

ALISON GOULD BOARDMAN  
University of Colorado Boulder, Boulder, CO 80309  
alison.boardman@colorado.edu

## EDUCATION

- 1998 - 2004 University of Texas at Austin  
*Ph.D., Educational Psychology: Learning, Cognition and Instruction.*  
*Area of Specialization: Instruction and learning environments for children with learning disabilities*
- 1994 - 1996 University of San Francisco  
*M.A., Curriculum and Instruction; Learning Handicapped Specialist Credential*
- 1993 - 1995 Teach For America  
*Multiple Subjects Teaching Credential*
- 1985 - 1989 University of California, Los Angeles  
*B.A., Psychology*

## PROFESSIONAL EXPERIENCE

- 2017 – Present University of Colorado, Boulder, School of Education, Educational Equity and Cultural Diversity Program, Boulder, Colorado  
*Associate Professor*
- 2010 – 2017 University of Colorado, Boulder, School of Education, Boulder, Colorado  
*Assistant Research Professor, Associate Research Professor*
- 2004 – 2012 Vaughn Gross Center for Reading and Language Arts, University of Texas at Austin  
*Consultant*
  - Provided research, writing and professional development services for the implementation of research studies, technical assistance, and the preparation of manuscripts and other published materials supporting struggling readers.
- 2005 – 2008 Iowa Department of Education  
*Consultant*
  - Developed and provided professional development and professional development materials on Strategic Collaborative Reading; supported districts and schools in their implementation.
- 1998 - 2002 Texas Center for Reading and Language Arts, University of Texas at Austin  
*Project Coordinator, Researcher*
  - Projects included the coordination of implementation of United States Office of Special Education Research Grant, Project BRIDGE: Bridging the Gap between Research and Practice.

### **Higher Education Teaching Experience**

- 2002 – Present University of Colorado Boulder, School of Education, Boulder, Colorado
- Teach undergraduate and graduate courses specializing in assessment for bilingual learners and students with dis/abilities and differentiating instruction
- 2004 University of Colorado, Denver, School Education, Denver, Colorado  
*Instructor*
- Taught survey courses in topics of educational psychology, diversity, and special education.
- 1999 – 2002 University of Texas at Austin, Department of Educational Psychology, Austin, TX  
*Teaching Assistant for Diane Schallert, Educational Psychology courses*
- ### **K-12 Teaching Experience**
- 1996 – 1999 Sunset Valley Elementary School, Austin Independent School District, Austin, TX  
*Special Education Teacher*
- Taught reading, writing, and math to 1<sup>st</sup> through 5<sup>th</sup> grade students with mild and moderate dis/abilities in pullout and inclusion settings.
- 1993 – 1996 Westlake Junior High School, Oakland Unified School District, Oakland, CA  
*Resource Specialist*
- Taught reading, math, and social studies to classes of 7<sup>th</sup> through 9<sup>th</sup> grade students with mild and moderate dis/abilities.
- 1994 – 1996 East Bay Conservation Corps, Oakland, CA  
*Teacher Coordinator*
- Supervised after school service learning club; mentored Project YES Americorps fellows; co-supervised, planned and implemented summer service learning program of sixty middle school students.

### **FUNDED RESEARCH**

*Compose Our World: Project Based Learning in Inclusive 9th grade English Language Arts Classrooms*, CU Leap Growth Grant (2021-2022). PI.

*Project Coordinate*, US Department of Education, Education, Innovation and Research (EIR) Program (2022-2026). Co-PI. Funding: Pending

*Revitalizing Professional Learning at Alternative High Schools*, WISE Grant CU School of Education (2019-2020). Co-PI.

*Collaboration for Deep and Lasting Change: Enabling Conditions in Compose Our World*, George Lucas Educational Foundation (2019-2020). PI.

*Composing our World*, George Lucas Educational Foundation (2015-2019). MPI (with Joseph Polman).

*Center for Resilience and Well-Being in Schools*, Substance Abuse and Mental Health Services Administration (2017-2022). Education Lead.

*Scale-Up Evaluation of a Reading Intervention for First Grade English Learners*, U.S. Department of Education, Institute of Education Sciences (R305A110297, 2011-2016). Site PI.

*Collaborative Strategic Reading-Colorado (CSR-CO)*, U.S. Department of Education, Investing in Innovation (i3) Grant, with Denver Public Schools (U396B100143, 2010-2015). Co-PI (2010-2014), PI (2014-2015).

*The Influence of Collaborative Professional Development Groups and Coaching on the Literacy Instruction of Upper Elementary Special Education Teachers*, U.S. Department of Education, Institute of Education Sciences (R324B07192, 2007-2011). Project Director.

*Efficacy of Collaborative Strategic Reading*, U.S. Department of Education, Institute of Education Sciences (R305A080682008, 2008-2012). Project Director.

## **PUBLICATIONS**

### **In Review**

Boardman, A. G., & Hoveland, J. (in review). Student perceptions of project-based learning in inclusive high school language arts. *International Journal of Learning Disabilities*

Trepper, K., Boardman, A. G., & Garcia, A. (in review). Shifting pedagogy, shifting practice: Teachers' perceptions of project-based Learning in English language arts. *English Teaching: Practice and Critique*.

Potvin, A., Boardman, A. G., & Scornavacco, K. (in review). Professionalizing teachers through a co-design learning framework. *Teacher Development*.

Boardman, A. G., & Butvilofsky, S. (accepted). Reading and writing with emergent bilingual learners. In Z. A. Philippakos and S. Graham (Eds.), *Writing and reading connections*. The Guilford Press.

Boardman, A. G., & Almanza, E. (accepted). Collaborative Strategic Reading and the legacy of Janette Klingner. In D. Nieto, E. Almanza, J. Rodriguez, & Escamilla (Eds), *¡Qué BUENO! Contributions of the BUENO Center to education, language, policy, and culturally and linguistically diverse learners*.

### **Articles**

Potvin, A., Boardman, A. G., & Stamatis, K. (2021). Consequential change: Teachers scale project-based learning in English language arts. *Teaching and Teacher Education*. 107, 103469.

- Scornavacco, K., Kelly, M. K., & Boardman, A. G. (2021). Leading with curricular co-design: An exploration of teacher leadership through the co-design process. *Journal of Research on Leadership Education*. 19427751211017595.
- Moore, B. A., Boardman, A. G., Smith, C., & Boele, A. L. (2019). Enhancing collaborative group processes to promote academic literacy and content learning for diverse learners through video Reflection, 23(3). *Sage Open*.
- Moore, B. A., Boardman, A. G., Lasser, C. J., Schmidt, K. M., Smith, C. E., & Schwarz, V. S. (2019). Integrating evidence-based reading practices into middle-school content instruction: exploring a facet of sustainability. *Teacher Development*, 1-20. DOI: <https://doi.org/10.1080/13664530.2019.1610038>
- Jacobs, J., Boardman, A. G., Potvin, A., & Wang, C. (2017). Understanding teacher resistance to instructional coaching. *Professional Development in Education*. DOI: 10.1080/19415257.2017.1388270
- Boardman, A. G., Boele, A. L., & Klingner, J. K. (2017). Strategy instruction shifts teacher and student interactions during text-based discussions. *Reading Research Quarterly*. doi:10.1002/rrq.191
- Buckley, P., Moore, B., Boardman, A. G., Arya, D., & Maul, A. (2017). Validating a fidelity scale to understand intervention effects in classroom-based studies. *American Education Research Journal*.
- Scornavacco, K., Boardman, A. G., & Wang, C., (2016). Teacher leaders as change agents: Scaling up a middle school reading initiative, *Journal of School Leadership*, 26(6), 1033-1063.
- Boardman, A. G., Buckley, P., Vaughn, S., Roberts, G., Scornavacco, K., & Klingner, J. K., (2016). The relationship between implementation of Collaborative Strategic Reading and student outcomes for adolescents with disabilities. *Journal of Learning Disabilities*, 49(6), 644-657.
- Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C. K., Roberts, G., & Klingner, J. K. (2016). Collaborative Strategic Reading for students with learning disabilities in upper elementary classrooms. *Exceptional Children*, 82(4), 409-427.
- Brownell, M., Kiely, M. T., Haager, D., Boardman, A. G., Corbett, N., Algina, J., Dingle, M., & Urbach, J. (2016). Literacy Learning Cohorts: Content-focused approach to improving special education teachers' reading instruction. *Exceptional Children*, 0014402916671517.
- Boardman, A. G., Klingner, J. K., Buckley, P., Annamma, S., & Lasser, C. J. (2015). The efficacy of Collaborative Strategic Reading in middle school science and social studies classes. *Reading & Writing: An Interdisciplinary Journal*, 28(9), 1257-1283.
- Boardman, A. G., Moore, B. A., & Scornavacco, K. (2015). Disrupting the "Norm" with Collaborative Strategic Reading. *English Journal*, 105(1), 48-54.

- Brownell, M., T., Lauterbach, A. A., Dingle, M. P., Boardman, A. G., Urbach, J. E., Leko, M. M., Benedict, A. E., Park, Y. (2013). Individual and contextual factors influencing special education teacher learning in literacy learning cohorts. *Learning Disability Quarterly*, 37(1), 31-44.
- Vaughn, S., Roberts, G., Klingner, J. K., Swanson, E. A., Boardman, A. G., Stillman-Spisak, S., Mohammed, S. S., & Leroux, A. J. (2013). Collaborative Strategic Reading: Findings from experienced implementers. *Journal of Research on Educational Effectiveness*, 6, 137-163.
- Boelé, A. L., Boardman, A. G., & Klingner, J. K. (2013). Promoting high quality student talk about text. *The Connecticut Reading Association Journal*, 2 (1), pp. 29-36.
- Klingner, J. K., Boardman, A. G., & McMaster, K. (2013). What does it take to scale up and sustain evidence based practices? *Exceptional Children*, 79, 195-211.
- Klingner, J. K., Boardman, A., G., Eppolito, A. M., & Almanza Schonewise, E. (2012). Supporting adolescent English language learners' reading in the content areas. *Learning Disabilities: A Contemporary Journal*, 10(1), 35-64.
- Osipova, A., Prichard, B., Boardman, A., Keily, M. T., & Carroll, P. (2012). Refocusing the lens: Enhancing elementary special education reading instruction through video self-reflection. *Learning Disabilities Research and Practice*, 26, 158-171.
- Dingle, M.P., Brownell, M. T., Leko, M. L., Boardman, A. G., & Haager, D. (2011). Developing effective special education reading teachers: The influence of professional development context, and individual qualities. *Learning Disability Quarterly*, 34, 1-15.
- Annamma, S., Eppolito, A., Klingner, J. K., Boele, A., Boardman, A. G., & Stillman-Spisak, S. J. (2011). Using Collaborative Strategic Reading to foster success for all students in the middle school classroom. *Voices in the Middle*, 19(2) 27-32.
- Klingner, J. K., & Boardman, A. G. (2011). Addressing the "research gap" in special education through mixed methods. *Learning Disability Quarterly*, 34, 208-218.
- Vaughn, S. Klingner, J. K., Swanson, E., Boardman, A., Roberts, G., Mohammed, S., Stillman-Spisak, S. (2011). Efficacy of Collaborative Strategic Reading with middle school students. *American Educational Research Journal*, 48, 938-954.
- Dingle, M. P., Brownell, M. T., Leko, M. M., Boardman, A. G., & Haager, D. (2011). Developing effective special education reading teachers: The influence of professional development, context, and individual qualities. *Learning Disability Quarterly*, 34, 1-15.
- Boardman, A. G., & Vaughn, S. (2008). Response to intervention as a framework for the prevention and identification of learning disabilities: Which comes first, identification or intervention? In J. B. Crockett, M. M. Gerber & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman* (pp. 15-35). New York: Lawrence Erlbaum Associates.

Roberts, G., Torgesen, J. K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for the reading instruction of older students with LD. *Learning Disabilities Research and Practice, 23*(2), 63-69.

Vaughn, S. & Boardman, A. G. (2006). A few remarks on response to intervention. *Division for Learning Disabilities Newsletter, 24*(1), 1-2.

Boardman, A. G., Arguelles, M. E., Vaughn, S., Hughes, M., & Klingner, J. K. (2005). Special education teachers' views of research based practices. *Journal of Special Education, 39*(3), 168-180.

Boardman, A. G. & Woodruff, A. L. (2004). Teacher change and "high-stakes" assessment: What happens to professional development? *Teaching and Teacher Education, 20*(6), 545-557.

Vaughn, S., Elbaum, B., & Boardman, A. G. (2001). The social functioning of students with learning disabilities: Implications for inclusion. *Exceptionality, 9*(1& 2), 47-66.

Gould, A. & Vaughn, S. (2000). Planning for the inclusive classroom: Meeting the needs of diverse learners. *Catholic Education, 3*(3), 363-374.

Gould, A. & Vaughn, S. (2000). Grouping for reading instruction: What every elementary principal needs to know. *Instructional Leader, 12*(6), 6-11.

### **Books**

Boardman, A. G., Garcia, A. G., & Dalton, B., & Polman, J. L. (2021). *Compose Our World: Project-based learning in English Language Arts*. Teachers College Press.

Proctor, P., Boardman, A. G., & Hiebert, A. (Eds.). (2016). *Teaching emergent bilingual students: Flexible approaches in an era of new standards*. New York: Guilford Press.

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties (2<sup>nd</sup> ed)*. New York: Guilford.

Klingner, J. K., Vaughn, S., Boardman, A. G., & Swanson, E. (2012). *Now we get it!: Boosting comprehension with Collaborative Strategic Reading*. San Francisco: Jossey-Bass Teacher.

### **Book Chapters and Reports**

Potvin, A. S., Kaplan, R. G., Boardman, A. G., & Polman, J. L. (2018). Configurations in co-design: Participant structures in partnership work. In Bevan, B., & Penuel, W. R. (Eds.), *Connecting research and practice for educational improvement: Ethical and equitable approaches* (pp. 135-149). New York: Routledge.

Boardman, A. G., & Lasser, C. J. (2016). Using strategy instruction to promote reading comprehension and content learning. In P. Proctor, A. Boardman, & A. Hiebert (Eds). *Teaching emergent bilingual students: Flexible approaches in an era of new Standards* (pp. 99-118). New York, NY: Guilford Press.

- Scornavacco, K., Moore, B., Boardman, A., Lasser, C., Buckley, P. & Klingner, J. (2015). Using Collaborative Strategic Reading to promote student discourse. In K.R. Harris & L.J. Meltzer (Eds.). *The Power of peers: Enhancing learning, development and social skills*. New York, NY: Guilford Press.
- Klingner, J. K., Moore, B. Davidson, A. Boardman, A. G., Boelé, A. L., Figueroa, R., Annamma, S. A., & Sager, N. (2015). Cultural and linguistic diversity in special education. In J. W. Lloyd, B. Bateman, & M. Tankersley (Eds.). *Enduring issues in special education: Personal perspectives*. New York: Routledge.
- Boardman, A. G., & Scornavacco, K., & Klingner, J. K. (2013). Collaborative Strategic Reading: Improving comprehension in mixed ability classrooms. In Richard T. Boon & Vicki Spencer (Eds.), *Reading comprehension strategies to promote adolescent literacy in the content-Areas for the inclusive classroom*. Baltimore, MD: Paul H. Brookes Company, Inc.
- Klingner, J., Boardman, A., & Annamma, S. (2012). Promoting high expectations with Collaborative Strategic Reading. In C. Dudley-Marling & S. Michaels (Eds.), *Places where ALL children learn: The power of high expectation curricula*. New York: Teachers College Press
- Boardman, A. G., Swanson, E., Klingner, J. K. & Vaughn, S., (2012). Using Collaborative Strategic Reading to improve reading comprehension for students with learning disabilities. In M. Tankersley & B. Cook (Eds.), *Evidence-based practices in Special Education*. Upper Saddle River, NJ: Pearson.
- Boardman, A. G., Klingner, J. K., Boele, A., & Swanson, E. (2010). Teaching students with LD to use reading comprehension strategies: Using what students know to decide what to teach next. In T. Scruggs & M. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Literacy and learning, Volume 23*, Greenwich, CT: JAI Press.
- Boardman, A. G., Roberts, G., Vaughn, S., Wexler, J., Murray, C. S., Torgesen, J. K., & Kosanovich, M. (2008). *Teaching adolescent struggling readers: Effective literacy strategies*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Boardman, A. G., & Vaughn, S. (2007). Which comes first, the disability or the intervention. In J. B. Crockett, M. M. Gerber, & T. J. Landrum (Eds.), *Achieving the radical reform of special education: Essays in honor of James M. Kauffman*. Mahwah, NJ: Lawrence Erlbaum.

## **PRESENTATIONS**

### **Selected Conference Presentations**

- Polman, J. L., Boardman, A. G., & Stamatis, K. (April, 2021). *The Role of Authenticity in Enactment and Outcomes of Project-Based Learning in English Language Arts* [Symposium]. AERA Annual Meeting, virtual.

- Boardman, A. G., & Polman, J. L. (April, 2021). *Compose Our World Research Summary Discussion* [invited presentation]. Lucas Education Research Colloquium, Virtual.
- Boardman, A. G., Potvin, A. S., & Polman, J. L. (2020). Authenticity in action: Project-based learning with SEL in high school language arts classrooms. In *Social and Emotional Learning Research Abstracts: Received and Accepted for October 202 SEL Exchange*. (CASEL) Social and Emotional Learning Exchange, 2020. (Collaborative for Academic, Social, and Emotional Learning). Conference cancelled, abstracts available: [https://res-1.cloudinary.com/eventpower/images/v1/web\\_assets/20casel-sel/mqfgetivlp41ntzrawcr/Research\\_Publications.pdf](https://res-1.cloudinary.com/eventpower/images/v1/web_assets/20casel-sel/mqfgetivlp41ntzrawcr/Research_Publications.pdf)
- Boardman, A. G., Garcia, A., Trepper, K. R. & Polman, J. L. (2020, Apr 17 - 21) *Project-Based Learning in English Language Arts: Shifting Pedagogy, Shifting Practice* [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled).
- Boardman, A. G., & Hoveland, J. (2020, April). *Project Based Learning in Inclusive Classrooms Makes Learning Engaging, Meaningful, and Supportive*. Presented at Council for Exceptional Children Annual Convention, Portland, OR.
- Stamatis, K., Potvin, A., & Boardman, A. G. (2019, December). *Developing literacy instruction through project-based learning: A case study of teacher transformation*. Paper presented at the Annual Meeting of the Literacy Research Association. Tampa, FL.
- Boardman, A. G., Potvin, A., Scornavacco, K., Stamatis, K., & Laurie, R. (2019, September). *Using design principles to measure enactment in project based learning*. Presentation at the National Council for Measurement in Education Conference, Boulder, CO.
- Boardman, A. G., & Scornavacco, K. (2019, August). *Project based learning for emergent bilingual learners*. Bueno Institute, Boulder, CO.
- Potvin, A., Boardman, A. G., & Scornavacco, K. (2019, April). *Negotiating Partnerships: How power and authority influence the potential of co-design*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Kelly, M., Flores, B., & Boardman, A. G. (2019, April). *Lessons from the field: Reimagining project based learning for diverse classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.
- Boardman, A., Dalton, B., Kelly, M., Guggenheim, A., & Walsh, B. (2018, Dec.). *Text integration in high school project based learning English language arts classrooms*. Paper at the Annual Meeting of Literacy Research Association Conference, Indian Wells, CA.
- Boardman, A. G., Potvin, A. S., & Jacobs, J. (2018, April). *One size does not fill all: Understanding teacher preferences for instructional coaching*. Presented at the American Research Association Annual Meeting, New York, NY April 2018.



- Scornavacco, K., Kelly, M.R., Boardman, A., & Polman, J. (2018, April). *Co-Design as an Entryway to Teacher Leadership*. Paper at the American Research Association Annual Meeting, New York, NY April 2018.
- Polman, J. L., Stamatis, K. M., & Boardman, A. G. (2018, April). *Unpacking the role of authenticity in project-based learning in English language arts*. Paper presented at the Annual Meeting of the American Educational Research Association, New York.
- Lasser, C. J., & Boardman, A. G. (2018, Feb). *Let's give them something to talk about: emerging bilinguals' and fostering academic language*. Paper at Colorado Association of Bilingual Education Winter Conference, Denver, CO.
- Dalton, B. & Boardman, A. (2017, Dec.). *Project-based learning in 9th grade English Language Arts. Paper for symposium, Project-based learning (PBL) for the attainment of meaningful literacies and literate practices: An interdisciplinary, multi-method, cross-age, cross-context exploration across four PBL research projects*. Paper at Annual Meeting of the Literacy Research Association, Tampa, FL.
- Boardman, A., Polman, J., Dalton, B., & Scornavacco, K. (May, 2017). *From Units to Projects: Designing and Implementing PBL in High School Language Arts*. Paper at the Annual Convention of the American Educational Research Association, San Antonio, TX.
- Seidel, P., & Boardman, A. G. (May, 2017). *Teachers "stretch the wings": Adaptations to Collaborative Strategic Reading*. Paper at the Annual Convention of the American Educational Research Association, San Antonio, TX.
- Boardman, A. G., & Haager, D. (February, 2017). *Removing controls from a controlled intervention: Impact on implementation*. Paper part of Symposium: Scaling-up first grade reading intervention for English learners, Pacific Coast Research Conference, San Diego, CA.
- Boardman, A. G. (April, 2016). *Collaborative Strategic Reading: Professional development for sustainability*. Presented at Council for Exceptional Children Annual Convention, St. Louis, MI.
- Boardman, A. G. & Haager, D. (February, 2016). *Variations in reading intervention for English Learners in a scale-up project*. Presented at the Pacific Coast Research Conference, San Diego, CA.
- Scornavacco, K., Boardman, A. G., & Schwarz, V. S. (April, 2015). *Scaling up a middle school reading initiative in a large urban school district*. Presented at American Educational Research Association Annual Meeting, Chicago, IL.
- Buckley, P., Moore, B., Boardman, A. G., & Arya, D. (April, 2015). *Development and validation of a multidimensional measure of fidelity of implementation of Collaborative Strategic Reading*. Presented at American Educational Research Association Annual Meeting, Chicago, IL.

- Eppolito, A., Boardman, A. G., & Lasser, C. J. (April, 2015). *Let's give them something to talk about: English learners' participation and academic language use in science and social studies*. Presented at American Educational Research Association Annual Meeting, Chicago, IL.
- Boardman, A. G. (session chair), Vaughn, S., Moore, B., Boele, A., & Reutebuch, C. (April, 2015). *Tribute to Janette Klingner: The Contribution of Collaborative Strategic Reading to reading comprehension research*. Presented at Council for Exceptional Children Annual Convention, San Diego, CA.
- Boardman, A. G. (session chair), Villescascas, D., Masket, V., Sanchez, M., & Scornavacco (April, 2015). *Celebrating the work of Janette Klingner: Scaling-up evidence based reading comprehension instruction with collaborative partnerships*. Presented at Council for Exceptional Children Annual Convention, San Diego, CA.
- Boardman, A. G., & Reutebuch, C. (2015, February). *Scale up of a reading intervention for English learners: Time as a limiting factor*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.
- Boardman, A. G., & Eppolito, A. (May, 2014). *ELL participation and engagement during cooperative reading groups*. Presented at the International Reading Association Conference, New Orleans, LA.
- Boardman, A. G. (May, 2014). *Supporting ELLs in CCSS classrooms with Collaborative Strategic Reading*. Presented at the International Reading Association Conference, New Orleans, LA.
- Buckley, P. & Boardman, A.G. (April, 2014). *The impact of Collaborative Strategic Reading over time*. Presented at American Educational Research Association Annual Meeting, Philadelphia, PA.
- Scornavacco, K., & Boardman, A. G. (April, 2014). *Leveraging teacher leadership in a district's initiative to scale-up and sustain an evidence based practice*. Presented at American Educational Research Association Annual Meeting, Philadelphia, PA.
- Teeters, L., Boardman, A. G., & Boele, A. L. (April, 2014). *Challenges of generating main ideas: Patterns and interactions with complex texts*. Presented at American Educational Research Association Annual Meeting, Philadelphia, PA.
- Boardman, A., Buckley, P., Vaughn, S., & Maul, A. (March, 2014). *Does fidelity of implementation of a reading strategies instructional model impact student outcomes? Findings across two studies and three content areas*. Presented at the Society for Research in Educational Effectiveness Annual Meeting, Washington, D.C.
- Moore, B. & Boardman, A. G. (February, 2014). *Diverse and exceptional students take ownership for cooperative learning through video self-reflection*. Presented at Pacific Coast Research Conference (PCRC), San Diego, CA.

- Boardman, A. G., Scornavacco, K., Klingner, J. K., & Buckley, P. R. (April, 2013). *Coaching to fidelity in urban middle school content area classrooms: Variations and evidence of impact*. Presented at American Educational Research Association Annual Meeting, San Francisco, CA.
- Urbach, J., Boardman, A. G., Osipova, A., Dingle, M., Brownell, M., & Haager, D. (April, 2013). *Substantive sustainability: Why some teachers make deep and lasting change in professional development*. Presented at American Educational Research Association Annual Meeting, San Francisco, CA.
- Boele, A., Boardman, A., Klingner, J. (April, 2013). *Let's talk about text: Promoting the quality of talk during reading instruction*. Presented at Council for Exceptional Children Annual Convention, San Antonio, TX.
- Klingner, J. K. & Boardman, A. G. (February, 2013). *What does it take to scale up evidence-based practices?* Presented at Pacific Coast Research Conference (PCRC), San Diego, California.
- Boardman, A. G., Klingner, J. K., & Boele, A. E. (February, 2013). *Discourse practices in reading instruction: Teachers and students negotiating Meaning*. Presented at Pacific Coast Research Conference (PCRC), San Diego, A.
- Klingner, J. K., Boardman, A. G., & Buckley, P. (December, 2012). *The Efficacy of Collaborative Strategic Reading in Science and Social Studies Middle School Classes in a Large Urban School District*. Presented at International Reading Association Annual Meeting, Chicago, IL.
- Klinger, J. K., & Boardman, A. G. (July, 2012). *Collaborative Strategic Reading: Students helping students and results of a randomized control trial*. Presented at the Annual IARLD Conference, Padua, Italy.
- Haager, D., Boardman, A. G., Dingle, M., Osipova, A. (April, 2011). *Word study and reading fluency instruction in the context of reading curriculum*. Presented at Council for Exceptional Children Annual Convention, National Harbor, MD.
- Boardman, A. G., Brownell, M., Corbett, N., Dingle, M., Haager, D., & Klingner, J. K. (April, 2011). *Developing a learning community of special educators*. Presented at Council for Exceptional Children Annual Convention, National Harbor, MD.
- Boardman, A. G., Annamma, S. A., & Klingner, J. K. (April, 2011). *Collaborative Strategic Reading for adolescent English language learners*. Presented at Council for Exceptional Children Annual Convention, National Harbor, MD
- Prichard, B., Boardman, A. G., & Osipova, A. (April, 2011). *"That's what's missing!": Coaching and video self-reflection fill instructional gaps*. Presented at Council for Exceptional Children Annual Convention, National Harbor, MD.

- Brownell, M., Boardman, A. G., Dingle, M., & Lauterbach, A. (April, 2011). *What and how special education teachers learn in a professional development effort*. Presented at Council for Exceptional Children Annual Convention, National Harbor, MD.
- Boardman, A. G., Klingner, J. K., Boele, A. L., & Annamma, S. A. (April, 2011). *Student-teacher interactions during reading comprehension strategies instruction*. Presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Klingner, J. K., & Boardman, A. G., (April, 2011). *Peer discussions during Collaborative Strategic Reading group work*. Presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Swanson, E., Mohammed, S., Boardman, A. G., Vaughn, S., Klingner, J. K., Roberts, G., Leroux, A., Solis, M. (March, 2011). *CSR: The effects of collaborative strategic reading instruction on the reading comprehension of middle school students: Years 1 and 2*. Presented at Scientific for Research on Educational Effectiveness Annual Meeting, Washington, DC.
- Boardman, A. G., Urbach, J., & Prichard (February, 2011). *Developing reflection through videos and coaching sessions*. Presented at Pacific Coast Research Conference (PCRC), Coronado, California.
- Boardman, A. G. & Klingner, J. K. (April, 2010). *Using teachers' responses to coaching to improve professional development*. Presented at the American Educational Research Association Annual Meeting, Denver, CO.
- Klingner, J. K., Boardman, A. G., Boele, A., & Annamma, S. (April, 2010). *Implementing Collaborative Strategic Reading with adolescent struggling readers*. Presented at American Educational Research Association Annual Meeting, Denver, CO.
- Boardman, A. G., Brownell, M., Dingle, M., Lauterbach, A., Prichard, B., & Osipova, A. (April, 2010). *Special education teacher change in response to professional development in fluency and word study*. Presented at American Educational Research Association Annual Meeting, Denver, CO.
- Brownell, M., Dingle, M., Lauterbach, A., Boardman, A. G., Urbach, J., & Leko, M. (April, 2010). *Individual and contextual factors influencing special education teacher learning in literacy learning cohorts*. Presented at American Educational Research Association Annual Meeting, Denver, CO.
- Boardman, A. G., & Klingner, J. K. (April, 2010). *Enhancing Professional Development: What Type of Coaching and Feedback Are Most Effective?* Presented at Council for Exceptional Children Annual Convention, Nashville, TN.
- Haager, D., Boardman, A. G., Dingle, M., Klingner, J. K., & Osipova, A. (April, 2010). *Bridging the gap between prescribed curricula and targeted instruction*. Council for Exceptional Children Annual Convention, Nashville, TN.

Klingner, J. K., Boardman, A. G., Annamma, S., & Boele, A. (December, 2009). *Collaborative Strategic Reading with Adolescent Struggling Readers*. Presented at National Reading Council Conference, Albuquerque, New Mexico.

Vaughn, S., Klingner, J. K., Swanson, E., & Boardman, A. G. (February, 2010). *Year One Results from an IES Goal 3 Randomized Controlled Efficacy Study*. Presented at Pacific Coast Research Conference, Coronado, California.

Klingner, J. K., Boardman, A. G. (February, 2009). *Collaborative Strategic Reading Efficacy Study*. Presented at Pacific Coast Research Conference: San Diego, CA.

Boardman, A. G. (April, 2005). *Learning through talk: General education teachers and special education students*. Presented at Council for Exceptional Children Annual Conference: Baltimore, MD.

Boardman, A. G. (April, 2003). *Interactions between general education teachers and students with disabilities*. Presented at American Educational Research Association Annual Conference: Chicago, IL.

Boardman, A. G., & Woodruff, T. L. (April, 2002). *The impact of learning a new teaching practice in a "high-stakes" assessment teaching environment*. Presented at American Educational Research Association Annual Conference: New Orleans, LA.

Schallert, D., Reed, J. L., Dodson, M., Benton, R., & Boardman, A. G. (April, 2001). *What does it mean to be psychologically engaged in an electronically mediated classroom discussion?* Presented at American Educational Research Association Annual Conference: Seattle, WA.

Boardman, A. G. *General education teachers' perceptions of students with disabilities in the inclusive classroom*. (March, 2001). Presented at Texas Council for Exceptional Children Annual Conference: Houston, TX.

#### **DOCTORAL DISSERTATION COMMITTEE MEMBER**

Current	Elizabeth Silva (EECD) – CO-Chair
2020	Aaron Guggenheim (Literacy)
2018	Ashley Potvin (ROTATE)
2018	Vanessa Santiago Schwartz (EECD)
2015	Cristin Lasser (EECD)
2014	Amy Boele (EECD)

#### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association (Special Education Research SIG; Bilingual Education SIG)

Council for Exceptional Children (Division for Culturally and Linguistically Diverse Exceptional Learners; Division of Learning Disabilities; Division of Research)

Literacy Research Association

Editorial Board, Learning Disability Quarterly (2014 – present)

Editorial Board, Learning Disabilities Research and Practice (2014 – present)

Consulting Editor, Journal of Learning Disabilities (2017 – present)