

CURRICULUM VITAE

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Reading Education
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ACADEMIC BACKGROUND

Ed.D. UNIVERSITY OF FLORIDA- Gainesville, Florida
2001 Major: Educational Leadership
 Dissertation: A Cross-Case Analysis of Effective Reading Teachers of
At- Risk Intermediate Students
 Emphasis: Reading, At-risk Learners, and Curriculum & Instruction

Ed.S UNIVERSITY OF FLORIDA- Gainesville, Florida
1999 Major: Educational Leadership

M.Ed. UNIVERSITY OF SOUTHERN MAINE, Gorham, Maine
1992 Major: Literacy Education

BA. UNIVERSITY OF MAINE, Orono, Maine
1988 Major: History

PROFESSIONAL EXPERIENCE

Universities

- 2005-Present **Assistant Professor of Reading Education**, Department of Teaching and Learning Principles, University of Central Florida, Orlando, Florida.
- 2003-2005 **Instructor and Visiting Assistant Professor of Reading Education**, Department of Teaching and Learning Principles, University of Central Florida, Orlando, Florida.
- 2001-2003 **FLaRE Area V Coordinator**, University of Central Florida, Orlando, Florida.

Public School

- 2000-2001 **Literacy Support Teacher**-Red Bug Elementary, Casselberry, Florida.
- 1994-2000 **Classroom Teacher**- Red Bug Elementary, Casselberry, Florida.
- 1991-1994 **Classroom Teacher**- Helen Thompson School, West Gardiner, Maine.

PROFESSIONAL CERTIFICATIONS

Educational Leadership (Elementary)-State of Florida
Reading K-12- State of Florida
Elementary Education 1-6- State of Florida
ESOL Endorsed- State of Florida

HONORS AND AWARDS

Toni Jennings Exceptional Educational Institute- \$6,000, 2007-2008 & 2005-2006
Reading Enhancement Grant-\$5,000, 2000.
Foundation Grants-\$500, 1996, 1997, and 2000.
Disney Teacherrific Award, 1995, 1999 and 2000.
Magna Cum Laude Graduate, University of Maine, 1988

RESEARCH AND CREATIVE ACTIVITIES

Research Foci: (a) increasing engagement through metacognition in elementary and middle school students and evaluating the efficacy of independent reading with school-age students, (b) professional development for pre-service and service teachers and developing self-efficacy in pre-service teachers.

Publications

Books and Chapters (refereed)

National/International

- Kelley, M. & Clausen-Grace, N.,** (2008). *R^s in Your Classroom: A Guide to differentiating independent reading and developing avid readers*. Newark, DE: International Reading Association.
- Kelley, M. & Clausen-Grace, N.,** (2007). *Comprehension shouldn't be silent: From strategy instruction to student independence*. Newark, DE: International Reading Association.
- Kelley, M.** (2003). *Scaffolding Students' Comprehension and Guiding Students Towards Independence in Reading* (Lesson 6). Florida Online Reading and Professional Development. Orlando, FL: University of Central Florida.
- Kelley, M.** (2003). *Strengthening Vocabulary Development* (Lesson 5). Florida Online Reading and Professional Development. Orlando, FL: University of Central Florida.
- Kelley, M. & Wilder, S.** (2002). *Tearing Down the Walls That Divide: School and Community Partnerships in the Teaching of Reading and Writing* (Ch. 9). In *ACEI Special Topics in Elementary Education*.

Journal Articles (refereed): National/International

Kelley, M. & Decker, E. (2008, In press). The current state of motivation to read among middle school students. *Reading Psychology*.

Kelley, M. & Clausen-Grace, N. (2008). Ensuring transfer of strategies by using a Metacognitive Teaching Framework. *Voices from the Middle, 15, 23-31*.

Kelley, M. & Clausen-Grace, N. (2008). From picture walk to text feature walk: Guiding students to strategically preview text. *Journal of Content Area Reading, July, 2008*.

Kelley, M. & Clausen-Grace, N. (2007). You can't hide in R⁵: Redesigning independent reading to be more strategic and engaging. *Voices from the Middle, 14, 38-49*.

Kelley, M. & Clausen-Grace, N. (2006). R⁵: The SSR Makeover that Transformed Readers. *Reading Teacher, 60, 148-159*.

National (Invited and Non-Refereed Publications)

Kelley, M. (2007). Curriculum connections: Professional materials review. *School Library Journal*.

Kelley, M. (2006). Curriculum connections: Professional materials review. *School Library Journal*.

Kelley, M. (2005). Curriculum connections: Professional materials review. *School Library Journal*.

State (Refereed publications)

Kelley, M. & Zygouris-Coe (September, 2006). Increasing pre-service teachers' self-efficacy and knowledge of reading assessments. *FATE On-Line Journal*.

Kelley, M. & Clausen-Grace, N. (2008). To read or not to read: Connecting independent reading to direct instruction. *Florida Reading Quarterly*, 44, 6-11.

State (Invited publications)

Kelley, M. (2007). Comprehension: Responding to informational text. Teachers on the Cutting Edge. *Florida Reading Association*.

Kelley, M. (2006). Literacy Leadership. Teachers on the Cutting Edge. *Florida Reading Association*.

Book Reviews**Books/Chapters/Other Contributions**

Kelley, M. (2006). *Just like me*. Rourke Publishing.

Kelley, M. (2006). *Rules, rules, rules*. Rourke Publishing.

Kelley, M. (2006). *Different places, different words*. Rourke Publishing.

Kelley, M. (2006). *Jobs*. Rourke Publishing.

Kelley, M. (2007). *Inclined Planes*. Fitzgerald Books.

Kelley, M. (2007). *Lever*. Fitzgerald Books.

Kelley, M. (2007). *Pulleys*. Fitzgerald Books.

Kelley, M. (2007). *Screws*. Fitzgerald Books.

Kelley, M. (2007). *Wedges*. Fitzgerald Books.

Kelley, M. (2007). *Wheels*. Fitzgerald Books.

Submitted Manuscripts/Under Review

- Kelley, M.** (2007, September). Engaging students in word learning to develop word consciousness. *Georgia Journal of Reading*.
- Kelley, M.** & Verkler, K. (2007, October). Teaching isn't a job: Promoting professional development before they graduate. *FATE On-Line Journal*.
- Kelley, M.** & Clausen-Grace, N. (2008, May). Facilitating engagement by differentiating independent reading. *Language Arts Journal*.
- Kelley, M.** & Clausen-Grace, N. (2008). Making professional development relevant, reflective and responsive. *Educational Leadership*.
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Papers Presented at Professional Conferences (Refereed)

International Conferences

- Kelley, M.**, Wegmann, S. & Clausen-Grace, N. (2008). *Part II Professional Development Series: Finding the story in the words: Using digital storytelling to teach vocabulary*. International Reading Association. Atlanta, Georgia.
- Kelley, M.** & Spalding, L. (2008). *HAPPY Hour: The Professional development of pre-service educators on tap*. International Reading Association. Atlanta, Georgia.
- Kelley, M.**, Clausen-Grace, N., Grace, J. (2007). *R⁵: The Independent Reading Makeover Which Transformed Fake Readers into Engaged Readers*. International Reading Association. Toronto, Canada.
- Kelley, M.** (2003). *Making a difference in reading: The Florida literacy and reading excellence center*. International Reading Association. Orlando, Florida.
- Kelley, M.** (2001). *Red bug reads*. International Reading Association, New Orleans, Louisiana.
- Kelley, M.** (1998). *In pursuit of the impossible dream: Every student on grade level fourth grade*. International Reading Association. Orlando, Florida.

National Conferences

Kelley, M. (2008). Finding out what kids think about R⁵: A survey of fourth grader. College Reading Association. Sarasota, FL.

Kelley, M. (2007). *HAPPY Hour : Professional development for and by pre-service teachers*. American Association of Teacher Educators. New York, NY.

Kelley, M., Clausen-Grace, N., & Grace, J. (2007). *R⁵: A structured independent reading block which promotes engagement, motivation, and strategic reading*. National Council of Teachers of English. New York, NY.

Regional Conferences

Kelley, M. & Clausen-Grace, N. (2008). *Part I Professional Development Series: How can we make sure they are reading? Differentiating independent reading to engage readers*. 19th West International Reading Association Regional Conference. Seattle, Washington.

Kelley, M., Wegmann, S. & Clausen-Grace, N. (2007). *Part I Professional Development Series: Finding the story in the words: Using digital storytelling to teach vocabulary*. Rocky Mountain International Reading Association Regional Conference. Billings, Montana.

Kelley, M. (2007). *The effects of a structured independent reading block on fourth graders' metacognition and motivation*. Eastern Educational Research Association. Clearwater, Florida.

State Conferences

Kelley, M. & Clausen-Grace, N. (2008). R⁴: A meaningful and painless at-home reading program. Florida Reading Association. Orlando, FL.

Kelley, M., Clausen-Grace, N., & Blackburn, M. (2008). Making Metacognitive Teaching Relevant through Reflective Professional Development. Just Read! Conference. Orlando, FL.

Kelley, M. (2008). Florida Nationally Board Certified Teachers Conference. Orlando, FL.

Kelley, M. & Clausen-Grace, N. (2007). Making magic: Meaningful reading, writing,

and content connection. Florida Reading Association (FRA). Orlando, FL.

Kelley, M. & Verkler, K. (2007). *HAPPY Hour: Professional development of pre-service teachers on tap.* Florida Association of Teacher Educators (FATE). Orlando, FL. Paper presentation.

Kelley, M. (2006). *Increasing pre-service teachers self-efficacy and knowledge of reading assessments.* Florida Association of Teacher Educators (FATE). Orlando, FL. Paper presentation.

Kelley, M. (2006). *Beyond surface learning.* Florida Reading Association (FRA), Orlando, Florida. Pre-institute.

Kelley, M. (2006). Florida Nationally Board Certified Teachers Conference. Orlando, FL.

Kelley, M. (2005). *You can't hide in here! Transforming fake readers into engaged readers by unlocking thinking.* Florida Reading Association (FRA), Orlando, Florida. Pre-institute.

Kelley, M. (2005). *Kick it up a notch: Transforming fake readers into engaged readers.* Florida Council on Elementary Education (FCEE), Orlando, Florida.

Kelley, M. (2004). *Kick it up a notch: Transforming fake readers into engaged readers.* FRA, Orlando, Florida.

Invited Presentations

International

Kelley, M., & Clausen-Grace, N. (2007). *Spotlight on comprehension: Research and practice from IRA publications.* International Reading Association. Toronto, Canada.

Proceedings- International

Grants and Other Funded Projects

Funded

(2007-2008): TJEEI Developing a Cadre of Teachers Using the Metacognitive Teaching Framework (MTF)

Role: Principal Investigator

Objective- This research study will focus on determining the effects on teacher knowledge as a result of professional development in metacognitive instruction. In addition the researcher seeks to determine if a difference exists in students' levels of engagement as a result of metacognitive instruction.

(2005-2006): TJEEI Reading Assessment and Corrective Instruction Project

Role: Co-Principal Investigator with Dr. Zygouris-Coe

Objective- This research study will focus on an examination of the preparation of pre-service teachers in assessment and corrective reading instruction. This study carries implications for teacher preparation and student achievement .

Instructional Materials Development

Served on Committees to Develop the Following:

Independent Research Projects

2006-2006 The Current State of Social Studies Teaching in Central Florida Schools Based on Pre-Service Teachers Observations

Role: Principal Investigator and Researcher-Participant

Objective: To determine whether Elementary (K-6) Pre-Service Educators have observed the teaching of Social Studies during their Internship I placements and if they have, describe what this instruction looks like in terms of instructional materials and methods, especially how it pertains to reading instruction.

2006-2007 A Comparison of Middle and High School Avid Readers: Graphic Novels versus Traditional Texts.

Role: Co- Investigator and Researcher-Participant

Objective- This project seeks to determine if a difference exists in the level of engagement, motivation, and strategic reading ability of middle and high school avid readers. Students self-reported as Graphic Novel readers will be compared to those identified as Traditional Literature avid readers.

2006-2007 The Effects of a School-wide Homeroom Reading Program on Students' Motivation and Engagement.

Role: Principal Investigator and Researcher-Participant

Objective- This project involves evaluating the effectiveness of a homeroom reading program in a middle school. Observations will have been made in every homeroom. A Motivation to Read Survey had been completed by every students participating and this

will be compared to their responses in the spring. Students identified as disengaged readers by homeroom teachers are being interviewed and observed. And SRI and FCAT data is available.

2004-2007 Using Metacognition to Unlock Thinking –

Role: Principal Investigator and Researcher-Participant

Objective- This project has evolved over time from initially an action research project on metacognition to the development of a Metacognitive Teaching Framework. I work in this classroom once a week and we continue to develop and refine materials related to this project. We continue to collect informal and formal data. We present locally and beyond Florida on this project and have several articles and books in publication based on our outcomes.

WORKSHOPS, INSTITUTES, AND SEMINARS

Workshop Presentations

University

Kelley, M. & Clausen-Grace, N. (2007) *Enticing kids to read*. University of Central Florida Literacy Symposium, Orlando, FL.

Kelley, M. (2006) *Using Think-aloud to teach questioning*. University of Central Florida Literacy Symposium, Orlando, FL.

Kelley, M. (2006) *Integrating Children's Literature into Content Area*. University of Central Florida HAPPY Hour, Orlando, FL.

Kelley, M. (2006) *We love professional organizations*. University of Central Florida HAPPY Hour, Orlando, FL.

Kelley, M. (2005) *Transforming Fake Readers*. University of Central Florida Literacy Symposium, Orlando, FL.

Kelley, M. (2005) *Engaging students with text*. University of Central Florida HAPPY Hour, Orlando, FL.

Kelley, M. (2005) *Fun with fluency*. University of Central Florida HAPPY Hour, Orlando, FL.

Local Workshops/Seminars/Professional Development for Teachers

Kelley, M. (2005) Invited Consultant. Lake Mary Elementary, Lake Mary, FL. Focus:

Analyzing Data.

Kelley, M. (2005) Invited Consultant. Keeth Elementary, Casselberry, FL. Focus: Independent Reading.

Kelley, M. (2005) Invited Consultant. Carillon Elementary, Oviedo, FL. Focus: Analyzing Data.

Kelley, M. (2002-2004) Invited Consultant. Grand Avenue, Orlando, FL. Focus: Developing a Literacy Council.

TEACHING

Courses Taught at the University of Central Florida Graduate

RED 6846 Reading Practicum

RED 6846 is designed to provide graduate students in Reading Education with evaluation and instructional practices for individualization of reading instruction in a school setting. Students are required to conduct a parent interview and produce a case report. The primary goals of this course are to provide educators with experiences and "tools" for becoming a facilitating reflective practitioner, providing corrective reading instruction, and evaluating the effectiveness of assessments, strategies, and instruction for challenged readers. Particular emphasis is placed on a) effective reading assessments, b) diagnosis and evaluation, and c) corrective instruction in reading.

RED 6845 Advanced Evaluation and Instruction in Reading

This course is intended for graduate students completing an advanced degree in reading education. This course is a prerequisite for and taken as a block with RED 6846. Administration and interpretation of formal and informal evaluation strategies, instructional techniques contributing to reading achievement, case study preparation, and parent involvement are all topics addressed in this course.

RED 6116 Trends in Literacy Education

This course is specifically designed for graduate students completing an advanced degree in education. The purpose of this course is to study trends in reading research and practice. Through an analysis of both current research that has direct implications for practice and limitations on what the research community can say about the reading process and the teaching of reading, educators gain a better understanding of their own practices.

RED 6336 Reading in the Content Area

The primary goals of this course are to provide graduate students with strategies and "tools" for becoming a facilitating reflective practitioner, teaching reading across content areas, and helping them discover that content area learning is made richer when reading, writing, speaking, and

listening are taught together. Particular emphasis is placed on:

- a) a balanced approach to reading,
- b) specific reading and comprehension strategies for content reading,
- c) the role of reflection in helping students to think critically,
- d) reading for diverse students, and
- e) the use of appropriate texts and media.

Courses Taught at University of Central Florida Undergraduate

RED 4942 Practicum for Assessment and Instruction of Reading
This course is designed to have pre-service teachers in a supervised setting employ the assessment tools they have learned in previous course work and design instruction based on their results. In addition the UCF student implements instruction and evaluates their effectiveness in a field-based setting.

RED 4519 Diagnostic and Corrective Reading
This course is designed to acquaint prospective reading educators with the nature of diagnostic and corrective procedures to be used in the elementary school classroom. The over-all desired outcome is the preparation of a teacher of reading who is prepared to provide differentiated instruction for his/her students. Course content and activities will help students (1) select, understand, and use assessment instruments, both formal and informal, for purposes of student, program, and self evaluation and (2) select appropriate methods and materials that are consistent with the assessment process.

PROFESSIONAL SERVICE

University of Central Florida Committees

University

Faculty Senate (2008-2010)

Academic Calendar Committee (2006-2009)

College of Education

Graduate Curriculum & Standards Committee (2007-2009)

Library Materials Committee (2005-2006)

Department of Teaching and Learning Principles

Course Mentor (RED 4519) to faculty and adjunct faculty, 2007
Mentor, Honors in Major- Erin McCarthy, 2007
Mentor, Lead Scholar- Sarah Compher, Fall 2006
Independent Study, Robin Brown, 2006
Member, Secondary Social Studies Education Search Committee, 2006
Advisor-Undergraduate and Graduate Students 2005-2007
Proctor-Masters Exams, 2006
Evaluator-Masters Exams, 2005-2006; 2008
Member, HAPPY Hour Committee, 2005-2008

International

Member, International Reading Association's 2008-2009 Government Relations Committee
Member, International Reading Association-1990-2007

National

Professional Materials Review *School Library Journal* -2004-2008
Member, Professors of Reading Teacher Educators- 2006-2008
Member, Content Area Reading Special Interest Group IRA- 2006-2008
Member, National Council of Teachers of English- 2007-2008
Member, Eastern Educational Research Association- 2006-2007

State

Referee/Reviewer, Florida Association for Teacher Educators (FATE) 2006
Family Literacy Chair, Board of Directors, Florida Reading Association 2005-2008
Membership Chair, Board of Directors, Florida Reading Association 2004-2005
Member, Florida Reading Association 1994-2008
Member, Florida Association for Teacher Educators 2006-2008

Local Committees

Current Professional Memberships and Affiliations

International Reading Association (IRA)
National Council of Teachers of English (NCTE)

Professors of Reading Teacher Educators (PRTE)
Content Area Reading Special Interest Group (CAR)
Florida Reading Association (FRA)
Eastern Educational Research Association (EERA)
Association for Supervision and Curriculum Development
American Association of Colleges for Teacher Education (AACTE)

Professional Development Workshops Attended

DRA & Beyond Institutes, Summer 2005.
Professional Study Groups, Educational Testing Service, Spring 2003.
STEPS, Intermediate Guided Reading, Pacific Learning, Train the Trainers, June '01.
ESOL TALL Trainer, Seminole County Public Schools, Spring 2001 to date.
First Steps Tutor: *Reading, Writing, Spelling & Oral Language*, Red Bug and District, 1998-2001.

Selected Examples of Service to Public Schools, the State, and Community

Member, Urban Institute Team. 2007

Member, Jackson Heights Middle School Literacy Council. 2006-2008