

Nora A. Vines, Ed.D.

Upper Elementary English Language Arts Teacher
Garden Montessori School
Knoxville, TN
Email: vinesna@gmail.com

EDUCATION AND PROFESSIONAL CREDENTIALS

Ed.D.	2015	Educational Leadership Specialization: Literacy Education Significant Coursework in Literacy Education Dissertation (Defended 3/2015): Identifying Predictors of Young Children's Reading Achievement Dissertation Committee: Woodrow Trathen, Ph.D. (Chair), Darrell Morris, Ed.D., Carla Meyer, Ph.D., Jennifer McGee, Ph.D.	Appalachian State University
Graduate Certificate	2010	Reading Education	Appalachian State University
M.A.	2008	Reading Education	Appalachian State University
B.A.	2004	Elementary Education NC Teaching License: Reading K-12 NC Teaching License: Elementary K-6 TN Teaching License: Elementary K-6 TN Teaching License: Reading Prek-12	Lees McRae College

RELEVANT COURSEWORK

Literacy Education Coursework:	Psychological Processes in Reading; Historical Trends in Reading Theory and Research; Language and Linguistics in Reading; Severe Reading Disability; Technology and Literacy; Advanced Issues in Literacy and Learning; Adolescent Literacy; Improving Reading/Language Arts Instruction in the Schools; Problem Solving Seminar for Administrators; Administering Reading/Language Arts Programs; The Research Base
--------------------------------	---

PROFESSIONAL HISTORY

2023-present *Upper Elementary English Language Arts Teacher* Garden Montessori School

Teach mixed-age/grade small reading groups leveraging developmental word study in combination with novel studies to maximize literacy skills *and* motivation. Additionally teach whole group writing/composition utilizing 6+1 traits, process, and genre.

2022-2023 ***Clinical Associate Professor*** Child & Family Studies, University of Tennessee.

Faculty member with teaching, supervising, scholarship, and service responsibilities.
Teach graduate and undergraduate courses in early childhood education.

2021-2022 ***Clinical Assistant Professor*** Child & Family Studies, University of Tennessee.

Faculty member with teaching, supervising, scholarship, and service responsibilities.
Teach graduate and undergraduate courses in early childhood education. Supervision of PreK-additional licensure student (Fall 2021); instructor of undergraduate courses with practicum in public school settings.

2016-2021 ***Clinical Assistant Professor*** Theory and Practice in Teacher Education, University of Tennessee.

Faculty member with teaching, supervising, scholarship, and service responsibilities.
Teach graduate and undergraduate courses in elementary education, language arts instruction, reading instruction, and developmental literacy. Supervision of elementary interns (rural education cohort).

2015-2016 ***Lecturer*** Theory and Practice in Teacher Education, University of Tennessee.

Faculty member with teaching responsibilities. Teach graduate and undergraduate courses in elementary education, language arts instruction, reading instruction, and developmental literacy.

2010-2015 ***Clinical Instructor*** Reich College of Education, Appalachian State University.

Faculty member with teaching and supervisory responsibilities. Teach graduate and undergraduate courses in developmental literacy, children's literature, emergent literacy, language arts instruction and curriculum, and instruction. Supervise students during internships prior to student teaching.

2013-2014 ***Clinical Instructor*** Division of Education, Lees McRae College.

Faculty member with teaching responsibilities. Teach undergraduate courses in children's literature, language arts instruction and social studies instruction.

2012-2014 ***Research Assistant*** Dr. Woodrow Trathen, Appalachian State University.

Provided assistance with collecting and cataloguing data for a longitudinal study investigating reading assessment measures for grades K-3.

2010-2012 ***Research Assistant*** Dr. Carla Meyer, Appalachian State University.

Provided assistance with delivering professional development and creating a professional learning community for teaching literacy in content areas. Co-conducted professional development in-services with teacher participants.

2005-2010 ***Public School Teacher*** Burke County, NC.

Worked as a first grade and kindergarten teacher. During this time, I worked primarily with linguistically diverse children. While teaching first grade I implemented a developmental spelling program for grades 1 and 2. My kindergarten teammate and I implemented instructional level-based, small reading groups for all reading instruction blocks.

UNIVERSITY TEACHING

The University of Tennessee-Knoxville

Undergraduate Courses

CFS 351 Early Childhood Education II: Curriculum and Program Development for Young Children: Planning effective early learning programs for young children. Relating knowledge of children's growth and development to appropriate experiences in art, music, number, logic, media, and physical knowledge.

CFS 422 Early Childhood Teaching Methods: Fundamentals of teaching language arts, math, science, and social studies through a holistic, integrative approach to early childhood education. Focus on grades K-3. Includes field experience.

CFS 423 PreK/K Teaching Methods: The knowledge, skills, and dispositions needed to become an inquiry-based, reflective practitioner who is a teacher of young children (birth through six years of age), in pre-kindergarten and kindergarten classrooms. Involves lecture and field placement components.

ELED 351 Lab/Field Studies in Elementary Education: Simulated and actual experiences in which students apply concepts and skills from professional methods courses in a variety of school settings and levels.

REED 430 Elementary and Middle School Developmental Reading Instruction: Focuses on orthographic knowledge development, word recognition, comprehension, assessment and appropriate materials in reading instruction.

ELED 422/322 Elementary Teaching Methods: Focuses on planning for student instruction and evaluation and related issues including getting to know your students, selecting appropriate curriculum materials, looking at curriculum standards, and considering teacher evaluation expectations.

Graduate Courses

CFS 569 Practice-Based Research in Early Childhood Education: Principles and methodologies of practice-based research for practitioners in early childhood and school settings.

CFS 574 Analysis of Teaching for Professional Development: Strategies to document and analyze effectiveness of teaching and of professional development. Study and application of various approaches.

CFS 575 Professional Internship in Teaching: Professional Internship Teaching Intensive teaching and teaching-related experiences in professional settings in public schools.

EIEd 528 Teaching Language Arts: Elementary and Middle School: Recent trends and current materials and methods in teaching elementary language arts (except reading) with a focus on word study and writing instruction.

REED 529 Emergent Literacy: Theory and practice in emergent literacy. Focus on the development of early reading and writing from preschool through first grade.

REED 537 Diagnosis and Correction of Classroom Reading Problems: Overview of assessments and materials that may be used by the classroom teacher to observe and document children's reading performance, relate children's performance to appropriate reading instruction, and evaluate children's progress.

REED 539 Practicum in Remediation of Reading Problems: To more fully understand reading development through intensive study of assessment, instruction, and a supervised tutoring experience with a young, struggling reader.

TPTE 574 Analysis of Teaching for Professional Development

TPTE 575 Professional Internship in Teaching

TPTE 591 Clinical Studies: This series of courses (TPTE 574, 575, 591) focus on best practices in literacy, math, and content area instruction and assessment from a primarily constructivist perspective. Class time will be devoted to connecting theory and practice, developing reflective skills, building knowledge of effective teaching strategies, creating meaningful action research projects, and developing the knowledge and dispositions of highly qualified teachers.

TPTE 610 Supervised practice in college teaching and supervision.

Appalachian State University

Undergraduate Courses

RE 3030 Foundations of Literacy: Focus on reading and writing development in grades K-3.

RE 3902 Emergent Literacy: Prepares early childhood educators and reading specialists to understand and facilitate the literacy development of young children.

RE 4030 Development of Literacy for Learning: Focus on reading and writing instruction in grades 3-5.

RE 3240 World Literature for Children: Students read and analyze children's books, examining concepts of story and information introduced to children through books, storytelling, and multi-media.

CI 4000 Elementary School Curriculum and Instruction: Explores the basic principles of curriculum and instruction as applied to five to twelve-year-old learners.

Graduate Courses

RE 5534 Developmental Word Study: Focuses on effective methods for developmental word study as spelling instruction. **I redesigned this course in the spring of 2011.

RE 5535 Informational Reading and Writing and the Common Core: Focuses on the use of informational children's texts for teaching the English Language Arts Common Core State Standards in an integrated way.

RE 5548 Literature, Informational Text, and the Curriculum: Focuses on narrative writing instruction through the use of mentor texts and the writer's notebook.

RE 5730 Reading and Writing Instruction for Intermediate and Advanced Learners: Focuses on reading and writing to learn with an emphasis in content area literacy.

Lees McRae College

Undergraduate Courses

EDU 351 Literature for Children: Provides a survey of literature and non-print media for children, using historical and contemporary resources which represent critically acclaimed writing and illustrations for K- 6 students.

EDU 418 Qualitative Methods and Materials: Teacher candidates investigate, evaluate and select content, methods, and materials used in organizing and teaching reading, language arts, and social studies in the elementary school.

CERTIFICATIONS



Completed 9/22/2021

TEAM (Tennessee Educator Acceleration Model) Teacher Evaluator Recertification 2022-2023 (yearly recertification)

SCHOLARLY PUBLICATIONS AND ACTIVITIES

Articles Published in Refereed Journals

Rigell, A., Banack, A., Maples, A., Laughter, J., Broemmell, A., **Vines, N.**, Jordan, J. (2022). Overwhelming whiteness: A critical analysis of race in a scripted reading program. *Journal of Curriculum Studies*. <https://doi.org/10.1080/00220272.2022.2030803>

Vines, N.A. & Rigell, A. (2021). Transformational discomfort: The impact of yoga teacher training on university pedagogy. *Ubiquity: The Journal of Literature, Literacy, and the Arts*, Praxis Strand, 8(1), 71-97.

Vines, N.A. & Jordan, J., & Broemmel, A. (2020). Re-envisioning spelling instruction: Developmental word study non-negotiables. *The Reading Teacher* 73(6), 711-722. <https://doi.org/10.1002/trtr.1882>

Vines, N.A. (Fall, 2019). Essential first grade reading assessments: Classroom-based tools. *Tennessee Literacy Journal* 1(1), 31-42.

Morris, D., Meyer, C.K., Trathen, W., McGee, J., **Vines, N.A.**, Stewart, T.T., Schlagal, R. & Gill, T. (2016). The "simple view," instructional level, and the plight of struggling fifth/sixth grade readers. *Reading & Writing: Overcoming Learning Difficulties*.

Meyer, C.K., Stewart, T.T., & **Vines, N.A.** (2014). Empowering writers: Revisiting literary anthologies as a means of engaging middle grade boys in the writing process. *Reading in the Middle*.

Articles Appearing in Conference Proceedings

Vines, N.A. (2015). *Predicting early reading achievement: Identifying effective assessment tasks*. American Reading Forum Annual Yearbook [Online], Vol. 35.

Meyer, C.K., **Vines, N.A.** & Shankland, R.K., (2012). *Designing high-quality professional development to scaffold secondary content-area teachers' discipline literacy instruction*. American Reading Forum Annual Yearbook [Online], Vol. 31.

Books

Broemmel, A. & **Vines, N.A.** (Eds.) (2022). *Teacher Reflections on Transitioning from K-12 to Higher Education Classrooms*. IGI Global.

Book Chapters

Ward, N., **Vines, N.A.**, & Gabriel, R. (2022). Early Reading Instruction: Politics and Myths about Materials & Methods in R. Gabriel (Ed.) *How Education Policy Shapes Literacy Instruction: Understanding the Persistent Problems of Policy and Practice*. Springer.

In Preparation

The ideal teacher: Pre-service teachers reflect on the characteristics of successful educators

The effects of developmental word study instruction on contextual reading achievement

Trauma and Children's literature: Books as protective factors for young children

Book Reviews

Vines, N.A. (2019). [Review of A Teacher's Guide to Getting Started with Beginning Writers: Grades K-2 by Katie Wood Ray & Lisa Cleaveland]. *Tennessee Literacy Journal*, 1(1), 86.

PRESENTATIONS AND WORKSHOPS

Vines, N., & Kelly, V. (March, 2024). *Literacy, Mindfulness, and Movement*. Professional development session presented at Garden Montessori School. [I*].

Jordan, J., **Vines, N.**, & Rigell, A. (November, 2023). *Considerate Pedagogy: Subtle Shifts Toward Child-Centered Literacy Instruction Using High Quality "Instructional Materials."* Session accepted for presentation at the Association of Literacy Educators & Researchers Annual Conference, Santa Fe, NM. [P*].

Thompson, H.R., **Vines, N.**, & Savitz, R.R. (April, 2023). *Literacy and literature as protective factors for children experiencing trauma*. Session presented at the 7th Annual SUNY Cortland Literacy Conference, *Celebrate the Power of Social and Emotional Learning: Building Empathy for Literacy Instruction*. Virtual. [P*].

Meyer, C.K., Gresser, V., **Vines, N.**, & Ward, N. (December, 2022). *Questioning Credentials: Access to "Dyslexia Interventionist."* Problem's Court session presented at the American Reading Forum Annual Conference, Sanibel, FL. [P*]

Vines, N.A., Ward, N., & Gabriel, R. (December, 2022). *The role of policy in shaping early literacy instruction: Past, present, and future*. Paper session presented at Literacy Research Association Annual Conference, Phoenix, AZ. [P*].

Vines, N.A. & Jordan, J. (December, 2022). *Word study: Phonics, vocabulary, and spelling*. Study group session presented at Literacy Research Association Annual Conference, Phoenix, AZ. [I*].

Vines, N.A. & Broemmel, A.D., Carrizales, D.M., Jordan, A.W., Kneeland, J.M., Kent, C.R., Lara, D.N., LeMahieu, A., Moore, D., Osorio, S.L., Stewart, T.T. (November, 2022). *Shared Stories: Literacy Educators Reflect on Their Journeys to Higher Education*. Symposium session accepted for presentation at the Association of Literacy Educators & Researchers Annual Conference, Denver, CO.

Banak, A., Rigell, A., Maples, A., Broemmel, A., Laughter, J.C., **Vines, N.A.**, Jordan, J. (2022, April). *Overwhelming whiteness: Critical analysis of a scripted curriculum*. Virtual Round Table Session presented at the American Educational Researchers Association Annual Conference.

Meyer, C.K., Gresser, V., **Vines, N.A.** & Moorman, G. (2021, December). *Problem's Court: Coming from the Ivory Tower: Effecting Policy Change in a "Post Truth" World*. Problem's Court session presented at the American Reading Forum Annual Conference, Virtual Conference. [P*]

- Hruby, G., Risko, V.J, **Vines, N.A.**, Reinking, D., Waters, D. (2021, December). *Power, Policy, & Phonics*. Problem's Court session presented at the American Reading Forum Annual Conference, Virtual Conference. [P*]
- Rigell, A., Banack, A., Maples, A.G., Broemmel, A., **Vines, N.**, Jordan, J. (2021, December). *Reinforcing Whiteness: Critical Analysis of a Scripted Curriculum*. Round Table session presented at the Literacy Research Association Annual Conference, Atlanta, GA. [P*]
- Vines, N.A.** & Jordan, J. (2021, November). *Responsive Professional Development: Responsive Instruction*. Paper session presented at the Association of Literacy Educators and Researchers Annual Conference, Hilton Head, SC. [P*]
- Vines, N.A.**, Jordan, J. & Rigell, A. (2021, November). *Redesigning the Classroom Library: Confluence of Identity and Bias*. Paper session presented at the Association of Literacy Educators and Researchers Annual Conference, Hilton Head, SC. [P*]
- Jordan, J., **Vines, N.**, & Rigell, A. (2021, July 29-30). *Silencing in Classroom Libraries: Text Choices, Identity(ies), and Representation*. A Queer Endeavor 2021 Educator Institute for Equity and Justice, Longmont, CO.
- Champeau, K., Gabriel, R., Gehsmann, K., Hruby, G., Johnston, P., Meyer, C., Rigell, A., Scanlon, D., Stefanski, A., **Vines, N.** (2020, October 15-18). *Reading Difficulties, Disorders, and Dismay: An Inclusive Discussion of Research on, and Practices for Superior Reading Development*. [Pre-conference institute]. International Literacy Association 2020 Conference, Cleveland, OH. (Conference canceled due to COVID-19)
- Rigell, A. & **Vines, N.A.** (2020, February). *Disrupting Assumptions and Deficit Thinking*. Case Story session presented at the American Association of Colleges for Teacher Education Annual Conference, Atlanta, GA. [P*]
- Vines, N.A.** & Jordan, J. (2019, December). Developmental Word Study: Supporting Classroom Teachers in Re-envisioning and Implementing Effective Spelling Instruction. Paper session presented at the American Reading Forum Annual Conference, Sanibel, FL. [P*]
- Vines, N.A.** & Jordan, J., Broemmel, A.D. (2019, November). Bridging research and practice: The impact of developmental word study on contextual reading achievement. Workshop session presented at the Association of Literacy Educators and Researchers Annual Conference, Corpus Christi, TX. [P*]
- Vines, N.A.**, Jordan, J., Sharp, V. & Broemmel, A. (2019, November). Expert teachers: The bridge(s) from theory to practice. Paper session presented at the Association of Literacy Educators and Researchers Annual Conference, Corpus Christi, TX. [P*]
- Jordan, J., **Vines, N.A.**, Norvell, C., & Buckner, C. (2019, October). The “ideal” teacher: Bridging pre-service to in-service teacher identity. Paper session presented at the

Association of Literacy Educators and Researchers Annual Conference, Corpus Christi, TX. [P*]

Vines, N.A., Broemmel, A., & Wilson, N. (2019, October). *What's Happening at the Reading Forum?* Co-sponsored session presented at the International Literacy Association Annual Conference, New Orleans, LA. [I*]

Jordan, J., **Vines, N.A.**, Norvell, C. & Buckner, C. (2019, October). *The Ideal Teacher: Transforming Pre-service Teacher Identity*. Research Poster session presented at the International Literacy Association Annual Conference, New Orleans, LA. [P*]

Coleman-King, C., Jordan, J., & **Vines, N.A.** (2019, February). Reorienting Epistemology of Teacher Candidates: Mitigating Privilege and Understanding. Paper session presented at the American Association of Colleges for Teacher Education Annual Conference, Louisville, KY. [P*]

Rigell, A., **Vines, N. A.**, Broemel, A., & Jordan, J. (2018, December). Teacher identity re-imagined: Disrupting assumptions and deficit thinking. Paper session presented at the American Reading Forum Annual Conference, Sanibel Island, FL. [P*]

Jordan, J., **Vines, N.A.**, Broemmel, A. (2018, December). Equity through word study: Literacy impact on one rural community. Paper session at the Literacy Research Association Annual Conference, Indian Wells, CA. [P*]

Jordan, J., **Vines, N.A.**, Sharp, V. & Brock, D. (2017, December). (Re)designing Word Study with Rural Second Grade Teachers. Advancing Literacy session presented at the American Reading Forum Annual Conference, Sanibel Island, FL. [P*]

Vines, N.A. (chair), Broemmel, A.D., Jordan, J.J., Hundley, M., & Pendergrass, E. (2017, December). Designing Teacher Preparation: Lessons Learned in the Era of EdTPA. Panel session presented at the American Reading Forum Annual Conference, Sanibel Island, FL. [P*]

Jordan, J., Broemmel, A., **Vines, N.A.**, Pendergrass, E., & Hundley, M. (2017, December). Just Good Teaching: Academic Language as a Strategic Planning Tool. Panel presented at the EdTPA National Implementation Conference, San Jose, CA. [P*]

Vines, N.A. & Broemmel, D. (2016, December). Supporting pre-service and in-service elementary teachers' development of a writing identity. Paper presented at the American Reading Forum Annual Conference, Sanibel Island, FL. [P*]

Vines, N.A., Wilson, A., & Davis, J.; Young, C.; Meyer, C.K. (2015, December). Children's Literature: Windows, Mirrors, and Sliding Glass Doors for Pre-Service Teachers. Symposium organized by Nora Vines and presented at the Literacy Research Association Annual Conference, Carlsbad, CA. [P*]

Vines, N.A. (2014, December). Identifying predictors of young children's reading achievement. Paper presented at the American Reading Forum Annual Conference, Sanibel Island, FL. [P*]

Vines, N.A. (2014, December). Predicting early reading achievement: Identifying effective assessment tasks. Paper presented at the Literacy Research Association Annual Conference, San Marco Island, FL. [P*]

Meyer, C.K., Trathen, W., Morris, D., McGee, J., Stewart, T.T., **Vines, N.A.**, Gill, T. (2013, December). Reading profiles of struggling middle school readers: What does it mean in the Common Core State Standards? Paper presented at the Literacy Research Association Annual Conference, Dallas, TX. [P*]

Stewart, T.T., Meyer, C.K., & **Vines, N.A.** (2012, December). Engaging Writers: Exploring the role of the literary anthology as a means of creating dynamic texts. Paper presented at the American Reading Forum annual conference, Sanibel Island, FL. [P*]

Meyer, C.K., Stewart, T.T., & **Vines, N.A.**, (2012, November). Traditional literacy tools and 21st century learners: Helping adolescent boys plug in and turn-on to writing. Paper presented at the Literacy Research Association Annual Conference, San Diego, CA. [P*]

Meyer, C.K., & **Vines, N.A.**, (2011, December). Designing high-quality professional development to scaffold secondary content-area teachers' discipline literacy instruction. Paper presented at the American Reading Forum Annual Convention, Sanibel, FL. [P*]

Meyer, C.K., Cook, L.S., & **Vines, N.A.** (2011, November). Multimodal literacies implementation and integration in a rural school system. Paper presented at the Literacy Research Association Annual Conference, Jacksonville, FL. [P*]

State/Regional Scholarly Presentations

Thompson, H. & **Vines, N.A.** (December, 2022). *Literature as a protective factor for young children experiencing trauma*. Literacy Association of Tennessee. Winter Conference, Murfreesboro, TN. [P*].

Rigell, A., **Vines, N.A.** & Jordan, J. (December, 2022). *Linking high quality materials and diverse learners: Subtle shifts*. Literacy Association of Tennessee. Winter Conference, Murfreesboro, TN. [P*].

Jordan, J., **Vines, N.A.**, & Rigell, A. (2022, June). Needs of Diverse Learners: An Analysis of High-Quality Materials. Session presented at the Upper Cumberland Literacy Association Summer Conference. Cookeville, TN. [P*]

Jordan, J., **Vines, N.A.**, & Rigell, A. (2021, December). I see me and I see you: Diversifying classroom libraries. Session presented at the Literacy Association of Tennessee Annual Conference. Murfreesboro, TN. [P*]

- Jordan, J., **Vines, N.A.**, & Rigell, A. (2021, December). Novel study: Entry point for exploration of complex issues. Session presented at the Literacy Association of Tennessee Annual Conference. Murfreesboro, TN. [P*]
- Korson, S., **Vines, N.A.**, & Ward, N. (2021, September). Found Poetry: Engaging Literacy Learners of All Ages in Reading and Writing Poetry. Session presented at the Kentucky Reading Association Conference. Louisville, KY. [P*]
- Jordan, J., **Vines, N.A.**, Buckner, C. & Norvell, C. (2021, March). *The Ideal Teacher: Critical Reflection and Pre-service Teacher Identity Development*. Session presented at the Innovative Teaching and Learning Conference, Knoxville, TN.
- Ward, N., **Vines, N.A.** & McAbee, T. (2020, December). Building Teacher Expertise in Literacy: Innovative Professional Development in One Rural District. Session presented at the Literacy Association of Tennessee Winter Mini Conference. Online. [P*]
- Jordan, J. & **Vines, N.A.** (2020, December). Science of reading: Reciprocal relationship between decoding and encoding. Session presented at the Literacy Association of Tennessee Winter Mini Conference. Online. [P*]
- Vines, N.A.** & Jordan, J. (2020, December). Reimagining Literacy-Focused Professional Development. Session presented at the Literacy Association of Tennessee Winter Mini Conference. Online. [P*]
- Vines, N.A.**, Basinger, A. & Parker, A. (2019, December). Essential Assessments, Effective Instruction. Session presented at the Literacy Association of Tennessee Annual Conference. Murfreesboro, TN. [P*]
- Vines, N.A.** & Jordan, J. (2019, December). The Non-negotiables of Word Study. Session presented at the Literacy Association of Tennessee Annual Conference. Murfreesboro, TN. [P*]
- Jordan, J., **Vines, N.A.**, & Broemmell, A. (2019, September). Supporting teacher candidates in analyzing oral and written feedback according to three dimensions—targeted, specific, and timely. Session presented at the Tennessee Association of Colleges for Teacher Education (TACTE) fall conference. Franklin, TN. [P*]
- Vines, N.A.** & Basinger, A. (2019, July). Essential Early Literacy Assessments. Session presented at the Smoky Mountain Literacy Council, Lincoln Memorial University Cedar Bluff campus. [Invited]

Vines, N.A., Jordan, J., & Sharp, V. (2019, June). Developmental Word Study Instruction. Session presented at the Upper Cumberland Literacy Association (UCLA) Summer Literacy Conference, Cookeville, TN. [P*]

Buckner, C., Jordan, J. & **Vines, N.A.** (2019, June). Multi-level, Multi-genre Text Sets: Access Points for All Learners. Session presented at the Upper Cumberland Literacy Association (UCLA) Summer Literacy Conference, Cookeville, TN. [P*]

Vines, N.A., Norvell, C., Jordan, J., & Pellegrino, A. (2019, April). *Co-teaching: Collaboration, Reflection, and Vulnerability as Practices and Pathways to Deep Learning*. Session presented at the Innovative Teaching and Learning Conference, Knoxville, TN.

Vines, N.A., Jordan, J., & Broemmel, A. (2019, March). The feedback loop: Instructor feedback on candidate feedback. Paper session presented at the 2019 edTPA South Regional Conference, Nashville, TN. [P*]

Jordan, J. & **Vines, N.A.** (2019, January). Word study: Meeting all students at their developmental stage. Session presented at the TN Department of Education Partners in Education (PIE) Conference, Nashville, TN. [P*]

Buckner, C., Jordan, J., & **Vines, N.A.** (2018, December). Multi-level, Multi-genre Text Sets: Access Points for All Learners. Session presented at the Literacy Association of Tennessee, Murfreesboro, TN. [P*]

Vines, N.A., Jordan, J., Sharp, V., & Brock, D. (2018, July). *K-2 Word Study*. Session presented at the Smoky Mountain Literacy Council, Lincoln Memorial University Cedar Bluff campus. [I*]

Jordan, J., **Vines, N. A.** & Broemmel, A. (2016, November). *What they say works: Student Feedback on support strategies*. Session presented at the Tennessee edTPA Conference, Cookeville, TN. [PI]

University of Tennessee, Knoxville Presentations

Vines, N.A., Douglass, C., & Ramsey, C. (2022, October). Access & Achievement. Session presented at Division of Diversity and Engagement 5th Annual Engagement and Outreach Conference.

Vines, N.A. & Broemmel, A., & Jordan, J. (2018, March). *The most impactful career*. Session presented at the Clifton M. Jones Student Leadership Conference, Knoxville, TN.

Professional Development Workshops

Vines, N.A. & Ward, N. (2020-2021). Professional development in word study and interactive

writing for K-3 teachers in Carter County, TN.

Vines, N.A. & Jordan, J. (2019, October). Word Study: Meeting K-2 Students at Their Developmental Stage. Sevier County Literacy Association Hands-on Literacy Conference, Sevierville, TN.

Jordan, J. & **Vines, N.A.** (2019, October). Word Study in the 3-5 Classroom. Sevier County Literacy Association Hands-on Literacy Conference, Sevierville, TN.

Vines, N.A., Ward, N., & Korson, S. (2018, June- Present). Kentucky Reading Project for Read to Achieve (KRP4RTA). Ongoing Professional Development sponsored by the Collaborative Center for Literacy Development, Corbin, KY. www.kentuckyliteracy.org

Jordan, J. & **Vines, N.A.** (2017, January-Present). Reimagining word study instruction: Joyful engagement and responsive differentiation. Weekly Professional Development presented at Copper Ridge Elementary, Powell, TN.

Broemmel, A., **Vines, N.A.** (2017, January-May). Implementing Word Study in CORE Focus Classrooms. Professional Development and classroom support presented at Lenoir City Intermediate School, Lenoir City, TN.

Jordan, J. & **Vines, N.A.** (2016, September-December). Self-regulated strategy development in writing (SRSD). Weekly Professional Development presented at Copper Ridge Elementary, Powell, TN.

Ward, N. & **Vines, N.A.** (2016, June). Incorporating Word Study in the Elementary Literacy Block. Benton Elementary School, Benton, TN.

AWARDS & HONORS RECEIVED

2022: Volunteer Experience Faculty Fellow (University of Tennessee, Knoxville)

2020: Nominated for Jerry Johns Outstanding Teacher Educator in Reading Award (ILA)

2019: Nominated for Gary Moorman Early Career Award (ARF)

2014: Recipient of American Reading Forum Graduate Student Scholarship (ARF)

2014: Recipient of Doctoral Enrichment Fund Grant (Appalachian State)

2012: Nominated for the Faculty *Last Lecture Award* (Appalachian State)

2009: Recipient of the Janet W. Bloodgood Memorial Scholarship (Appalachian State)

2006: First Year Teacher of the Year: Ray Childers Elementary (Burke County, NC)

PROFESSIONAL AFFILIATIONS

American Association for Colleges of Teacher Education (AACTE)

American Educational Research Association (AERA)
Division K Teaching & Teacher Education

Association of Literacy Educators and Researchers (ALER)

American Reading Forum (ARF)

International Literacy Association (ILA)

Literacy Association of Tennessee (LAT)

Literacy Research Association (LRA)

National Association of Educators of Young Children (NAEYC)

Smoky Mountain Literacy Council (SMLC)

Tennessee Association for Colleges of Teacher Education (TACTE)

GRANTS

PI University of Tennessee, Knoxville Office of Diversity and Engagement Mini Grant
(Fall 2021) *Access & Achievement: Building Opportunities for Home Literacy Learning*: funded \$1,000

Co-PI Tennessee Department of Education Read to be Ready Grant (2016): submitted,
not funded

SERVICE

Professional

Manuscript Reviewer (2023) *Teaching and Teacher Education*

Manuscript Reviewer (2022) *Journal of Literacy Research*

Manuscript Reviewer (2022-present) American Reading Forum Yearbook

Editorial Board Member (2021-present) *The Tennessee Literacy Journal*

Conference Proposal Reviewer (2021-present) American Reading Forum

Associate Editor (2021) American Reading Forum Yearbook

Editorial Review Board Member (2020-2021) *The Tennessee Literacy Journal*

Co-Chair (2020) American Reading Forum Online Conference: Literacy in Uncertain Times

Co-Chair (2019) American Reading Forum Annual Conference: A Focus on Writing:
End of the Neglected R Era

Website Committee (2019-present) American Reading Forum

Manuscript Reviewer (2019- present) *The ALAN Review*

Book Reviewer (2019, April) Heinemann

A Teacher's Guide to Reading Conferences K-8

A Teacher's Guide to Getting Started with Beginning Writers

A Teacher's Guide to Writing Conferences K-8

Conference Program Committee (2019- present) Association of Literacy Educators and
Researchers

Scorer edTPA Elementary Literacy (2019)

ILA Regie Routman Teacher Recognition Grant Committee (2018-2020) International Literacy
Association

Board Member (2017-2019) American Reading Forum

Lead Editor (2015-2020) American Reading Forum Yearbook

Graduate Student Proposal Reviewer (2018-present) American Reading Forum

Proposal Reviewer (2013-present) Literacy Research Association Annual Conference

Grant Reviewer Literacy for Learning, Living, and Leading in Georgia (L4GA)
Georgia Department of Education (2018; 2020; 2021)

University of Tennessee, Knoxville

Senator UTK Faculty Senate (2020- present)

Member Teaching & Learning Council (Faculty Senate) (2022-present)

Member University Systems Committee (Faculty Senate) (2020-2022)

Member UTK Faculty Senate Diversity & Inclusion Committee (2021-2022)

Mentor UT Promise (2020-2022)

College of Education. Human, and Health Sciences

Member College of Education, Human, and Health Sciences BGSE Assessment Committee (2022-present)

Member College of Education. Human, and Health Sciences Teaching Excellence Working Group (2020)

Member College of Education. Human, and Health Sciences Literacy Working Group (2020-2021)

Member College of Education. Human, and Health Sciences School Crisis Committee (2018-2019)

Representative Tennessee Association for Colleges of Teacher Education (2017-2021)

Member College of Education. Human, and Health Sciences Internship Committee (2017–2020)

Member College of Education, Human, and Health Sciences Scholarship Committee (2017–2020)

Child & Family Studies

Member Teacher Licensure Committee (2021-present)

Theory and Practice in Teacher Education

Member Theory and Practice in Teacher Education Awards Committee (2020-2021)

Member Search Committee Assistant/Associate Professor of Urban/Multicultural Education (2019-2020)

Member Summer School Advisory ad-hoc committee (2019-2020)

Member Diversity Collaborative in Education (2018-2021)

Chair Elementary Education Admissions Board (2016-2020)

Panelist Education 100 Faculty Panel (2016-2021)

Co-leader Theory and Practice in Teacher Education Problem-Based Research Review Rubric Committee (2016-2017)

Member INTASC-PBRR Committee (2016)

Community

Tutor (2023-present) 2nd grade striving reader. Weekly hour-long tutoring session with a 2nd grade student.

Instructor (2022, 2023 July) Kids' Week Yoga- facilitated for Cancer Support Community East Tennessee.

Instructor (2022, March-present) Move + Connect Family Yoga- a series of workshops focused on supporting children and families/caregivers in mindfulness, self-regulation, and connection.

Instructor (2022, May) Family Yoga at The Birdhouse Community Center.

Consultant (2022, March) Nutrition Education Activity Training (N.E.A.T.) program, Knox County Health Department. Facilitated workshop on incorporating yoga and mindfulness at after-school programs.

Presenter (2021) Virtual Literacy Series. Tri-monthly professional learning series hosted by literacy specialist faculty.

Member (2020-present) Anti-Racist Teacher/Parent Network- a network of community stakeholders working together to enact and promote anti-racist practices and policy.

Host (2020, March- July) Lit Chat- Weekly chats for igniting and sustaining literacy at home. TPTE Literacy Faculty host Zoom chats for parents and teachers to ask questions and share ideas related to literacy.

Tutor (2021, September- 2022, January) PreK emergent reader. Bi-weekly tutoring sessions.

Tutor (2020, January –June) 1st grade striving reader. Weekly hour-long tutoring session with a 1st grade student.

Tutor (2018, September –2021, June) 5th grade striving reader. Weekly hour-long tutoring session with a 5th grade student.

Consultant (2019 Spring –Summer) Held Law Firm's The Literacy Project work with youth in the juvenile service center.

Tutor (2017, January-December) Friends of Literacy. Tutoring adult learners in reading courses.

Consultant (2017) Nutrition Education Activity Training (N.E.A.T.). Knox County Health Department.

Volunteer (2016, May-2019, May) Knox County Public Library Children's Festival of Reading.

