

CURRICULUM VITAE

NAME: Kathleen J. Brown

RANK: Director Emeritus
University of Utah Reading Clinic
College of Education
University of Utah

APPOINTED: 2000
Adjunct Appointments in Educational Psychology, Special Education & Urban Institute of
Teacher Education

AREAS OF SPECIALIZATION:

Research, theory and practice in:

- beginning reading instruction
- word recognition instruction
- comprehension instruction
- intervention models for at-risk and struggling readers
- teacher professional development in reading instruction and intervention

I. EDUCATIONAL HISTORY

University

March 1997	Ph.D – with honors (Literacy: Learning and Instruction) University of Utah, Salt Lake City, Utah
December 1990	M.Ed (Literacy: Learning and Instruction) University of Utah, Salt Lake City, Utah
May 1979	B. A. (Government) Magna Cum Laude, Phi Beta Kappa St. Lawrence University, Canton, New York

Other Accreditation

Teaching Certification, Utah State Board of Education
Early Childhood (K-3)
Elementary (1-8)
Secondary (7-12) Reading, Social Studies
Certified Dyslexia Practitioner: International Dyslexia Association

II. HONORS AND AWARDS

2019	Nominated to <i>Praxis</i> : Teaching Reading Elementary Committee (ETS)
2019	Carnegie Community Engagement Classification Community Award
2013	Ogden City School District Appreciation Award
2007	Mitzi Brandt Award, Utah Branch of the International Dyslexia Association
1997	Graduate School of Education Teaching Award
1992-94	Steffenson Cannon Fellow, University of Utah

III. PROFESSIONAL HISTORY

2022 –	Director Emeritus/University of Utah Reading Clinic College of Education, University of Utah
2000-2022	Director/University of Utah Reading Clinic College of Education, University of Utah
1999-2000	Associate Director/University of Utah Reading Center College of Education, University of Utah
1998-	Clinical Assistant Professor/Early Childhood Program Director Department of Educational Studies, University of Utah
1994-98	Clinical Assistant Professor/Reading and Language Arts Department of Educational Studies, University of Utah
1992-95	Teacher Candidate Cohort Leader: Elementary Certification Program Instructor/Reading and Language Arts Department of Educational Studies, University of Utah
1988-91	Supervisor/Teaching Assistant: Secondary Certification Program Department of Educational Studies, University of Utah
1987-88	Teacher/English as a Second Language Instituto de Idiomas, Oaxaca, Mexico
1983-87	Middle and High School Reading Specialist (grades 7-11) Burley Junior and Senior High Schools, Burley, Idaho
1983-89	Bilingual Elementary Teacher/all subjects (grades 2-6) Summer Migrant Program, Burley, Idaho

IV. PROFESSIONAL ORGANIZATIONS

Affiliations

International Reading Association
Society for the Scientific Study of Reading

International Dyslexia Association
American Educational Research Association
The Reading League

V. SCHOLARLY PUBLICATIONS AND ACTIVITIES

Refereed Journal Articles

- Brown, K.J., Patrick, K.C., Fields, M.K., & Craig, G.T. (2021). Phonological awareness materials in Utah kindergartens: A case study in the science of reading. *Reading Research Quarterly*, 56, 249-272. DOI: 10.1002/rrq.386.
- Crosson, A.C., McKeown, M.G., Robbins, K.P., & Brown, K.J. (2020). Morphological analysis skill and academic vocabulary knowledge are malleable through intervention and may contribute to reading comprehension for multilingual adolescents. *Journal of Research in Reading*, 44, 154-174. DOI: 10.1111/1467-9817.12323I.
- Crosson, A.C., McKeown, M.G., Robbins, K.P., & Brown, K.J. (2019). Key elements of robust vocabulary instruction for emergent bilingual adolescents. *Language, Speech, and Hearing in Schools*, 50, 493-505.
- Brown, K.J., Morris, D., & Fields, M.K. (2005) Intervention after grade 1: Serving increased numbers of struggling readers effectively. *Journal of Literacy Research*, 37, 61-94.
- Brown K.J. (2003). What do I say when they get stuck on a word? Aligning prompts with students' development during guided reading. *The Reading Teacher*, 56, 720-733.
- Brown, K.J. (1999/2000). What kind of text for whom, and when? Textual scaffolding for beginning readers. *The Reading Teacher*, 53, 292-307.
- Brown, K. J., Sinatra, G. M., & Wagstaff, J. M. (1996). A Developmental investigation of the impact of analogy instruction on children's spelling abilities. *Elementary School Journal*, 97, 81-99.
- Dole, J. A., Brown, K. J., & Trathen, W. (1996). The effects of strategy instruction of the comprehension performance of at-risk readers. *Reading Research Quarterly*, 31, 62-88.

Book Chapters

- Brown, K.J. (2009). Placing and pacing beginning readers in text. In E.H. Hiebert & M. Sailors (Eds.), *Finding the right texts for beginning and struggling readers*. New York: Guilford Press.
- Dole, J. A., Brown, K. J., & Trathen, W. (2004). *The effects of strategy instruction on the comprehension performance of at-risk students*. Reprinted in R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading*, fifth edition: Supplemental articles (article no. 2.44, pp. 1-42). Newark, DE: International Reading Association.

Sinatra, G.M., Brown, K.J., Reynolds, R.E. (2001). Comprehension strategies instruction: Implications of cognitive resource allocation. In G.M. Pressley & C.C. Block (Eds.), *What teachers need to know about comprehension research* (pp. 62-76). New York: Guilford Press.

Other Publications

Brown, K.J. (2002). One bite at a time: Intervention practices in Utah districts strengthen reading teachers and improve student literacy. *The School Administrator*, 59, (1), 24-29.

Brown, K.J. (1998). Teaching them to read: An Approach from the University of Utah. *Utah Association for Elementary School Principals*, 15, 24-27.

Brown, K.J. & Reynolds, R.E (1997). *The Granite School District Reading/Writing Plan: Final Report*. Granite School District, Salt Lake City, UT.

Scholarly Paper & Poster Presentations

Powell-Smith, K., Clemens, N., Burns, M., & Brown, K. (2023, Feb). *Advanced Phonemic Awareness and Future Reading Proficiency: Considerations for Assessment and Instruction*. Poster presented at the annual meeting of the Pacific Coast Research Conference. San Diego, CA.

Crosson, A.C., McKeown, M.G., Robbins, K.P., & Brown, K.J. (2019, April). *Identifying Leverage Points Beyond Cognates for Spanish-English Bilingual Adolescents: Effects of an Academic Vocabulary and Morphology Intervention*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON.

Crosson, A.C. McKeown, M.G., Robbins, K. & Brown, K. (2018, April). *Iterative Development of a Morphology Intervention to Enhance Literacy Outcomes for Adolescent English Learners*. Paper presented at the Annual Meeting of the American Educational Research Association, NY.

Brown, K.J., Fields, M.K., Craig, G., & Robbins, K.P. *Longitudinal replication of a Tier 2 intervention model for struggling readers across all grades*. (2018, July). Poster presented at the Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.

Crosson, A.C. McKeown, M.G., Robbins, K. & Brown, K. (2018, July). Effects of an academic vocabulary intervention using Latin roots with adolescent English learners. Paper to be presented as part of the Vocabulary Interventions symposium at the Annual Meeting of the Society for the Scientific Study of Reading, Brighton, UK.

Brown, K.J., Fields, M.K., & Craig, G. (2014, July). *At-Risk beginning readers: Implications for Economies of Scale*. Poster presented at the Annual Meeting of the Society for Scientific Study of Reading, Santa Fe, NM.

Brown, K.J., Fields, M.K., Morris, D., & Craig, G. (2008, July). *Maintaining the Power of One-on-One in a Group of Three: Next Steps Triads*. Paper presented at the Annual Meeting of the Society for Scientific Study of Reading, Asheville, NC.

- Brown, K.J. (May, 2007). *Intervention for struggling readers in grades 2 and up*. In K. Flanigan (Chair), Early Reading Intervention. Symposium conducted at the Annual Meeting of the International Reading Association,
- Brown, K.J., Fields, M.K., & Morris, D. (2006, December). *Valid, reliable and efficient: A psychometric evaluation of "flash" word recognition and passage reading measures*. Paper presented at the Annual Meeting of the American Reading Forum, Sanibel Island, FL.
- Brown, K.J. (2006, April). *What's in their heads? What's in their texts? Using assessment, vocabulary control, textual scaffolding, and prompts to maintain instructional level*. In E. Hiebert (Chair). Symposium conducted at the Annual Meeting of the International Reading Association, Chicago, IL.
- Brown, K.J. & Morris, D. (2003, December). *Intervention practica in the field and at the university: Getting started and keeping the quality high*. Paper presented at the Annual Meeting of the American Reading Forum, Fort Myers, FL.
- Brown, K.J., Morris, D., Fields, M., Lowe, S., Skidmore, D., Van Gorder, D., Weinstein, C., Robertson, J., & Brock, U. (2002, December). *The Virginia Intervention Model: Evaluating its effectiveness for struggling readers who speak English as a second language*. Paper presented at the Annual Meeting of the National Reading Conference, Miami, FL.
- Brown, K.J., Morris, D., Fields, M., Lowe, S., Skidmore, D., Van Gorder, D., Weinstein, C. (2002, June). *Who can provide effective reading intervention after grade one? The role of teachers' aides in serving maximum numbers of struggling readers*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Brown, K.J. (2002, December). *Effective reading intervention: For who? How often? For how long?* Paper presented at the Annual Meeting of the American Reading Forum, Fort Myers, FL.
- Brown, K.J., Fields, M., Lowe, S., Skidmore, D. Van Gorder, D., & Weinstein, C. (2001, June). *The benefits of intervention for at-risk 1st graders: What happens in 2nd grade?* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.
- Brown, K.J., Reynolds, V., Lowe, S., Skidmore, D., Van Gorder, D., Patillo, S., Weinstein, C., World, J., & Morris, A. (2000, July). *Early Steps intervention in schools with explicit code instruction: Is it effective? Does isolated phonological awareness instruction increase effectiveness?* Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Stockholm, Sweden.
- Morris, A., Brown, K.J., Bruett, T., & World, J (1999, April). *Third Graders' Strategies for Comprehending Metaphors: An Instructional Study*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Brown, K.J., Dole, J.A., & Sinatra, G.M. (1998, April). *Comprehension instruction: Student mediation and performance*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

- Sinatra, G.M., Brown, K.J., & Reynolds, R.E. (1998, April). *Linguistic and orthographic knowledge: A developmental perspective*. Paper presented at the Society Scientific Study of Reading, San Diego, CA.
- Sinatra, G.M., Brown, K.J., & Reynolds, R.E. (1997, March). *Predictors of successful reading comprehension: A longitudinal study*. Paper presented at the Society for the Scientific Study of Reading, Chicago, IL.
- Brown, K. J., Dole, J. A., & Sinatra, G. M. (1995, December). *Student mediation of comprehension strategies instruction*. Paper presented at the National Reading Conference. New Orleans, LA.
- Dole, J. A., & Brown, K. J. (April 1996). *Concept maps: An instructional strategy for teaching vocabulary*. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA.
- Sinatra, G. M., & Brown, K. J. (1995, December). *A strategic approach to writing unfamiliar words*. Paper presented at the National Reading Conference. New Orleans, LA.
- Brown, K. J., Sinatra, G. M., & Wagstaff, J. M. (1994, April). *Decoding by analogy: A Developmental investigation of the impact of instruction on children's spelling and decoding abilities*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, L.A.
- Brown, K. J., Sinatra, G. M., & Wagstaff, J. M. (1993, December). *Decoding by Analogy: Promoting independent strategies for generating spellings during writing*. Paper presented at the Annual Meeting of the National Reading Conference, Charleston, N.C.
- Brown, K. J., Trathen, W., & Dole, J. A. (1992, April). *Individual differences in student mediation of strategy instruction: A case study*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Brown, K. J., Reynolds, R. E., Trathen, W., & Stofflett, R. (1991, December). *Differences in the use of selective attention by more successful and less successful readers*. Paper presented at the meeting of the Annual Meeting of the National Reading Conference, Palm Springs, CA.
- Brown, K. J., & Dole, J. A., & Trathen, W. (1990, November). *A comparison of alternative approaches to prereading instruction*. Paper presented at the Annual Meeting of the National Reading Conference, Miami, FL.
- Brown, K. J. & Reynolds, R. E. (1990, April). *Successful and less successful readers' commitment to a strategy*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

VI. GRANTS, CONTRACTS & STATE FUNDING (→ indicates ongoing)

2021-2023	PI: Utah Governor's Office GEER II Grant (\$1.3 million)
2021	PI: Utah State Legislature One-Time Appropriation (\$118,800)
2020 →	PI: United Way of Northern Utah – Ogden City School District Partnership (\$40,000)
2019	PI: Robert & Verda Mae Christiansen Fund: West High Intervention Project (\$105,000)
2019	Designated Site Director for IES Grant with Southern Methodist University (\$10,000)
2018	PI: Good Samaritan Grant for Teacher Professional Development in Dyslexia Instruction (\$10,000)
2016 →	PI: Utah State Legislature Ongoing Appropriation Increase (\$116,000) Utah State Legislature One-Time Appropriation (\$54,000)
2015-2018	Co-PI: Institute of Education Sciences (IES) with U of Pittsburgh (\$369,826)
2015 →	PI: United Way of Salt Lake – Granite School District Partnership (\$700,000)
2015	PI: University of Utah Global Learning and Diversity Grant (\$10,000)
2014 →	PI: Utah State Legislature Ongoing Appropriation Increase (\$100,000)
2014 →	PI: Utah Youth in Custody Educators Professional Development (\$750,000)
2013 →	PI: Utah State Legislature Ongoing Appropriation Increase (\$125,000)
2003-2018	PI: No Child Left Behind - Utah State Board of Regents (\$3,500,000 partnership intervention training grant)
2012-2013	PI: Olene Walker Tribute Fund, U of U College of Education (\$10,000)
2003-2021	PI: Eccles Foundation (\$290,000 to develop professional development for teachers of dyslexic readers)
2000	PI: University of Utah Reading Clinic and Granite School District Project to Define the Role of Reading Specialists in Elementary Schools (\$120,000)
1999	Co-PI: University of Utah Reading Clinic and Granite School District Project to Define the Role of Reading Specialists in Elementary Schools (\$250,000)

1999 Co-PI: University of Utah Reading Clinic and Utah State Legislature House Bill 63 (\$250,000)

VII. TEACHER PROFESSIONAL DEVELOPMENT

2000-2020 Lead Trainer for Clinical Practica in Reading Intervention for Educators
- Early Steps (at-risk beginning readers)
- Next Steps (struggling readers between mid-1st and end-2nd abilities)
- Higher Steps (more advanced struggling readers from 3rd grade ability and up)
- Tier I Text for Regular and SPED Teachers
- Writing About Tier I Text for Regular and SPED Teachers
- Tier I Word Study for Regular and SPED Teachers

Neah-Kah-Nie School District, Rockaway Beach, OR

2005-2021 Clark County School District, Las Vegas, NV

2000-2020 Granite, Murray, Jordan, Park City, Salt Lake, Ogden, South Sanpete, Juab, Davis, North Sanpete, Iron, Washington, Kane, Nebo, Cache, Tooele, Duchesne School Districts, Multiple Charter Schools, UT

VIII. INTERNATIONAL, NATIONAL, STATE, LOCAL & UNIVERSITY SERVICE

Graduate Advising – Dissertation Committee Member

Craig, G. T. (2019). *Gradually escalated professional development in reading instruction at a Title I School*. (Unpublished doctoral dissertation). University of Utah, Salt Lake City, Utah.

Robbins, K. C. (2009). *The Relation between Specific Decoding and Spelling Skills in Elementary Students*. (Unpublished doctoral dissertation). University of Utah, Salt Lake City, Utah.

Fields, M. K. (2006). *Consequences of the failure to model teacher-level effects in multi-level analysis of educational outcomes*. (Unpublished doctoral dissertation). University of Utah, Salt Lake City, Utah.

Sharp, A. (2006). *The Development of Children's Orthographic Knowledge: A Microgenetic Perspective*. (Unpublished doctoral dissertation). University of Nevada, Las Vegas, NV.

Currently serving on 1 doctoral committee in progress.

2023	Reviewer: SSSR Annual Conference Proposals
2019	Assisted UITE with Preparation for NCTQ Submission
2012-2018	Botswana Teacher Professional Development: Stepping Stones International
2015-	Partnership with Westminster College: Intervention Practica for Griffins
2013-	Utah Foster Care Parent Education Consultant & Trainer
2015-2019	U of U Bennion Center Utah Reads Committee
2015-2016	International Dyslexia Association: Praxis Task Force
2013-2018	Decoding Dyslexia of Utah: Ongoing consultation & support
2014-2017	Utah State Office of Education: Reading Intervention Endorsement Task Force
2014-2016	Granite School District: Early Literacy Task Force
2012-2013	Utah State Office of Education: STAR Curriculum Revision & Implementation