroom: Strategies to get started. Poster presented for the 2014 Teaching with Technology Conference, Texas A&M University, College Station, TX.
- Weber, N. D., & **Hodges, T. S.** (2014, February). Building a technologically interactive classroom with Nearpod. Presentation for the 2014 Teaching with Technology Conference, Texas A&M University, College Station, TX.
- Hodges, T. S.** (2014, February). The effects of teacher technology proficiency on student technology use. Paper presented at the 37th annual conference of the Southwest Educational Research Association, New Orleans, LA. (*Won the Outstanding Graduate Student Paper Award and the Dean's Award.*)
- Hodges, T. S.** (2014, February). The use of multiple baselines and multiple probes in single-case research design. Paper presented at the 37th annual conference of the Southwest Educational Research Association, New Orleans, LA.
- Franks, A. D., **Hodges, T. S., & Wright, K. L.** (2014, February). Promoting perspective taking and inferential comprehension with struggling third-grade readers. Paper presented at the 37th annual conference of the Southwest Educational Research Association, New Orleans, LA.
- Wright, K. L., **Hodges, T. S., & Franks, A. D.** (2014, February). First, do no harm: The impact of reading intervention on students' reading motivation and attitude. Paper presented at the 37th annual conference of the Southwest Educational Research Association, New Orleans, LA. (*Won the Dean's Award.*)
- Weber, N. D. & **Hodges, T. S.** (2013, June). Teacher preparation programs: What factors impact preservice teachers' perceived field commitment? Roundtable presentation for the Texas Association of Teacher Educators, Austin, TX.
- Hodges, T. S. & Wright, K. L.** (2013, February). Are preservice teachers pedagogically ready to teach with technology? Paper presented at the 36th Annual Conference of the Southwest Educational

Research Association, San Antonio, TX.

Smith, D. & **Hodges, T. S.** (2013, February). Using iPads in undergraduate classes. Presentation for the 2013 Teaching with Technology Conference, Texas A&M University, College Station, TX.

Weber, N. D. & **Hodges, T. S.** (2013, February). The social and emotional effects of giftedness on minority students. Presentation for the Texas Association for the Gifted and Talented Regional Conference South, Corpus Christi, TX.

Hodges, T. S. & Scott, C. E. (2012, December). iPads...Influencing Pedagogy and Discovery. Presentation for the Region IV Dyslexia Conference, Houston, TX.

PRESS

Hodges, T. S. (2017, February 27). *WDAM Good News segment: Tornado Relief Book Drive*. Retrieved from: <http://www.wdam.com/story/34614167/usm-delivers-books-to-rebuild-petal-upper-elementarys-library-after-tornado>

PROFESSIONAL COACHING TRAINING & EXPERIENCES

October 2022	Co-Active Balance Intermediate course for coaching and mentorship, <i>22.5 hours, 5 days</i>
September 2022	Co-Active Fulfillment Intermediate course for coaching and mentorship, <i>22.5 hours, 5 days</i>
July 2022 – present	Co-Active Assistant Serve as an assistant during Co-Active training modules
June 2022	Co-Active Fundamentals Introductory course for coaching and mentorship, <i>21 hours, 4 days</i>

RESEARCH TRAINING & EXPERIENCES

May 2022	AERA Virtual Professional Development Workshop: Three Approaches to Qualitative Data Analysis , <i>4 hours</i>
June 2021	Longitudinal Structural Equation Modeling , <i>5 days</i> <i>Center for Statistical Training (CenterStat)</i>
May 2020	Introduction to Structural Equation Modeling , <i>3 days</i> <i>Center for Statistical Training (CenterStat)</i>
July 2019	IES Summer Training Institute on Cluster-Randomized Control Trials , <i>12 days</i> <i>Northwestern University, Evanston, IL</i>
August 2018	IES Summer Training Institute on Meta-Analysis , <i>7 days</i> <i>Loyola University, Chicago, IL</i>

- June 2018 **IES Summer Training Institute on Single-Case Intervention Research, Design and Analysis, 5 days**
University of Wisconsin at Madison
- April 2018 **AERA Professional Development Workshop: Designing Adequately Powered Cluster Randomized Trials to Detect Main Effects, Moderation, and Mediation, 4 hours**
- April 2014 **AERA Professional Development Workshop: An Introduction to Hierarchical Linear Modeling for Educational Researchers, 8 hours**
- June 2012 – August 2015 **Graduate Research Assistant**
Worked on IES-funded grant for persuasive writing;
Worked on state-funded grants through the Texas Higher Education Coordinating Board, United Way of Houston, and Texas Council of Teachers of English Language Arts
College of Education and Human Development; Texas A&M University

SPECIALIZED LITERACY/ HIGHER EDUCATION TRAINING & EXPERIENCES

- 2021 – 2022 **Emerging Community Engagement Scholars Program**
Participated in year-long fellowship focused on emphasizing:
(a) authentic community engagement, (b) high-impact teaching and learning, (c) critical reflection, and (d) diversity, equity, and inclusion, (\$3,000)
- November 9, 2021 **Harbor Training**
Participated in training sponsored by the UA ESPRMC Diversity Council and delivered by the UA Women and Gender Resource Center regarding advocacy for the UA community regarding interpersonal violence, 2 hours
- November 2020 – April 2021 **Quality Matters Teaching Online Certificate Training**
Participated as one of 50 UA faculty to complete the full higher education Quality Matters Training for Online Teaching, 80-90 hours, 11 weeks
- March 2021 **S.P.I.R.E. 4th Edition Professional Development Intensive Reading Intervention for Nonreaders and Struggling Readers, 1 day**
EPS, School Specialty
- 2020 – 2021 **Faculty Fellows in Community-Engaged Learning Program**
Invited to participate in year-long fellowship focused on emphasizing:
(a) authentic community engagement, (b) high-impact teaching and learning, (c) critical reflection, and (d) diversity, equity, and inclusion
- 2019 – 2020 **UA Learning in Action Fellowship Program**
Selected to participate in year-long fellowship focused on providing experiential learning outcomes to undergraduate students; Planned and

developed research-based learning outcomes and programs for preservice teachers, (\$2,500)

2018 - 2019

UA Winning Grants Program

Selected to participate in year-long grant writing program with Tuscaloosa City Schools (partner); *32 contact hours*

TEACHING

INTERNATIONAL TEACHING EXPERIENCE

Spring 2022

Assistant Professor, The University of Alabama, College of Education Partnership with Colegio Neuva Granada in Bogota, Columbia

2018 – 2020

Co-Director, UA in England and France: Children’s Literature Tour

Planned 11-day education abroad in England and France; cross-listed with CIE 499/599; initial program Summer 2019

NON-COURSE TEACHING EXPERIENCES

2018 – 2022

Writing with Power Program

Writing Support Services for Graduate Students
*Facilitate semester-long and ongoing writing workshops;
Provide Power Hours; Developed CIE 621: Writing for Academic
Publication; Host virtual and in-person writing groups*

2021 – 2022

Literacy Center Scholars Program, CCBP Anchor Organization,

UA Belser-Parton Literacy Center
Student program to foster community-engaged literacy research for undergraduate students

2020 - 2022

Co-Director, UA-USM Children’s Literature Festival Partnership

Co-planned and coordinated a partnership between UA and USM for preservice teachers to attend the annual USM Children’s Literature Festival

**Participated virtually in 2020 and 2021 due to COVID-19*

August 2014 – August 2015

Graduate Assistant for P.O.W.E.R. Writing Support Services

Facilitated monthly writing workshops for graduate students and faculty
College of Education and Human Development
Texas A&M University (TAMU)

August 2012 – May 2015

Graduate Assistant, Instructor

*Field Supervisor, Teaching Assistant,
Children’s Literary Tour of London, Study Abroad Chaperone*
Department of Teaching, Learning and Culture
College of Education and Human Development
Texas A&M University (TAMU)

K-12 TEACHING EXPERIENCE

August 2010 – June 2012 **English & Special Education Co-Teacher**, Grades 6-8
Bryan Independent School District, TX

August 2010 – May 2011 **Reading Specialist/Tutor**
Texas A&M University Reading Clinic
College Station, TX

COURSES DEVELOPED OR REVISED

UNIVERSITY OF ALABAMA

CIE 610: Effective Teaching (Graduate-Level)

Semester(s): *Summer 2022*

Format(s): *Taught online*

Catalog Description: *Examination of the knowledge base in effective teaching practices through in-depth study of the research literature on classroom instructional practices and conditions, and on the classroom teacher. Designed specifically for doctoral-level students.*

CIE 621: Writing for Academic Publication (Graduate-Level)

**Course proposed and developed by Dr. Hodges*

Semester(s): *Spring 2020*

Format(s): *Taught face-to-face*

Catalog Description: *This course will provide graduate students with information about academic writing and project management. The tools, strategies, and resources will be useful as students plan their thesis or dissertation and prepare research for dissemination. Students will learn writing habits, strategies for synthesizing research, and techniques for writing with clarity.*

CEE 401: Managing Effective Classrooms (Teacher Preparation Program)

Semester(s): *Summer 2022 (Course Revision)*

Format(s): *Taught face-to-face*

Catalog Description: *This course is designed to teach students the principles and theory of classroom management. Emphasis will be placed on the design and implementation of classroom management methods and techniques.*

CEE 478: Teaching Language Arts in Elementary School and Early Childhood (with clinical experience; University-Designated Writing-Intensive)

Semester(s): *Fall 2021; Fall 2020; Spring 2020; Fall 2019; Spring 2019; Fall 2018; Spring 2018; Fall 2017*

Format(s): *Taught face-to-face*

Catalog Description: *This course provides a foundation in the materials and methods for the teaching of language arts K-6, with emphasis on development, assessment, and instruction for individual and small groups of students. Intensive field experience required.*

CEE 517: Language Arts in Elementary Schools (Graduate-Level)

Semester(s): *Summer 2022; Summer 2021; Summer 2020 (course revision); Summer 2019*

Format(s): *Taught online*

Catalog Description: *Designed to extend and strengthen the knowledge and competencies of experienced teachers of communication arts and skills in the elementary school.*

CEE/CSE 530: Modern Elementary/Secondary School Programs (Graduate-Level taught internationally, Bogota, Columbia)

Semester(s): *Spring 2022*

Format(s): *Taught online*

Catalog Description: *This course is an exploration of evolving elementary and secondary schools and their programs, with an emphasis upon an analysis of current trends, issues, and problems which impact directly upon modern school practices.*

CEE/CSE 690: Advanced Seminar: Writing for Academic Publication (Graduate-Level)

Semester(s): *Spring 2019*

Format(s): *Taught face-to-face*

Catalog Description: *In-class opportunities to study or work on topics or projects of collective concern. This course follows four modules to develop doctoral students as future researchers with writing productivity and project management skills.*

CIE 693: Workshop: Introduction to Doctoral Studies and Writing (Graduate-Level)

Semester(s): *Fall 2020; Fall 2019; Fall 2018*

Format(s): *Taught hybrid*

Catalog Description: *In-class opportunities to study or work on topics or projects of collective concern. This course follows four modules to develop doctoral students as future researchers with writing productivity and project management skills.*

CRD 510: Expanding Reading in the Upper Elementary Grades (Graduate-Level)

Semester(s): *Summer 2020 (Course Revision)*

Format(s): *Taught online*

Catalog Description: *A comprehensive study of the major factors involved in teaching reading at the intermediate grade levels. Techniques for teaching word recognition and comprehension skills are studied extensively.*

CRD 693: Advanced Workshop: Meta-analysis for Literacy Research (Graduate-Level)

**Course proposed and developed by Dr. Hodges*

Semester(s): *Summer 2021*

Format(s): *Taught online/hybrid*

Catalog Description: *This independent study will focus on preparing a meta-analysis of morphology-based instruction in upper elementary. The student will work independently with Dr. Hodges to learn and practice the procedures of meta-analytic inquiry. The student will read, participate in trainings, practices meta-analysis procedures, and write results. The culminating project will be a drafted meta-analysis toward publication in a literacy journal.*

COURSES TAUGHT

BOISE STATE UNIVERSITY

ED-LLC 345 Writing Processes, Instruction, and Assessment

Semester(s): *Fall 2023*

Format(s): *Taught online*

Catalog Description: *Develops teacher candidates' knowledge, skills, and dispositions about writing processes, written genres, and students' writing development. Provides opportunities to practice*

planning, instruction, and assessment skills. Prepares candidates to use Idaho Core Standards for Writing and Language Arts. PRE/COREQ: ED-LLC 340.

CENTRAL WASHINGTON UNIVERSITY

EDLT 411: Teaching Comprehension

Semester(s): *Spring Quarter 2023*

Format(s): *Taught online*

Catalog Description: *Comprehension strategies and techniques; techniques for vocabulary development*

UNIVERSITY OF ALABAMA

CEE 565: Classics & Modern Literature for Early Childhood and Elementary Education (Graduate-Level)

Semester(s): *Summer 2021*

Format(s): *Taught online*

Catalog Description: *Designed to extend and strengthen the knowledge and competencies of experienced teachers in the following areas: major developments in literature for children; genres of children's literature; and effective methods of helping early childhood and elementary children enjoy and use literature.*

CEE 598: Non-Thesis Research (Graduate-Level)

Semester(s): *Spring 2019*

Format(s): *Taught online*

Catalog Description: *No description available*

Instructor Description: *One-hour independent study for master's level student*

CEE/CSE 694: Independent Study (Problems) (Graduate-Level)

Semester(s): *Fall 2019; Spring 2019; Fall 2018*

Format(s): *Taught hybrid*

Catalog Description: *In-class opportunities to study or work on topics or projects of collective concern. This course follows four modules to develop doctoral students as future researchers with writing productivity and project management skills.*

CEE 697: Specialist Degree Research (Graduate-Level)

Semester(s): *Spring 2021*

Format(s): *Taught online*

Catalog Description: *Systematic classroom inquiry is used to engage students in a teacher action research project.*

CEE 699: Dissertation Research (Graduate-Level)

Semester(s): *Summer 2022; Fall 2021*

Format(s): *Taught hybrid (online and face-to-face)*

Catalog Description: *The independent research course partially fulfills required research dissertation hours toward the doctoral degree. The course is conducted under the guidance of the dissertation advisor. Material covered will be of an advanced nature aimed at providing doctoral students with an understanding of the latest research and current developments within the field. Discussion and advisor guidance will be directed towards readings of research articles and development of research methodology, with the aim of producing an original research contribution that represents a novel*

development in the field, or a novel perspective on a pre-existing topic in the field.

CRD 690: Advanced Seminar CRD: Literacy Research Seminar (Graduate-Level)

Semester(s): *Summer 2020; Summer 2019*

Format(s): *Taught online*

Catalog Description: *Provides students with a knowledge base of the relationship between theory, research, and practice in regard to K-12 literacy education.*

UA 156: Freshman Research and Opportunities (served as mentor, not instructor-of-record)

Semester(s): *Spring 2021*

Format(s): *Served as a mentor for undergraduate-led research*

Catalog Description: *Research component of UA 155*

UNIVERSITY OF SOUTHERN MISSISSIPPI

CIE 343: Curriculum for Primary and Middle Grades (with clinical experience and teacher candidate supervision)

Semester(s): *Fall 2016*

Format(s): *Taught face-to-face*

Catalog Description: *General methods course that examines materials/methods of teaching pupils in grades K through 6.*

CIE 768: Children's Literature for the Early Years (Graduate-level)

Semester(s): *Spring 2017*

Format(s): *Taught online*

Catalog Description: *Principles and practices relative to literature in early childhood education with emphasis on methods of integration into the curriculum.*

CIR 411: Literacy III: Research & Pedagogy in Content Area Literacy (University-Designated Writing-Intensive)

Semester(s): *Spring 2017; Fall 2016; Spring 2016; Fall 2015*

Format(s): *Taught face-to-face and online*

Catalog Description: *Prepares elementary and secondary teacher candidates to integrate literacy research and strategies in content area pedagogy.*

CIR 412: Literacy IV: Assessment and Instruction (with clinical experience and teacher candidate supervision)

Semester(s): *Fall 2016*

Format(s): *Taught face-to-face*

Catalog Description: *Prepares teacher candidates to administer, analyze, and evaluate formal and informal literacy assessments to plan effective instructional practices and appropriate interventions.*

CIR 691: Research in Literacy (Graduate-level)

Semester(s): *Summer 2016; Spring 2016*

Format(s): *Taught face-to-face and online*

Catalog Description: *Designed to provide a student with the opportunity to pursue an individual research project or to make an intensive review of reading research on a selected topic*

CIR 754: Adolescent Literacy in the Content Areas (Graduate-level)

Spring 2016 – Spring 2018 - Course Organizer for the Master of Arts in Teaching (MAT) Program

Semester(s): *Fall 2016; Spring 2016; Fall 2015*

Format(s): *Taught online*

Catalog Description: *A course providing for extensive study of trends in materials and methods in secondary school reading including significant research studies which relate to these.*

TEXAS A&M UNIVERSITY

RDNG 372: Reading and Writing across the Middle Grades Curriculum (University-Designated Writing-Intensive)

Semester(s): *Spring 2015; Fall 2014; Summer 2014; Spring 2014; Fall 2013*

Format(s): *Taught face-to-face and online*

Catalog Description: *Acquaints middle-grade educators to reading and writing instruction in content area education; focuses on development of grade-appropriate reading/writing competencies and educational techniques appropriate to student development in various subjects.*

RDNG 461: Teaching Reading Through Children's Literature (University-Designated Writing-Intensive)

Semester(s): *Fall 2012*

Format(s): *Taught face-to-face*

Catalog Description: *Use of past and contemporary literature for the motivation of wide leisure reading in the elementary grades.*

TEFB 471: Dynamics and Management in Multicultural/Inclusionary Learning Environments (classroom management, with clinical experience and teacher candidate supervision)

Semester(s): *Spring 2013*

Format(s): *Taught face-to-face*

Catalog Description: *Field-based course focusing on communication, methodology and management perspectives that lead to democratic classrooms; organizational structures that focus on transformative, inclusionary learning; interventions for students with disabilities; analysis of systemic conditions placing children from diverse backgrounds and representing diverse abilities in positions of "risk" for incomplete success in school.*

TEACHING AND PROFESSIONAL DEVELOPMENT PRESENTATIONS (*n* = 81)

Hodges, T. S. (2022, May). 3-5 classroom demonstrations for writing. Professional development for Woodland Forrest Elementary School, Tuscaloosa, AL. (~24 hours).

Hodges, T. S. (2022, April). K-2 classroom demonstrations for writing. Professional development for Woodland Forrest Elementary School, Tuscaloosa, AL. (~16 hours).

Hodges, T. S. (2022, March). Book club session for Hale County Middle School. Moundville, AL. (~ 1 hour).

Hooper, A. L., **Hodges, T. S.**, & Coleman, J. A. (2022, March). The impacts of COVID-19 on learning from early childhood through middle school. Panel presentation for the Junior League of Tuscaloosa. Tuscaloosa, AL. (~1 hour).

Hodges, T. S. (2022, March). Modeling writing strategies to improve brainstorming and drafting. Professional development for Woodland Forrest Elementary School. Tuscaloosa, AL. (~8 hours).

Hodges, T. S. (2022, March). Masks that students wear: Literacy instruction for reluctant learners. Planning period PD for Hale County Middle School. Moundville, AL. (~ 8 hours).

Hodges, T. S. (2022, March). Modeling how to write details and claims. Professional development for Woodland Forrest Elementary School. Tuscaloosa, AL (~ 8 hours).

Hodges, T. S. (2022, February). Book club session for Hale County Middle School. Moundville, AL. (~ 1 hour).

Hodges, T. S. (2022, February). Masks that students wear: Literacy instruction for reluctant learners. Planning period PD for Hale County Middle School. Moundville, AL. (~ 5 hours).

Hodges, T. S. (2021, December). Book club session for Hale County Middle School. Moundville, AL. (~ 1 hour).

Hodges, T. S., Donovan, C. (2021, November). Coaching for instructional coaches. Jacksonville City Schools, Jacksonville, AL (~ 1 hour).

Hodges, T. S., Donovan, C., & Coleman, J. M. (2021, November). Writings strategies for writing and elaboration plus classroom writing demonstrations. Professional development for Jacksonville City Schools. Jacksonville, AL. (~ 8 hours).

Hodges, T. S. (2021, November). Session 2: Book study to develop strategies for English language learners and literacy. Professional development for Hale County Middle School. Moundville, AL (~ 1 hour).

Hodges, T. S. (2021, November). Planning period professional development. Hale County Middle School (Grades 6-8), Moundville, AL. (~6 hours).

Hodges, T. S. (2021, October). Coaching for instructional coaches. Jacksonville City Schools, Jacksonville, AL (~1 hour).

Hodges, T. S. (2021, October). Planning session professional development with Jacksonville City Schools (Grades 6-8). Jacksonville, AL. (~ 3 hours).

Hodges, T. S., Donovan, C., & Coleman, J. M. (2021, October). Writings strategies for writing and elaboration plus classroom writing demonstrations. Professional development for Jacksonville City Schools. Jacksonville, AL. (~ 8 hours).

Hodges, T. S. (2021, October). Surface, deep, and transfer knowledge, and integrating writing and vocabulary through these traits. Professional development for Hale County Middle School. Moundville, AL. (~ 3 hours).

Hodges, T. S. (2021, October). 6+1 traits for writing. Planning period professional development. Hale County Middle School, Moundville, AL. (~ 8 hours).

Hodges, T. S. (2021, September). Planning session professional development with Jacksonville City Schools (Grades 6-8). Jacksonville, AL. (~ 3 hours).

Hodges, T. S. (2021, September). Session 1: Book study to develop strategies for English language learners and literacy. Professional development for Hale County Middle School. Moundville, AL (~ 1 hour).

Hodges, T. S., Donovan, C., & Coleman, J. M. (2021, September). Writings strategies for expository writing and elaboration plus classroom writing demonstrations. Professional development for Jacksonville City Schools. Jacksonville, AL. (~ 8 hours).

Hodges, T. S., & Donovan, C. (2021, September). Writing strategies for chunking writing tasks. Professional development for Woodland Forrest Elementary School. Tuscaloosa, AL. (~1 hour).

Hodges, T. S. (2021, September). Vocabulary strategies for post-COVID content area instruction. Planning period professional development. Hale County Middle School, Moundville, AL. (~ 8 hours).

Hodges, T. S., Donovan, C. A., & Coleman, J. M. (2021, August). Jacksonville City Schools book study professional development chats. Jacksonville City Schools, Jacksonville, AL. (~ 8 hours).

Hodges, T. S., & Coleman, J. M. (2021, August). Write like an eagle: Writing strategies for beginning the academic year. Professional development, Jacksonville City Schools, Jacksonville, AL. (~2 hours).

Hodges, T. S. (2021, August). Reading and writing strategies for post-COVID instruction. Professional development, Hale County Middle School, Moundville, AL. (~3 hours)

Hodges, T. S. (2021, June/July). Equity-based writing instructional practices professional development course for teachers. Professional development, UA Belser-Parton Literacy Center, Online. (~20 hours)

Hodges, T. S. (2021, July). Developing lesson plans and applying equity-based writing instruction during the academic year. Professional development, Equity-Based Writing Instructional Practices, UA Belser-Parton Literacy Center, Online. (1 hour).

Hodges, T. S. (2021, June). Developing learning objectives and applying linguistic justice principles. Professional development, Equity-Based Writing Instructional Practices, UA Belser-Parton Literacy Center, Online. (1 hour).

Hodges, T. S. (2021, June). An introduction to equity-based writing instructional practices. Professional development, Equity-Based Writing Instructional Practices, UA Belser-Parton Literacy Center, Online. (1 hour).

Donovan, C., & **Hodges, T. S.** (2021, March). Writing strategies for upper elementary learners. Professional development, Arcadia Elementary, Tuscaloosa, AL. (1 hour)

Hodges, T. S. (2021, March). Writing strategies to motivate and engage elementary learners. Professional development, Arcadia Elementary, Tuscaloosa, AL. (1 hour)

Donovan, C., Coleman, J. M., & **Hodges, T. S.** (2020, July/August). Science of reading foundations course for Pk-2 teachers. UA Belser-Parton Literacy Center, Online. (~18 hours).

Hodges, T. S. (2020, June/July). Virtual doctoral student writing group. Online. (~12 hours).

Hodges, T. S. (2020, March). Writing from source texts – engaging students toward proficiency. Professional development, Hale County School District Grades 4-8, Greensboro, AL. (3 hours)

Hodges, T. S. (2020, March). Writing from source texts – engaging students toward proficiency.

- Professional development, Hale County School District Grades 4-8, Moundville, AL. (3 hours)
- Hodges, T. S.** (2020, February). Integrating content-area reading and writing and technology across the disciplines. Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (8 hours)
- Hodges, T. S.** (2020, January). Selecting notable books, creating lesson plans, and building comprehension. Professional development, Southview Elementary School, Tuscaloosa, AL. (1 hour)
- Hodges, T. S.** (2020, January). Writing from source texts – engaging students toward proficiency. Professional development, Hale County School District Grades 4-8, Moundville, AL. (3 hours)
- Hodges, T. S.** (2019, December). Integrating content-area reading and writing and technology across the disciplines. Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (8 hours)
- Hodges, T. S.** (2019, November). Integrating content-area reading and writing and technology across the disciplines. Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (8 hours)
- Hodges, T. S.** (2019, October). Integrating content-area reading and writing and technology across the disciplines. Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (8 hours)
- Hodges, T. S.** (2019, October). Comprehension strategies and lesson template. Professional development, Southview Elementary School, Tuscaloosa, AL. (1 hour)
- Hodges, T. S., & Hilliker, K.** (2019, August). Writing in early childhood education. Presentation for Early Childhood Internship Orientation, Department of Curriculum and Instruction, University of Alabama, Tuscaloosa, AL. (.5 hours)
- Hodges, T. S.** (2019, August). Integrating content-area reading and writing across the disciplines. Half-day professional development for grades 6-8 teachers, Hale County Middle School, Moundville, AL. (5 hours)
- Donovan, C., & **Hodges, T. S.** (2019, July). Best practices for writing instruction in the elementary grades (3-5). Presentation for the UA Regional In-Service Education Center, University of Alabama, Tuscaloosa, AL. (3 hours)
- Hodges, T. S.** (2019, April). Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (8 hours)
- Hodges, T. S.** (2019, March). Five reading comprehension strategies for all content areas. Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (5 hours)
- Donovan, C., & **Hodges, T. S.** (2019, February). How to get students to begin writing with the national recommendations. Professional development for third-, fourth-, and fifth-grade teachers, Southview Elementary School, Tuscaloosa, AL. (2 hours)
- Hodges, T. S., & Hilliker, K.** (2019, January). Writing in early childhood education. Presentation for Early

Childhood Internship Orientation, Department of Curriculum and Instruction, University of Alabama, Tuscaloosa, AL. (.5 hours)

Hodges, T. S. (2019, January). Integrating perspective-taking instruction into reading comprehension using multicultural children's literature. Professional development for third-grade teachers, Southview Elementary School, Tuscaloosa, AL. (1.5 hours)

Hodges, T. S. (2018, November). Integrating writing across the middle school curriculum. Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (8 hours)

Hodges, T. S. (2018, October). Continuing strategies for teaching basic writing and developing writing curriculum. Half-day professional development, Hale County Middle School, Moundville, AL. (4 hours)

Swain, H. H., **Hodges, T. S.**, Hooper, A. L., & Kerch, C. (2018, October). Anti-bias education using pre-k to 6 NCSS notable trade books. Presentation for the Alabama Council for the Social Studies, Florence, AL. (1 hour)

Swain, H. H., **Hodges, T. S.**, Hooper, A. L., & Kerch, C. (2018, October). Using children's literature for social studies, literacy, and socio-emotional engagement. Presentation for the Alabama Council for the Social Studies, Florence, AL. (1 hour)

Hodges, T. S. (2018, September). Introductory strategies for teaching basic writing and developing writing curriculum. Half-day professional development, Hale County Middle School, Moundville, AL. (4 hours)

Hodges, T. S. (2018, September). Integrating writing across the middle school curriculum. Full-day professional development during grade-level planning periods, Hale County Middle School, Moundville, AL. (8 hours)

Hodges, T. S., & Hilliker, K. (2018, August). Writing in early childhood education. Presentation for Early Childhood Internship Orientation, Department of Curriculum and Instruction, University of Alabama, Tuscaloosa, AL. (.5 hours)

Hodges, T. S. (2018, August). Using the national recommendations for writing instruction to promote a school-wide writing culture. Professional development presentation, Literacy Leader Conference, University of Alabama, Tuscaloosa, AL. (1 hour)

Hodges, T. S. (2018, August). Writing across the curriculum: Strategies for building on the national recommendations for writing practice. Professional development seminar, Hale County Middle School, Moundville, AL. (2 hours)

Donovan, C., & **Hodges, T. S.** (2018, June). Publication and conference writing seminar. Professional development seminar, College of Education, University of Alabama, Tuscaloosa, AL. (3 hours).

Hodges, T. S. (2018, Spring). Writing with power (inaugural writing workshop). Professional development seminar, College of Education, University of Alabama, Tuscaloosa, AL. (12 hours)

Hodges, T. S., & Hilliker, K. (2018, January). Writing in early childhood education. Presentation for Early Childhood Internship Orientation, Department of Curriculum and Instruction, University of

Alabama, Tuscaloosa, AL. (.5 hours)

- Hodges, T. S.,** Smith, G., & Stanford C. (2017, March). Flip or flop? Lessons learned in flipping classrooms. Teaching forum panelist for the Center for Faculty Development, University of Southern Mississippi. (2 hours)
- McTigue, E. M., & **Hodges, T. S.** (2016, May). Managing it all: How to support graduate students in writing and still get your own writing done. Professional development seminar, College of Education, University of Alabama, Tuscaloosa, AL. (3 hours)
- Hodges, T. S.** (2016, March). 5 key strategies for leading a team. Workshop presentation for the 2016 Student Leadership Summit at The University of Southern Mississippi, Hattiesburg, MS. (1 hour)
- Hodges, T. S.** (2016, March). Strategies for developing and maintaining a healthy writing habit. Roundtable presentation for the CISE Junior Faculty Brown Bag program at The University of Southern Mississippi, Hattiesburg, MS. (1 hour)
- Hodges, T. S.** (2015, April). Writing instruction and how to teach writing. Presentation for the Undergraduate Peer Mentors, April Meeting, College Station, TX. (1 hour)
- Hodges, T. S.** (2015, March). Basic P.O.W.E.R. Writing Studio. Four-week writing workshop. P.O.W.E.R. Writing Support Services, College of Education and Human Development, Texas A&M University, College Station, TX. (8 hours)
- Hodges, T. S.** (2015, February). Basic P.O.W.E.R. Writing Studio. Four-week writing workshop. P.O.W.E.R. Writing Support Services, College of Education and Human Development, Texas A&M University, College Station, TX. (8 hours)
- Wright, K. L., & **Hodges, T. S.** (2014, November). Building the healthy writing habit. Presentation for TLAC Graduate Student Association (GSA), November meeting. College Station, TX. (1 hour)
- Hodges, T. S.,** & Wright, K. L. (2014, October). Basic P.O.W.E.R. Writing Studio. Four-week writing workshop. P.O.W.E.R. Writing Support Services, College of Education and Human Development, Texas A&M University, College Station, TX. (8 hours)
- Wright, K. L., **Hodges, T. S.,** & Franks, A. D. (2014, April). Minding motivation: A meta-analysis of reading interventions. Presentation for the Literacy Studies Group at Texas A&M University, College Station, TX. (1 hour)
- Hodges, T. S.** (2013, December). Integrating iPads, apps and other instructional strategies and approaches for students with Dyslexia. Presentation for the Brazos Valley Branch of the International Dyslexia Association, December meeting, College Station, TX. (1 hour)
- Metoyer, S., Wright, K. B. & **Hodges, T. S.** (2013, July). College success: Strategies for creating a college-ready environment in your classroom. Presentation for the Region IV Accessing the General Curriculum Conference, Houston, TX. (1 hour)
- Hodges, T. S.** (2013, May). Comprehension strategies for adolescent students with Dyslexia.

Presentation for the Brazos Valley Branch of the International Dyslexia Association, May meeting, College Station, TX. (1 hour)

Hodges, T. S., & Viruru, R. (2013, April). Incorporating technology into K-12 classrooms: Where to begin. Presentation for the Texas A&M Chapter of Texas State Teacher's Association, April meeting, College Station, TX. (1 hour)

Hodges, T. S. (2013, April). Strategies for classroom management. Presentation for The Bilingual Education Student Organization. April meeting, College Station, TX. (1 hour)

Hodges, T. S. (2012, June). Integrating Texas college and career readiness standards with quality literacy instruction. Presentation for TAMU Collaborative Summer Institute, College Station, TX. (1 hour)

Hodges, T. S. (2010, November). The first-year teacher experience. Presentation at Texas State Teachers Association Student Program District Convention, College Station, TX. (1 hour)

GUEST LECTURES (*n* = 10)

Hodges, T. S. (2017, October). *Developing an academic writing habit*. Presentation for CIE 693 taught by Dr. Melanie Acosta. Tuscaloosa, AL.

Hodges, T. S. (2016, October). *Conducting educational research in elementary schools*. Presentation for HON 300: Research for Honors Students taught by Dr. Fei Xue at The University of Southern Mississippi, Hattiesburg, MS.

Hodges, T. S., & Wright, K. L. (2015, June). *Reading and writing strategies for novice teachers*. Workshop presentation for TEED 649 taught by Dr. Nancy Weber. College Station, TX.

Hodges, T. S. (2015, March). *Integrating multiple literacies in science and mathematics*. Presentation for MEFB 352: Planning and Development for the Middle Grades Curriculum taught by Dr. Nancy Weber. College Station, TX.

Hodges, T. S., & Wright, K. L. (2014, November). *Writing introductions*. Presentation for CEHD 603: Writing for publication in education and human development research taught by Dr. Dominique Chlup. College Station, TX.

Hodges, T. S. (2014, June). *Integrating literacy centers into secondary classrooms*. Presentation for TEED 649 taught by Dr. Erin McTigue. College Station, TX.

Hodges, T. S. (2013, April). *Incorporating technology in content area classrooms*. Presentation for RDNG 372: Reading and Writing in the Middle Grades Curriculum taught by Dr. Erin McTigue. College Station, TX.

Hodges, T. S. (2013, February). *POWER model of writing in academic settings*. Served on a panel for CEHD 603: Academic/Professional Writing taught by Dr. Pat Goodson. College Station, TX.

Hodges, T. S. (2012, November). *Incorporating technology in content area classrooms*. Presentation for RDNG 372: Reading and Writing in the Middle Grades Curriculum taught by Dr. Erin McTigue. College Station, TX.

Hodges, T. S. (2012, October). *Incorporating technology in content area classrooms*. Presentation for 372: Reading and Writing in the Middle Grades Curriculum taught by Chyllis Scott. College Station, TX.

Hodges, T. S. (2012, October). *POWER model of writing in academic settings*. Served on a panel for CEHD 603: Academic/Professional Writing taught by Dr. Pat Goodson. College Station, TX.

SERVICE

NATIONAL

LEADERSHIP IN ORGANIZATIONS

2021 – present	Notable Books for a Global Society Awards Chair (2027, 2028 Lists) Co-Chair (2025, 2026 Lists) Committee Member (2022, 2023, 2024 Lists) Children’s Literature & Reading SIG	International Literacy Association
2021 – present	Children’s Book Reviewer	<i>School Library Journal</i>
2020 – 2023	Communications Coordinator Children’s Literature & Reading SIG	International Literacy Association
2021 – 2023	Book Reviewer Children’s Literature & Reading SIG	International Literacy Association
2022	NBGS Practitioner and Research Award Evaluation Committee Children’s Literature & Reading SIG	International Literacy Association
2022 – 2023	COVID-19 and Equity in Education (CEE) Community of Researchers	American Institutes for Research
Fall 2022	Awards Committee	Association of Literacy Educators and Researchers
Summer 2022	Mentor, Annual Conference Mentor Sessions	Text & Academic Authors Association
2021 – 2022	Syllabus/Research Refresh Curation Committee, Writing & Literacies SIG	American Educational Research Association
2017 – 2020	Co-Chair, Research Committee	Association of Literacy Educators and Researchers
2020	Discussant	Literacy Research Association

2018 – 2019	Membership Chair, Classroom Observation SIG	American Educational Research Association
2017 – 2018	Chair, Classroom Observation SIG	American Educational Research Association
2017	Chair and Organizer, Symposium Division C, 1a, Literacy	American Educational Research Association
2017	Conference Staff and Ambassador	Text and Academic Authors Association
2016	Faculty Mentor, 6 th Annual Doctoral Student ICG Proposal Mentoring Project	Literacy Research Association

JOURNAL EDITORSHIP

January 1, 2022 – December 31, 2023	Associate Editor, <i>Assessing Writing</i> (IF 3.164) Conduct initial reviews of manuscripts, recruit and manage reviewers, coalesce reviews and make editorial decisions; Special focus on quantitative methods and scale development for writing and writing assessment
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JOURNAL EDITORIAL REVIEW BOARD MEMBER

2022 – present	<i>Frontiers in Psychology</i>	~ 1-2 manuscripts per year
2022 – present	<i>Journal of Adolescent & Adult Literacy</i>	~ 4 manuscripts per year
2022 – present	<i>The Dragon Lode</i>	~ 1-2 manuscripts per year
2021 – present	<i>Literacy Research: Theory, Method, and Practice (LR:TMP, Volume 70)</i>	~ 2-3 manuscripts per year
2017 – present	<i>ALER Yearbook</i>	~ 3 manuscripts per year
2020 – present	<i>Assessing Writing</i> (IF: 2.404) Served as associate editor (2022-2023)	~ 5-6 manuscripts per year
2017	<i>Literacy Research: Theory, Method, and Practice (LR:TMP), Volume 66</i>	~ 3 manuscripts

JOURNAL REVIEWER

2021 – present	<i>Journal of Children's Literature</i>	~ 1-2 manuscripts per year
2021 – present	<i>The Reading Teacher</i>	~ 3-4 manuscripts per year
2021 – present	<i>Teaching and Teacher Education</i>	~ 3-4 manuscripts per year

2020 – present	<i>Reading Research Quarterly</i>	~ 5-6 manuscripts per year
2020 – present	<i>Journal of Literacy Research</i>	~ 5-6 manuscripts per year
2018 – present	<i>Literacy Research & Instruction</i>	~ 5-6 manuscripts per year
2017 – 2022	<i>Journal of Adolescent & Adult Literacy</i> Moved to editorial board (2022)	~ 5-6 manuscripts per year
2019 – 2020	<i>Assessing Writing</i> Moved to editorial board (2020)	~ 5-6 manuscripts per year

JOURNAL REVIEWER – AD-HOC

2022	<i>BMC Health Services Research</i>	1 manuscript
2022	<i>Journal of Computing in Higher Education</i>	1 manuscript
2020	<i>European Journal of Behavior Analysis</i>	1 manuscript
2020	<i>Reading Psychology</i>	1 manuscript
2019	<i>Education and Treatment of Children</i>	1 manuscript
2018	<i>Annals of Dyslexia</i>	1 manuscript
2016	<i>American Educational Research Journal</i>	2 manuscripts
2016	<i>Cogent Education</i>	1 manuscript
2016	<i>Journal of Educational Psychology</i>	2 manuscripts
2015	<i>Journal of Psychoeducational Assessment</i>	1 manuscript
2013 – 2014	<i>Learning Environments</i>	4 manuscripts

CONFERENCE REVIEWER

2014 – present	Association of Literacy Educators and Researchers	~ 10 proposals each Spring
2013 – present	American Educational Research Association	~ 10 – 30 proposals each August
2020 – present	Literacy Research Association	~ 10 proposals each Spring
2012 – 2016	Literacy Research Association	~ 10 proposals each Spring

REGIONAL/STATE SERVICE AND LEADERSHIP**LEADERSHIP IN ORGANIZATIONS**

2019 – 2022	Volunteer, CV Feedback	Southeastern Universities Graduate Research Symposium
2017 – 2019	Newsletter Editor	Southwest Educational Research Association
2018, 2019	Conference Session Discussant Division VI (Graduate Work In-Progress)	Southwest Educational Research Association
2017	Conference Volunteer	Southwest Educational Research Association
2016	Conference Volunteer	Making Connections Conference, Biloxi, MS
2014 – 2015	Graduate Student Representative, TAMU	Southwest Educational Research Association
2012 – 2014	Leadership Committee, Student Liaison	Brazos Valley International Dyslexia Association – Houston Branch

CONFERENCE REVIEWER

2013 – 2018	Southwest Educational Research Association	~ 10 proposals each Fall
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SCHOOL PARTNERSHIPS

January 2018 – present	Writing and Content Area Literacy Instructional Coach <i>Served as writing coach and curriculum specialist; Provided professional development toward writing instructional goals; developed writing curriculum for 6th-grade; Partnered on 21st-Century Learning Grant; Provide professional development about new standards and testing requirements for grades 4-8 literacy, writing, and reading; Provided professional development toward reading comprehension, social-emotional learning, and writing</i>
January 2018 – present	Tuscaloosa City Schools Grant Specialist & Writing Intervention Teacher <i>Participated in “Winning Grants” program at UA (24 hours); Worked with “Reading before 3 (RB3)” program to develop community engagement; Submitted grants to fund libraries and create a mobile literacy bus (\$41,000 awarded)</i>
March 2020 – June 2021	Alabama Colleagues Offering Resources for Education (ACORE) Coalition of school partners designated to provide support to schools and

teachers amidst COVID-19

January 2019 – 2022

Family Literacy Night

Assisted with planning and promoting Family Literacy Nights in local Area; Virtual in 2021

October 2019 – May 2022

UA-UWA Regional Inservice Center

Consultant

Partner with the regional inservice center to provide professional development for literacy goals to districts, schools, and teachers

OTHER COMMUNITY INVOLVEMENT AND SERVICE

2023 – present	Friends of the Library Member	College Station, TX
2017	Tornado Relief Book Drive Co-Coordinator Collected more than 1700 books	Petal, MS
2017	Allen Academy Second-Grade Flat Stanley Project	Bryan, TX

VALID EDUCATOR CERTIFICATES (RENEWED 2021)

June 2011 – present	Grades EC-12: English as a Second Language Supplemental, <i>Texas</i>
June 2011 – present	Grades EC-12: Gifted and Talented Supplemental, <i>Texas</i>
June 2011 – present	Grades EC-12: Special Education, <i>Texas</i>
June 2010 – present	Grades 4-8: Generalist, <i>Texas</i>
May 2010 – present	Grades 8-12: English, Language Arts, and Reading, <i>Texas</i>

PROFESSIONAL MEMBERSHIPS

2017 – 2022	Alabama Literacy Association (formerly Alabama Reading Association)
2013 – 2022	American Educational Research Association
2013 – 2022	Division K – Teaching & Teacher Education
2013 – 2022	Research in Reading and Literacies SIG
2014 – 2022	Division C – Learning & Instruction
2014 – 2022	Writing and Literacies SIG
2014 – present	Association of Literacy Educators and Researchers
2022 – present	Children’s Literature Assembly (CLA)
2012 – present	International Literacy Association
2019 – present	Children’s Literature SIG
2012 – 2022	Literacy Research Association
2019 – present	National Council of Teachers of English (NCTE)
2012 – 2018	Southwest Educational Research Association
2013 – present	Text and Academic Authors Association
2022 – present	United States Board on Books for Young People (USSBY)