**Dr. Lindsey Moses**

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Arizona State University

1050 S. Forest Mall

Tempe, AZ  85287

**EMAIL** [lmoses1@asu.edu](mailto:lindseymoses1@gmail.com)

**PHONE** (303) 906-4031

**AREAS OF SPECIALIZATION**

Reading

Culturally and Linguistically Diverse Education

Early Childhood and Elementary Literacy

**RESEARCH AREAS/INTERESTS**

Early Childhood Literacy

Elementary Literacy

Inquiry-based Pedagogy

Culturally and Linguistically Diverse Education

**PROFESSIONAL DEGREES EARNED**

Ed.D. University of Northern Colorado, Greeley, CO, 2010

Educational Studies: Dual Cognate of Culturally and Linguistically Diverse Education and Reading.

Chair: Dr. Michael Opitz

M.A. University of Northern Colorado, Greeley, CO, 2007

Interdisciplinary Studies: ESL, Multicultural, Bilingual Education with ESL Endorsement

B.S. Montana State University, Bozeman, MT, 2003

Elementary Education: Concentration of Early Childhood Education

**PROFESSIONAL EXPERIENCE**

2017-Present Arizona State University

Division of Teacher Education

Associate Professor

Area: Literacy Education

2013-2017 Arizona State University

Division of Teacher Education

Assistant Professor

Area: Literacy Education

2012-2013 University of Vermont

Department of Education

Assistant Professor

Area: Early Childhood/Elementary Literacy

2010-2012 University of Northern Colorado

School of Teacher Education

Assistant Professor

Area: Early Childhood Education, Reading Education, ESL

2009-2010 University of Northern Colorado

School of Teacher Education

Lecturer

Area: Early Childhood Education, Reading Education, ESL

2007-2009 University of Northern Colorado

School of Teacher Education

Teaching Assistant

Area: Early Childhood Education, Reading Education, ESL

2003-2007 North Elementary School, Brighton, CO

Bilingual Elementary School

Teaching: Second Grade/English Component

**PUBLICATIONS**

*\*Indicates doctoral student*

*\*\*Indicates classroom teacher co-authors*

***PROFESSIONAL BOOKS***

**Moses, L.** with \*\*Ogden, M. (2017). *What are the REST of my kids doing? Fostering*

*independence in the K-2 Reading Workshop.* Portsmouth, NH: Heinemann.

**Moses, L.** (2015). *Supporting English learners in the reading workshop*. Portsmouth, NH:

Heinemann.

Opitz, M. with **Guccione [Moses], L.M.** (2009). *Comprehension and English language*

*learners: 25 oral reading strategies that cross proficiency levels.* Portsmouth, NH: Heinemann.

*-Google Scholar Citations = 11*

*-I wrote half of chapters 3-7 (The book was a total of 7 chapters)*

***REFEREED (PEER REVIEWED) JOURNAL ARTICLES***

**Moses, L.,** Serafini, F., & Kachorsky, D. (in progress). Cross-case comparison of young

children’s use of semiotic resources.

**Moses, L.** (in progress). Formative and design based research: Power, identity, and

negotiations in collaborative research.

**Moses, L.,** & \*Reid, S. (in progress). Positive identity negotiations during a multimodal

writing unit of study.

**Moses, L.,** & \*Kelly, L.B. (revised and resubmitted). Are they really reading? A

descriptive study of first graders during independent reading. *Reading and Writing Quarterly.*

**Moses, L.,** & \*Qiao, X. (accepted). Literate identity development in first grade: A cross-

case analysis of students with strong and emerging decoding skills. *Journal of*

*Language and Literacy Education.*

\*Kelly, L.B., \*\*Ogden, M., & **Moses, L.** (in press). Collaborative conversations:

Supporting speaking and listening in the primary grades. *Young Children.*

\*Kelly, L.B., & **Moses, L.** (2018). Innovative Inferencing: Using Children’s

Literature to Spark Inferential Discussions. *The Reading Teacher.*

doi:10.1002/trt.1675

**Moses, L.**, & \*Kelly, L.B*.* (2017). The development of positive literate identities among

bilingual and monolingual first graders. *Journal of Literacy Research, 49*(3), 393-423*.* doi: 10.1177/1086296X17713291

*-Acceptance rate = 8%*

*-Impact factor=1.107*

*- I was primary researcher and lead author of this piece (60% contribution) with writing and editorial contributions from my coauthor (40% contribution).*

Loyd, S., & **Moses, L**. (2017). “The Wind and the Leaves”: Informational anchor texts

influence poetic interpretations in kindergarten. *Talking Points, 28*(2), 18-26*.*

*-Acceptance rate = 30-33%*

*- I was primary researcher and second author of this piece (50% contribution) with writing and editorial contributions from my coauthor (50% contribution).*

\*Kachorsky, D., **Moses, L.**, Serafini, F., & \*Hoelting, M. (2017). Meaning making

with picturebooks: Young children’s use of semiotic resources. *Literacy Research and Instruction, 56*(3), 231-249)*.* doi: 10.1080/19388071.2017.1304595

*-Acceptance rate = 15-20%*

*-CiteScore- .89*

*- I was primary researcher and second author of this piece (30% contribution) with analysis, writing, and editorial contributions from my coauthors (60% contribution).*

**Moses, L.**, & \*Kelly, L.B. (2016). ‘We’re a little loud. That’s because we like to read!’:

Developing positive views of reading in a diverse, urban first grade. *Journal of*

*Early Childhood Literacy.* Advance online publication. doi:

10.1177/1468798416662513

*-Acceptance rate = 18%*

*-Google Scholar Citations = 1*

*- I was primary researcher and lead author of this piece (60% contribution) with writing and editorial contributions from my coauthor (40% contribution).*

**Moses, L.** (2016). Young bilinguals’ voices: Reflecting on being experts and becoming

literate. *Pedagogies: An International Journal,* *11*(4), 311-334. doi:

10.1080/1554480X.2016.1229619

*-Acceptance rate = 11-20%*

**Moses, L.**, Serafini, F., & Loyd, S. (2016). Looking closely at nonfiction experiences:

Intersections among authorial, instructional and student intentions. *Journal of Research in Childhood Education, 30*(4), 539-539.doi: 10.1080/02568543.2016.1215361

*-Acceptance rate = 28%*

*-I was primary researcher and lead author of this piece (60% contribution), with conceptual and writing contributions from my coauthors (40% contribution).*

**Moses, L.** (2015). Perceptions about "good readers": Analyzing curricular, linguistic,

and socioeconomic differences. *Journal of Research in Education, 25*(1), 4-19.

*-Acceptance rate = 18-22%*

*-Google Scholar Citations = 1*

**Moses, L.**, \*\*Ogden, M., & \*Kelly, L. B. (2015). Facilitating meaningful discussion

groups in the primary grades. *The Reading Teacher, 60*(2), 233-237.

*-Acceptance rate = 15%*

*-Impact Factor .748*

*-Google Scholar Citations = 5*

*-I was primary researcher and lead author of this piece (60% contribution), with writing and editorial contributions from my coauthors (40% contribution).*

**Moses, L.** (2015). The role(s) of image for young bilinguals reading multimodal

informational texts. *Language and Literacy*, *17*(3), 82-99.

*-Acceptance rate = 4-5%*

*-Google Scholar Citations = 2*

**Moses, L.** (2015). A Formative Study: Inquiry and informational text with fifth-grade

bilinguals. *Reading Horizons, 53*(4), 21-42*.*

*-Acceptance rate = 33%*

*-Google Scholar Citations = 1*

**Moses, L.**, \*\*Busetti-Frevert, R., & \*\*Pritchard, R. (2015). Inquiry as ESL: Supporting

emerging bilinguals’ content and language development. *The Reading Teacher, 68*(6), 435-447.

*-Acceptance rate = 15%*

*-Impact Factor .748*

*-Google Scholar Citations = 5*

*-I was primary researcher and lead author of this piece (80% contribution), with contributions of teachers’ voices/perspectives from my coauthors (20% contribution).*

Lahman, M., Rodriguez, K., **Moses, L.**, Fiedler, K., Mendoza, B.M., & Yacoub, W. (2015).

A rose by any other name is still a rose?: Problematizing pseudonyms in research. *Qualitative Inquiry, 21*(5), 445-453*.*

*-Acceptance rate = 6-10%*

*-Impact Factor 1.934; Social Sciences, Interdisciplinary 7/95*

*-Google Scholar Citations= 16*

*-I was a co-researcher and co-author (25% contribution) who attended all research discussion meetings, wrote an original narrative that was completely utilized in the article and assisted in editing early versions of the manuscript. Presented at AERA and received feedback for the manuscript.*

Lawrence, J., & **Moses, L.** (2014). Classroom parameters: How one student learns to

take ownership as a writer. *Journal of Teaching Writing, 29*(2), 43-69.

*-Acceptance rate = 6-10%*

*-I was co-researcher and co-author (50% contribution). I completed 50% of the data analysis and writing.*

**Moses, L.** (2014). What do you do with hands like these?: Close reading of a

mentor text facilitates exploration and creation. *Children’s Literature in English Language Education, 2*(1), 44-56.

*-Acceptance rate = new international journal with no official acceptance rate yet*

**Moses, L.** (2013). Viewing as a cultural tool in the construction of meaning with

expository texts for young bilinguals. *Journal of Language and Literacy Education, 9*(2), 72-93*.*

*-Acceptance rate = 8-12%*

*-Google Scholar Citations = 8*

**Moses, L.** (2012). Microethnographic discourse analysis in an inquiry classroom*.*

*Classroom Discourse, 3*(2), pp. 147-165.

*-Acceptance rate = 25%*

*-Google Scholar Citations = 4*

**Guccione [Moses], L.M.** (2011). Ina world of mandates, making space for inquiry. *The*

*Reading Teacher*, *64*(7), pp. 515-519.

*-Acceptance rate = 15%*

*-Impact Factor .748*

*-Google Scholar Citations = 12*

**Guccione [Moses], L.M.** (2011). Integrating literacy and inquiry for English learners. *The*

*Reading Teacher*, *64*(8), pp. 567-577.

*-Acceptance rate = 15%*

*-Impact Factor .748*

*-Google Scholar Citations = 35*

**Guccione [Moses], L.M.** (2011). A tale of two schools: Making room for relation within

scripted programs. *Schools: Studies in Education,* *8*(2), pp. 252-264.

*-Acceptance rate = 30%*

*-Google Scholar Citations = 4*

***REFEREED (PEER REVIEWED) CHAPTERS OR CONTRIBUTIONS***

**Moses, L.,** & \*Kelly, L.B. (2017). A formative experiment: A yearlong qualitative

examination of developing positive views of reading in first grade. *Sage Research*

*Methods Cases,* 1-14*.*  <http://dx.doi.org/10.4135/9781526408723>

***INVITED PUBLICATIONS***

**Moses, L.,** \*\*Fischer-Rasmussen, M., & \*\*Lucrezia, M. (2016). Supporting inquiry

literacy practices in diverse classrooms. *The Oklahoma Reader, 52*(2), 6-13.

*-I was primary researcher and lead author of this piece (80% contribution), with contributions of teachers’ voices/perspectives from my coauthors (20% contribution).*

Serafini, F., & **Moses, L.** (2015). Considering design features. *The Reading Teacher, 69*(3),

307-309.

*-Acceptance rate = 15%*

*-I was second author and supported the lead author by writing 40% of the manuscript.*

Serafini, F., & **Moses, L.** (2014). The roles of children’s literature in the primary

grades. *The Reading Teacher, 67*(6), pp. 465-468*.*

*-Acceptance rate = 15%*

*-Google Scholar Citations = 11*

*-I was second author and supported the lead author by writing 40% of the manuscript.*

**Moses, L.** (2013)*.* Scaffolding vocabulary development with images in informational

texts. *Colorado Reading Journal, 24*(1), 8-12*.*

*-Google Scholar Citations = 1*

Halladay, J. L., & **Moses, L.** (2013). Using the Common Core Standards to meet the

needs of diverse learners: Challenges and opportunities. *The New England*

*Reading Association Journal*, 49(1), 33-44.

*-Google Scholar Citations = 24*

*-I was second author and supported the lead author by writing 40% of the manuscript.*

**Moses Guccione, L.** (2012). Language Development and ELLs: 5 Challenges and

Solutions. Available at [www.colorincolorado.org/article/50910/](https://owa.unco.edu/owa/redir.aspx?C=e425e5f94b264a178402db18e2670ed7&URL=http%3a%2f%2fwww.colorincolorado.org%2farticle%2f50910%2f)

*-Google Scholar Citation= 1*

***INVITED CONTRIBUTIONS (design materials, written contributions/expertise for book series, forewords, blogs, etc.)***

*\*\*\*= Descriptions and explanations*

**Moses, L.** (2017, October). ESSA and English Language Learners [Education Week

Web log post]. Retrieved from

<http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2017/10/response_essa_english_language_learners.html>

**Moses, L.** (2017, September). Deepening Independence in the Reading Workshop:

Purposeful Student-Centered Experiences for Individuals, Partners, and Small Groups, K-6. [The Educator Collaborative] Retrieved from <https://gathering.theeducatorcollaborative.com/session-four/session-4-workshop-12-deepening-independence-in-the-reading-workshop-purposeful-student-centered-experiences-for-individuals-partners-and-small-groups-k-6/>

**Moses, L.** (2017, April). Heinemann Publishing Author Facebook Live Book Talk: *What*

*are the Rest of my Kids Doing? Facilitating independence in the K-2 reading*

*workshop.* Over 34,000 views. Retrieved from <https://www.facebook.com/pg/HeinemannPublishing/videos/?ref=page_internal>

**Moses, L.**, & \*\*Ogden, M. (2017, April). What Are the REST of My Kids Doing? Fostering

Independence in the K-2 Reading Workshop. [Nerdy Book Club] Retrieved from

[**https://nerdybookclub.wordpress.com/2017/04/21/what-are-the-rest-of-my-kids-doing-fostering-independence-in-the-k-2-reading-workshop-by-lindsey-moses-meridith-ogden/**](https://nerdybookclub.wordpress.com/2017/04/21/what-are-the-rest-of-my-kids-doing-fostering-independence-in-the-k-2-reading-workshop-by-lindsey-moses-meridith-ogden/)

**Moses, L.** (2017, March). Heinemann Podcast: What Are the Rest of my kids Doing?

[Heinemann Publishing] Retrieved from

[**http://www.heinemann.com/blog/the-heinemann-podcast-what-are-the-rest-of-my-kids-doing/#more-10413**](http://www.heinemann.com/blog/the-heinemann-podcast-what-are-the-rest-of-my-kids-doing/#more-10413)

**Moses, L.**, & \*\*Ogden, M. (2017, February). Five Research-Based Principles for Fostering

Independence in Literacy. [Heinemann Publishing] Retrieved from <http://www.heinemann.com/blog/page/3/>

**Moses, L.** (2015, October). Deepening Inquiry with Young Learners [The Educator

Collaborative] Retrieved from <https://community.theeducatorcollaborative.com/deepening-inquiry-with-young-learners/>

**Moses, L.** (2015, July). Differentiation for English Learners [Lesley University Center for

Reading Recovery and Literacy Collaborative]. Retrieved from <https://lesleyuniversitycrrlc.wordpress.com/2015/07/01/differentiation-for-english-learners/>

**Moses, L.** (2015, April). Top Four Tips for Supporting English Learners in a Reading

Workshop [Heinemann Publishing Web log post]. Retrieved from <http://www.heinemann.com/blog/top4-el-rdgworkshop/>

**Moses, L.** (2015, April). Who Are English Learners? [Heinemann Publishing Web log

post]. Retrieved from <http://www.heinemann.com/blog/who-are-english-learners/>

PBS-Systems Thinking. (2015, March). \*\*\*Created assets for PBS Kart Kingdom suite of

games focused on helping early elementary children engage in systems thinking with Sasha Barab and The Center for Games and Impact. Work included the creation of design materials to guide project designers in their game development, as well as explicit suggestions on game iterations. Additionally, created impact guides for students, teachers, and staff to support product usage with a focus on unlocking systems thinking, strategies thinking, values thinking, and future thinking when playing the games. Games and resources are hosted on PBS site and local Centers. *(Related to the PBS KIDS Virtual World Project: Deepening Systems Thinking Learning funded project).*

**Moses, L.** (2015, January 4). Supporting ELLs in the Common Core Era [Education Week

Web log post]. Retrieved from

<http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2015/01/response_supporting_ells_in_the_common_core_era.html>.

Opitz, M. F., & Ford, M. P. (2014). *Engaging minds in the classroom: The surprising*

*power of joy*. Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting

diverse learners throughout each chapter of the text. Contributions recognized in the Acknowledgements.

Fresch, M. J. (2014). *Engaging minds in English language arts classrooms: The*

*surprising power of joy*. M. F. Opitz & M. P. Ford (Eds.). Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting diverse learners throughout each chapter of the text. Contributions recognized in the Introduction chapter.

Erekson, J. A. (2014). *Engaging minds in social studies classrooms: The*

*surprising power of joy*. M. F. Opitz & M. P. Ford (Eds.). Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting diverse learners throughout each chapter of the text. Contributions recognized in the Acknowledgements.

Brunsell, E., & Fleming, M. A. (2014). *Engaging minds in science and math classrooms:*

*The surprising power of joy*. M. F. Opitz & M. P. Ford (Eds.). Alexandria, VA: ASCD. \*\*\*Wrote the teaching tips for supporting diverse learners throughout each chapter of the text. Contributions recognized in the Acknowledgements.

**Guccione [Moses], L.M.** (2011). Foreword for *Connecting Content and Language for*

*English Language Learners* by Eugenia Mora-Flores.

**Guccione [Moses], L.M.** (2011). UNC Professor Visits Famed Reggio Emilia Schools in

Italy. *UNC Early Childhood 2012 Newsletter.*

***DISSERTATION***

**Guccione [Moses], L.M.** (2010). *An ethnographic approach to examine the community of*

*practice, literacy practices, and construction of meaning among first-grade linguistically diverse learners.* (Doctoral dissertation). Available from Dissertations and Theses database at University of Northern Colorado (Publication No. AAT 3415987).

-*Google Scholar Citations = 2*

***Examples of Popular Press Mentions***

Toppo, G. (2015). PBS Kids’ new online world launches. *USA Today*. Retrieved from

<http://www.usatoday.com/story/tech/2015/04/14/pbs-kids-online-world/25752865/>

North, D. (2015). PBS Kids launches its first online world: The Kart Kingdom learning

community. *Venture Beat.* Retrieved from <http://venturebeat.com/2015/04/14/pbs-kids-launches-its-first-online-world-the-kart-kingdom-learning-community/>

PBS Press Release. (2015). PBS KIDS launches its first online world: Kart Kingdom, a free,

educational digital adventure. Retrieved from <http://www.pbs.org/about/blogs/news/pbs-kids-launches-its-first-online-world-kart-kingdom-a-free-educational-digital-adventure/>

Bloomberg Television. (2013). Pimm Fox interview with edWeb.net founder and CEO,

Lisa Schmucki. Reference my webinar as an example of the work that is being done to help educators connect and improve teaching and learning. Can be viewed at <http://www.bloomberg.com/video/social-networking-for-the-education-industry-PsxdMEkuTR2RZaEzdbH56Q.html>

***FUNDED GRANTS AND PROJECTS***

2018 ($325)

April Research Support Mini-Grant

Agency: Arizona State University- Office of Scholarship and Innovation

Study: “Choice, Publishing, and Audience: Comic Creation and Identity Development”

2017 (unfunded)

Co-Principal Investigator with Margarita Jimenez-Silva

Agency: US department of Education (DOEd) ($2,607,770)

Project ARTEL

2016 (unfunded)

Spencer Small Grant ($50,000)

Co-Principal Investigator with Katie Bernstein

Study: “The Effects of Short-Term International Study in Reggio Emilia on Pre-service Teachers' Views of Cultural, Linguistic, and Pedagogical Diversity”

2015

Fulton Challenge Scholars Award ($15,000)

Principal Investigator

Agency: Arizona State University

Study: “First-Grade Reading Instruction and Development A Yearlong Formative Study”

2014

PBS KIDS Virtual World Project ($96,000)

CoPrincipal Investigator with Sasha Barab & Sinem Siyahhan

Agency: PBS

Study: PBS KIDS Virtual World Project: Deepening Systems Thinking Learning.

2014

Internal Research Grant ($10,000)

Principal Investigator

Agency: Arizona State University

Study: To complete *Supporting English Learners in the Reading Workshop*

2013

College of Education and Social Services Research Grant ($14,315)

Principal Investigator Katherine Shepard. Co-Principal Investigator with Cynthia Reyes, Alan Tinkler & Barry Tinkler.

Agency: University of Vermont

Study: *MAPs for the Future: Promoting Cultural Reciprocity, Family Engagement, and Student-Centered Learning through a Person-Centered Planning Approach.*

2013

College of Education and Social Services Research Grant ($15,000)

Principal Investigator Cynthia Reyes. Co-Principal Investigator with Juliet Halladay, Youngok Jung, Alan Tinkler & Barry Tinkler.

Agency: University of Vermont

Study: *Best Practices Delivery in a PreK-12 Teacher Education Program: Preparing Pre-service Teachers to Teach and Work with English Language Learners.*

2013

College of Education and Social Services Research Grant ($14,315)

Co-Principal Investigator with Haley Woodside-Jiron & Jessica Strolin-Goltzman.

Agency: University of Vermont

Study: *Using Neuroscience to Inform Educational Services for Children who have Experienced Maltreatment, Trauma, and Chronic Stress.*

2012

Innovations Projects Grant ($2,000)

Principal Investigator

Agency: University of Northern Colorado

Study: *Inquiry as English Instruction with Bilingual Second Graders*

2011

Innovations Projects Grant ($2,000)

Principal Investigator

Agency: University of Northern Colorado

Study: *Inquiry as English Instruction with Bilingual Second Graders*

**PROFESSIONAL PRESENTATIONS**

***INTERNATIONAL CONFERENCE PRESENTATIONS***

**Moses, L.** (2012, September). *Rethinking theoretical perspectives to provide*

*instructional support for inquiry practices.* Paper presented at the annual convention of the Reading Association of Ireland, Dublin, Ireland.

***PEER-REVIEWED CONFERENCE PRESENTATIONS***

**Moses, L.** (2017, December). *Speaking and Listening; Facilitating Literacy Conversations*

*with English Learners.* Presentation at the conference of the Office of English Language Acquisition Services, Tucson, AZ.

**Moses, L.,** \*Xiao, X. (2017, December). *Literate Identity Development in First Grade: A*

*Cross-Case Analysis of Strong and Striving Decoders.* Paper presentation at the annual convention of the Literacy Research Association Conference, Tampa, FL.

\*Kelly, L.B., & **Moses, L.** (2017, December). *Inferential Discussions in First Grade:*

*Supportive Children’s Literature*. Paper presentation at the annual convention of the Literacy Research Association Conference, Tampa, FL.

**Moses, L.**, \*\*Ogden, M (2017, July). *What Are the REST of My Kids Doing? Deepening*

*Independent Reading in the Primary Grades*. Presentation at the annual convention of the International Literacy Association, Orlando, FL.

\*Kelly, L.B., \*\*Ogden, M., & **Moses, L**. (2017, July). *Collaborative Conversations:*

*Supporting Speaking and Listening in the Primary Grades.* Presentation at the annual convention of the International Literacy Association, Orlando, FL.

**Moses, L.**, & \*Kelly, L.B. (2016, December). *What Are First Graders Doing During*

*Independent Reading Time? A Year-Long Study.* Paper presented at the annual convention of the Literacy Research Association Conference, Nashville, TN.

**Moses, L.** (2016, December). Language, Literacies, and Design Elements. A Year-Long

Study. Paper presented at the annual convention of the Literacy Research Association Conference, Nashville, TN.

**Moses, L.** (2016, December). Systems Thinking, Inquiry-Based Literacy Interventions,

and Formative Research. A Year-Long Study. Paper presented at the annual convention of the Literacy Research Association Conference, Nashville, TN.

**Moses, L.**, \*\*Ogden, M., & \*Kelly, L.B. (2016, July). *Facilitating meaningful discussion*

*groups in the primary grades*. Presentation at the annual convention of the

International Literacy Association, Boston, MA.

Serafini, F., & **Moses, L.** (2016, July). *Beyond words and images: Helping readers*

*understand multimodal design features*. Presentation at the annual convention

of the International Literacy Association, Boston, MA.

**Moses, L.**, & \*Kelly, L.B. (2015, December). *The development of positive literate*

*identities among bilingual and monolingual first graders*. Paper presented at the annual convention of the Literacy Research Association Conference, Carlsbad, CA.

**Moses, L.**, & \*Kelly, L.B. (2015, December). *A formative experiment on developing*

*positive views of reading in a diverse, urban first grade.* Paper presented at the annual convention of the Literacy Research Association Conference, Carlsbad, CA.

**Moses L.** (2015, July). Exploring literacy and the natural world with young ELLs. In M. J.

Fresch (Chair), *Joyful evidence-based strategies for preK-grade 2 literacy success.*

Presentation at the annual convention of the International Literacy Association Conference, St. Louis, MO.

**Moses, L.** (2015, April). *Inclusive literacy practices facilitate positive identity*

*negotiations for young bilinguals.* Paper presented at the annual convention of the American Educational Research Association Conference, Chicago, IL.

**Moses, L.** (2015, April). *The role(s) of image for emerging bilinguals reading*

*multimodal informational texts*. Paper presented at the annual convention of the American Educational Research Association Conference, Chicago, IL.

**Moses, L.** (2014, December). *Young bilinguals’ voices: Reflecting on being experts*

*and becoming literate.* Paper presented at the annual convention of the Literacy Research Association Conference, Marco Island, FL.

**Moses, L.,** & \*\*McCluskey, J. (2014, May). *Differentiated instruction for diverse*

*classrooms: Understanding and aligning instruction with the Common Core.*

Presentation at the annual convention of the International Reading Association Conference, New Orleans, LA.

**Moses, L.** (2014, April). *Microethnographic analysis: Examining power, identity,*

*and academic knowledge among bilingual and monolingual first graders.* Paper presented at the annual convention of the American Educational Research Association Conference, Philadelphia, PA.

**Moses, L.** (2013, December). *Perceptions about ‘good readers’; Analyzing*

*curricular, linguistic and socioeconomic differences.* Paper presented at the annual convention of the Literacy Research Association Conference, Dallas, TX.

**Moses, L.** (2013, November). *The power of anchor texts to create transactional space.*

Paper presented at the annual convention of the National Council of Teachers of English, Boston, MA.

**Moses, L.** (2013, November). Vocabulary activities for English learners: Engaging ideas

for social and academic vocabulary instruction. In M. J. Fresch (Chair), *Let the words rain down: Innovative approaches to vocabulary instruction*. Presentation at the annual convention of the National Council of Teachers of English, Boston, MA.

**Moses, L.** (2013, May). *The great toucan debate: Tracing the academic and*

*identity trajectories from moments of rupture.* Paper presented at the annual convention of the American Educational Research Association, San Francisco, CA.

Lahman, M., Rodriguez, K., **Moses, L.**, Fiedler K., Mendoza Brady, B., & Yacoub, W.

(2013, May). *A rose by any other name is still a rose?: Problematizing pseudonyms in research.* Paper presented at the annual convention of the American Educational Research Association, San Francisco, CA.

**Moses, L.** (2013, April). *Common Core and English language learners: Aligning*

*the standards with a workshop model to enhance instruction for linguistically diverse students.* Presentation at the annual convention of the International Reading Association, San Antonio, TX.

**Moses, L.** (2012, November). *Viewing as a literacy practice.* Paper presented at the

annual convention of the Literacy Research Association, San Diego, CA.

**Moses, L.** (2012, May). *Fostering social responsibility through inquiry.* Presentation at

the annual convention of the International Reading Association, Chicago, IL.

**Guccione [Moses], L.,** \*\*Pritchard, R., \*\*Busetti-Frevert, R. (2012, February).

*Implementing inquiry with a core Ccrriculum.* Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

**Guccione [Moses], L.** (2012, February). *Viewing and visual representation*

*strategies to support comprehension.* Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO. Cancelled due to inclement weather.

**Guccione [Moses], L.** (2011, November). *A cross-case analysis of meaning*

*making in a multilingual first-grade inquiry classroom.* Paper presented at the annual convention of the Literacy Research Association 61st Annual Meeting, Jacksonville, FL.

**Guccione [Moses], L.,** & Lawrence, J. (2011, February). *Authentic writing*

*instruction.* Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

**Guccione [Moses], L.**, & Lawrence, J. (2011, February). *Young bilingual learners’*

*comprehension through inquiry.* Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

**Guccione [Moses], L.** (2010, December). *First-grade inquiry with English*

*language learners.* Paper presented at the annual convention of the National Reading Conference/Literacy Research Association 60th Annual Meeting, Fort Worth, TX.

**Guccione [Moses], L.** (2010, November). *Building English language learners’*

*comprehension with oral reading strategies.* Paper presented at the annual convention of the National Association for the Education of Young Children Annual Conference, Anaheim, CA.

Opitz, M. B., & **Guccione [Moses], L.** (2010, February). *Focusing on comprehension to*

*help ELLs reach high levels of oral and written language proficiency.* Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

Lawrence, J., & **Guccione [Moses], L.** (2010, February). *Multi-genre life story books:*

*When teachers become writers.* Presentation at the annual convention of the Colorado Council International Reading Association, Denver, CO.

**Guccione [Moses], L.** (2009, November). *A first grade studio: An interactional*

*ethnography on language, literacy, identity, and community for English*

*language learners in an inquiry-based classroom.* Paper presented at the annual convention of the National Association for the Education of Young Children, Washington D.C.

**Guccione [Moses], L.** (2009, October). *Focusing on comprehension to help*

*ELLs reach high levels of English proficiency.* Presentation at the annual convention of the Montana Education Association-Montana Federation of Teachers Educators’ Conference, Billings, MT.

Walker, D., & **Guccione [Moses], L.** (2008, September). ‘*Voice’ as boundary object,*

*mediating artifact, and object of struggle: Explorations in bilingual youth radio.* Paper presented at the annual convention of the International Society for Cultural and Activity Research, San Diego, CA.

**Guccione [Moses], L.** (2008, March). *The effects of direct reading comprehension*

*strategies for English language learners.* Paper presented at the annual convention of the American Educational Research Association, New York City, NY.

***NATIONAL AND REGIONAL INVITED ADDRESSES***

***Keynote Addresses***

**Moses, L.** (2016, October). *Reading and English Learners.* Keynote speaker at Suburban

Chicago International Reading Association (SCIRA) Fall Conference.

**Moses, L.** (2016, August). *Balanced literacy and English learners*. Keynote speaker at Mt.

Diablo School District Professional Learning Day (audience was 600 elementary teachers).

**Moses, L.** (2016, February). *Getting started with Inquiry: Supporting language, literacy,*

*and content knowledge with English learners*. Keynote speaker at the Wisconsin Reading Association Conference.

***Featured Speaker***

Alrubail, R., Blair, I., Botello, J., Espana, C., Ho’shen, M., Lehman, C., **Moses, L.**, Perez-

Isia, R. (2017, July). *Differentiation for Exceptional Learners*. Invited Institute Speaker at the International Literacy Association Conference.

**Moses, L.** (2017, March). *Supporting English learners in the reading workshop*.

Featured speaker at the Virginia Reading Association Conference.

**Moses, L.** (2017, March). *What are the Rest of my Kids Doing? Facilitating*

*Independence in the K-2 Reading Workshop*. Featured speaker at the Virginia Reading Association Conference.

**Moses, L.** (2017, February). *Supporting English learners in the reading workshop*.

Featured speaker at the Wisconsin Reading Association Conference.

**Moses, L.** (2017, February). *What are the Rest of my Kids Doing? Facilitating*

*Independence in the K-2 Reading Workshop*. Featured speaker at the Wisconsin Reading Association Conference.

**Moses, L.** (2016, February). *Supporting English learners in the reading workshop*.

Featured speaker at the Wisconsin Reading Association Conference.

**Moses, L.** (2016, February). *Fostering social responsibility through inquiry-based*

*literacies with English learners*. Featured speaker at the Wisconsin Reading Association Conference.

**Moses, L.** (2015, November). *Supporting English learners in the reading workshop: K-2.*

Featured speaker at the annual Literacy for All conference, Providence, Rhode Island.

**Moses, L.** (2015, November). *Supporting English learners in the mainstream classroom:*

*K-2.* Featured speaker at the annual Literacy for All conference, Providence, Rhode Island.

**Moses, L.** (2015, September). *Connecting language, literacy and the natural world*

*with young English learners.* Featured speaker at The Educator Collaborative, TheEdCollabGathering. https://gathering.theeducatorcollaborative.com/session-four/workshop-17/

**Moses, L.** (2015, August). *Supporting English learners in the reading workshop.* Featured

speaker at the Heinemann Teacher Tour, Portsmouth, NH.

**Moses, L.** (2013, October). *Common Core and English language learners: Aligning*

*the standards with a workshop model to enhance instruction.* Featured speaker at Follett Webinar Series.

**Moses, L.** (2013, July). *Implementing the Common Core: K-5.* Literacy Summit,

Tonawanda, NY.

***LOCAL INVITED ADDRESSES***

*INVITED KEYNOTE*

**Guccione [Moses], L.** (2012, April). Invited Keynote Speaker for the Larimer County

District of CAEYC Month of the Young Child member brunch, Fort Collins, CO

**Guccione [Moses], L.** (2011, April). Invited Keynote Speaker for the Junior Honors

Society Induction Banquet. University of Northern Colorado, Greeley, CO.

*INVITED*

**Guccione [Moses], L.** (2010, April). *Early learning literacy.* Featured speaker at

Johnstown Early Childhood Educators and Parents, Johnstown, CO.

Youngs, S., & **Guccione [Moses], L.** (2010, February). *Expanding pathways*

*for comprehension.* Featured presenter at PEAK Parent Center Conference,

Denver, CO.

***SELECTED INVITED PROFESSIONAL PRESENTATIONS/WORKSHOPS***

2016-Present

Heinemann Speaker Series Workshop: Supporting English Learners in the Reading Workshop (Los Angeles, Oakland, San Diego, Houston, Phoenix, Chicago, Atlanta, New York, South Carolina)

Fall 2015, Spring 2016, Fall 2016, Spring 2017, Spring 2018

Webinar Series: Supporting English Learners in the Reading Workshop

Provided a four series webinar on my book, *Supporting English Learners in the Reading Workshop.*

Attendees from the U.S., Canada, Mexico, Germany, Netherlands, and Africa

2018

Paradise Valley School District, Scottsdale, AZ

Provided half-day training for elementary teachers on our book, *What Are the REST of My Kids Doing? Fostering Independence in the K-2 Reading Workshop*.

2017

Paradise Valley School District, Scottsdale, AZ

Provided half-day training for elementary teachers on our book, *What Are the REST of My Kids Doing? Fostering Independence in the K-2 Reading Workshop*.

2016-Present

Charles County Public Schools, Waldorf, MD

Provided on-going, long-term custom professional development as a Heinemann consultant for elementary school teachers. Presentations include the following:

Reading Workshop

Writing Workshop

Differentiation

Small Group Instruction

Purposeful Independent Learning Experiences

Coaching and Model Lessons

2013- Present

Baltimore County Public Schools (Deep Creek Middle, Riverview Elementary, Sandy Plains Elementary, Bear Creek Elementary, Grange Elementary)

Provided on-going, long-term custom professional development as a Heinemann consultant for elementary and middle school teachers. Presentations include the following:

Reading Workshop

Units of Study

Differentiation

Small Group Instruction

Purposeful Independent Learning Experiences

Coaching and Model Lessons

Close Reading

Aligning with the CCSS

Guided Reading

Small-Group Instruction

Purposeful, Independent Learning Experiences

Running Records, Miscue Analysis, and Needs-Based Instruction

2014- Current

Port Salerno Elementary Schools, Stuart, FL

Provided on-going, long-term custom professional development as a Heinemann consultant for elementary school teachers for supporting English Learners with a school STEM initiative. Presentations include the following:

Supporting English Learners in Content Area Literacy

Content Area Vocabulary Support for English Learners

Inquiry Instruction with Diverse Learners

Running Records, Miscue Analysis, and Needs-Based Instruction

2011- 2013

Pinewood Elementary School, Stuart, FL

Provided on-going, long-term custom professional development as a Heinemann consultant for elementary teachers. Presentations include the following:

Comprehension and English Language Learners: 25 Oral Reading Strategies

Vocabulary Instruction for ELLs

Integrating Inquiry Instruction

Comprehension Strategies for Bilingual Paraprofessionals

Reciprocal Teaching with Interactive Discussions: Using Inferences, Summarizing, and Viewing

Common Core State Standards and Best Practices for Literacy Instruction

2012 - 2013

Kenton School District, Tonawanda, NY

Provided on-going, long-term custom professional development as a Heinemann consultant for elementary teachers. Presentations include the following:

Effective Instruction for Primary ELLs

Informational Texts, CCSS and Primary ELLs

Informational Texts, CCSS and Middle Grades ELLs

Informational Texts, CCSS and High School ELLs

June 18, 2012

Oak Tree Elementary, Flint, MI

Getting Started with the Reading Workshop Professional Development as a Heinemann Consultant

June 11, 2012

Literacy Palooza: College Station, TX

Differentiating Instruction for English Language Learners Using Oral and Silent Reading Strategies as Language and Literacy Scaffolds

Professional Development as a Heinemann Consultant

February 17, 2012

Bowe Elementary School, Glassborro, NJ

Differentiation and Small Group Instruction for Balanced Literacy: Using Evidence-Based Practices for Comprehensive Literacy Instruction

Professional Development as a Heinemann Consultant.

2010

University of Colorado, Colorado Springs

Provided consulting on Early Childhood Education degree and created multiple course syllabi for the development of a new Early Childhood Education program at UCCS

**RESEARCH PROJECTS**

2017-Present

Voice, Agency, and Authorship: Fourth-Grade Writing Instruction

Formative study utilizing qualitative methods to examine writing instruction during a unit of study of comics/graphic novels in fourth grade. Planning, conferencing, team-teaching, and reflecting with four-grade teacher to support voice, agency, and authorship for fourth-grade writers.

2014-Present

First-Grade Reading Instruction: A Formative Study

Three-year formative study utilizing descriptive statistics and qualitative methods to examine literacy instruction, practice, and progress toward pedagogical goals.

Planning, conferencing, team-teaching, and reflecting with first-grade teacher to support meaning-based literacy instruction.

2011-2013

Inquiry as Literacy Instruction in Kindergarten.

Long-term design study utilizing multiple qualitative methods to examine literacy practices and identity development.

Planning, conferencing and reflecting with kindergarten teacher using inquiry as a primary method of literacy instruction.

2011-2012

Inquiry as English Instruction with Bilingual Second Graders.

Design study with qualitative methods to examine language and literacy development with inquiry in the content areas for ESL.

Team teaching, conferencing and reflecting with second-grade bilingual teachers. Using inquiry instruction as second language acquisition instruction.

2010-2011

Inquiry After CSAP

Design study with qualitative methods to examine engagement, language and literacy development with fifth-grade bilinguals participating in a scripted literacy program. Inquiry instruction was implemented after the completion of the state assessments when the teachers had curricular freedom.

2009-2010

An ethnographic approach to examine the community of practice, literacy practices, and construction of meaning among first-grade linguistically diverse learners.

**PROFESSIONAL SERVICE**

**Editorial Review Board**

2016-Present

*Reading Horizons* Editorial Review Board Member

2014-Present

*The Reading Teacher* Editorial Review Board Member

2013-2017

*Colorado Reading Journal* Editorial Review Board Member

**Reviewer**

2017-Present

*Literacy Research and Instruction*

2016-Present

*Journal of Early Childhood Literacy*

2016-Present

*Language and Literacy*

2016-Present

*Classroom Discourse*

2015-Present

*Linguistics in Education*

2013-Present

*TESOL Journal*

2013-Present

*Journal of Research in Childhood Education*

2013-Present

*The Teacher Educator*

**National Committees**

2017-Present

International Literacy Association Jeanne S. Chall/ILA Helen M. Robinson/ILA Steven A. Stahl Grants Committee.

2013-Present

Literacy Research Association's Literacy Field Representative Council

2012-2016

International Reading Association's Literacy and Language Learners Committee

**Additional Service**

2017

External Reviewer for Tenure and Promotion

University of Hawaii

2017-Present

Literacy Research Association: Doctoral Proposal Support

Connect and partner with doctoral students to give support and feedback for the national conference proposals.

2010-Present

Literacy Research Association/National Reading Conference

National Conference Proposal Reviewer

2012

Literacy Research Association/National Reading Conference

National Conference Chair for Paper Presentations

**UNIVERSITY SERVICE**

2017-Present

Activity: Program Coordinator (M.A. in Literacy)

College: Mary Lou Fulton Teachers College

University: Arizona State University

2016- Present

Activity: Advisor: Alpha Upsilon Alpha (literacy honor society affiliated with ILA)

College: Mary Lou Fulton Teachers College

University: Arizona State University

2016

Activity: Elementary Education Faculty Facilitator for College Assembly

College: Mary Lou Fulton Teachers College

University: Arizona State University

2015

Activity: Search Committee Member: Curriculum Studies

College: Mary Lou Fulton Teachers College

University: Arizona State University

2014- 2016

Activity: Member, Curriculum Committee

College: Mary Lou Fulton Teachers College

University: Arizona State University

2014-Present

Activity: Member, Literacy Program

College: Mary Lou Fulton Teachers College

University: Arizona State University

2014-Present

Activity: Representative, Mary Lou Fulton Teacher College Graduate Programs Showcase Event

College: Mary Lou Fulton Teachers College

University: Arizona State University

2014- Present

Activity: Participated in college level retention and recruitment activities: *Facilitates iTeachAZ Orientations*

College: Mary Lou Fulton Teachers College

University: Arizona State University

2013-Present

Activity: M.A. Comprehensive Examinations Reviewer (create questions for the comprehensive examination and review a random selection of students’ exams)

College: Mary Lou Fulton Teacher College

University: Arizona State University

2013-2014

Activity: ASU Literacy Conference

Create call for submission for conference presentation

Manage submissions and convene a group of reviewers to review and select conference presentation

College: Mary Lou Fulton Teachers College

University: Arizona State University

2012-2013

Activity: Member, Common Core State Standards Committee

Department: Department of Education

University: University of Vermont

2012-2013

Activity: Member, ELL Committee

Department: Department of Education

University: University of Vermont

2010-2012

Activity: Senator, Faculty Senate

School/College: School of Teacher Education Representative

University: University of Northern Colorado

2010-2012

Activity: Member, Academic Policies Committee

School/College: School of Teacher Education Representative

University: University of Northern Colorado

2010- 2012

Activity: Advisor/Chair, Honors Thesis (Jessica Ellis)

School/College: School of Teacher Education

University: University of Northern Colorado

2010- 2012

Activity: Advisor/Chair, Honors Thesis (Megan Sauter)

School/College: School of Teacher Education

University: University of Northern Colorado

2010- 2012

Activity: Advisor, Early Childhood Program Advising

School/College: School of Teacher Education

University: University of Northern Colorado

2010- 2012

Activity: Early Childhood PLACE Test Review and Study Sessions

School/College: School of Teacher Education

University: University of Northern Colorado

2010- 2012

Activity: Member, Aims Collaborative Advisory Committee

School/College: School of Teacher Education

University: University of Northern Colorado and Aims Community College

2010

Activity: Member, Waste Not Program

School/College: School of Teacher Education

University: University of Northern Colorado

2010

Activity: Member, Search Committee Assistant Professor of Reading

School/College: School of Teacher Education

University: University of Northern Colorado

2010

Activity: Guadalupe Shelter Dinner/Early Childhood Student Coordinator

School/College: School of Teacher Education

University: University of Northern Colorado

2009  
Activity: Chair, Doctoral Writing Handbook Committee

School/College: School of Teacher Education  
University: University of Northern Colorado

2009  
Activity: Led alignment of ECE scope and sequence for addressing diversity, goals and assignment for all courses

School/College: School of Teacher Education  
University: University of Northern Colorado

2009  
Activity: Member, Raoul Project Committee

School/College: School of Teacher Education  
University: University of Northern Colorado

**TEACHING**

*Arizona State University*

*Undergraduate Courses Taught:*

ECS 413: Literacy, Curriculum, Instruction and Assessment

RDG 322: Language and Literacy I in Elementary Schools

*Graduate Courses Taught:*

RDG 550: Practicum Experiences/Reading

RDG 508: Content Area Literacy in the Elementary Grades

RDG 505: Developmental Reading

RDG 520: Essential Elements of Reading and Writing

*Doctoral Advisor:*

*Xue Qiao, Ph.D. Candidate*

*LLT Program*

*Co-Doctoral Advisor:*

Laura Kelly, Ph.D. Candidate

LLT Program

*Co-Doctoral Advisor:*

Megan Troxel, Ph.D. Candidate

LLT Program

*Dissertation Committee Member:*

Maria Goff, Ph.D.

Dissertation Title: *Innovating Everything: Examining Teacher Learning of Unfamiliar Texts*

Completed Spring 2017

Stephanie Lund, Ed.D.

Dissertation Title: *Making Learning Authentic: An Ethnographic Case Study Describing Student Engagement and Motivation in a Project-Based Learning Environment*

Completed Spring 2016

Dianna Dohm, Ph.D.

Dissertation Title: *Gifted Students and the Common Core State Standard*

Completed Fall 2014

*M.A. Advisor:*

Christen Buman

Kyounga Kim

Yan Pang

Sherrilyn Parham

Christa Parks

Sarah Plitt

Jenna Reed

Nada Sarsour

Rong Shi

Courtney Watson

Rebecca Billingsley

Karalee Hoge

Mary Meyers

*University of Vermont*

*Undergraduate Courses Taught:*

EDEC 180: Early Literacy in Young Children: Teaching Reading and Writing in the Primary Grades (6 credit literacy methods)

EDEC 187: Student Teaching Supervision

EDEC 103: Early Education Internship

Independent Study: Reading Workshop in Kindergarten

*University of Northern Colorado*

*Undergraduate and Graduate Courses Taught:*

EDRD 314: Children’s Literature

EDRD 319: Language and Literacy Development of Preschool and Elementary School Children

EDRD 410: Achieving Effective Instruction in Developmental Reading

EDRD 411: Elementary Reading Diagnosis and Individualization

EDRD 510: Achieving Effective Instruction in Developmental Reading

EDRD 511: Reading Diagnosis and Instruction

EDEL 320: Teaching with Writing

EDEL 350: Emergent Literacy

EDEC 360: School Programs for Young Children

EDEC 475: Assessment for Primary Classrooms

EDLD 350: Methods of Teaching Young Bilinguals

TESL 400: Methods and Approaches for Teaching ESL/EFL for Early Childhood Educators

TESL 301: ESL Practicum I

TESL 302: ESL Practicum II

**HONORS AND AWARDS**

Nominee: 2017, Outstanding Faculty Mentor Award

Recipient: 2017, Centennial Professorship Award, Arizona State University

Nominee: 2010/2011, College of Education and Behavioral Sciences Outstanding Scholar of the Year

Recipient: 2010/2011, Mortar Board Favorite Professor Award, University of Northern Colorado

Recipient: 2009/2010, Mortar Board Favorite Professor Award, University of Northern Colorado

Recipient: 2009, Graduate Academic Excellence Honoree, College of Education & Behavioral Sciences, University of Northern Colorado

Recipient: 2008, Graduate Academic Excellence Honoree, College of Education & Behavioral Sciences, University of Northern Colorado

Recipient: 2007, Graduate Academic Excellence Honoree, College of Education & Behavioral Sciences, University of Northern Colorado

Recipient: 2005, 2006, 2007, Coach of the year, Skyline League, Colorado 5A Athletics

**PROFESSIONAL MEMBERSHIPS**

2009-Present

Literacy Research Association/National Reading Conference

Member

2007-Present

International Reading Association

Member

2007-2017

American Educational Research Association

Member

2008- 2011  
National Association for the Education of Young Children  
Member

2008-2009

International Society for Cultural and Activity Research

Member

2007-2008

Teachers of English to Speakers of Other Languages

Member