

CURRICULUM VITAE

NAME: Kelly C. Patrick

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

APPOINTED: Adjunct Appointments in Educational Psychology, Special Education & Urban Institute of Teacher Education, 2007

AREAS OF SPECIALIZATION:

Research, theory and practice in:

- word work (spelling, morphology) instruction
- word recognition instruction
- intervention models for at-risk and struggling readers
- teacher professional development in reading instruction and intervention

I. EDUCATIONAL HISTORY

University

Ph. D. Special Education
University of Utah, 2009

M. Ed. Special Education
University of Utah, 1998

B.A. International Studies
University of Oregon, 1993

Other Accreditation

Teaching Certification, Utah State Board of Education
Special Education, Mild/Moderate (K-12)
L.E.T.R.S certified trainer
Wilson Reading System, Level I
Certified Dyslexia Practitioner: International Dyslexia Association

II. HONORS AND AWARDS

| | |
|-----------|---|
| 2022 | United Kingdom Literacy Association Wiley Research in Literacy Education Award 2022 |
| 2006-2009 | Leadership Grant recipient, Department of Special Education, College of Education, University of Utah |
| 1997-1998 | Participant on Grant to Train Special Educators, School Counselors, and School Psychologists to Assist Students with Traumatic Brain Injury, Department of Educational Psychology, University of Utah |
| 1993 | Graduated with Honors, Robert D. Clark Honors College, University of Oregon |

III. PROFESSIONAL HISTORY

2022- **Director/ University of Utah Reading Clinic**

- College of Education, University of Utah
- 2019-22 **Associate Director Curriculum and Professional Development/2022**
University of Utah Reading Clinic
College of Education, University of Utah
- 2021 **Literacy Consultant**
Gridley Unified School District, California
- 2014-19 **Intervention Specialist/Research Associate**, University of Utah Reading Clinic,
Murray, UT
- 2016-19 **Literacy Consultant**
Stamford American International School, Singapore, Singapore
- 2015 **Reading Intervention Trainer**
Fairview Learning, Salt Lake City, UT
- 2021- **Clinical Assistant Professor/Assessment and Intervention for Reading
Difficulties**
Department of Educational Psychology/Special Education, University of Utah
- 2014 **Accreditation Consultant**, Madeleine Choir School, Salt Lake City, UT
- 2012-14 **Achievement Coach**
Canyons School District, Sandy, UT
- 2014-17 **Professional Development Consultant**
J.E. Cosgriff Memorial Catholic School, Salt Lake City, UT
- 2011-15 **Assessment for Effective Intervention**, Editorial Board Member
- 2010-12 **Accreditation Coordinator, Special Education Teacher/Reading
Interventionist**
, ,
J.E. Cosgriff Memorial Catholic School, Salt Lake City, UT
- 2007-10 **Instructor**
University of Utah, Salt Lake City, UT
- 2009-10 **Instructor**
Westminster, Salt Lake City, UT
- 2007 **Resource Group Leader American Indian Teacher Training Program**
University of Utah, Salt Lake City, UT
- 2006 **Teaching Assistant**,
University of Utah, Salt Lake City, UT
- 1998-06 **Teacher/Special Education**
Jordan High School, Jordan School District, Sandy
- 1994-96 **Teaching Assistant/Special Education**
Blaine County School District, Hailey, ID

IV. 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(S1), S249– S272. <https://doi.org/10.1002/rrq.386>

Crosson, A. C., McKeown, M. G., Lei, P., Zhao, H., Li, X., Patrick, K., Brown, K., and Shen, Y. (2021) 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. <https://doi.org/10.1111/1467-9817.12323>.

Crosson, A., McKeown, M., Robbins, K.P., Brown, K.J. (2019). Key elements of robust vocabulary instruction for emergent bilingual adolescents. *Language, Speech, and Hearing Services in Schools*. 50(4):493-505.

Flynn, L., Hosp, M. K., & Robbins, K. (2011). Word recognition error analysis: Comparing isolated word list and oral passage reading. *Assessment for Effective Intervention*. 36 (3), 167-178.

Robbins, K.P., Hosp, J.L., Hosp, M.K., Flynn, L.J. (2010) Assessing specific grapho-phonemic skills in elementary students. *Assessment for Effective Intervention*. 36 (1), 21-34.

Scholarly Paper & Poster Presentations

Crosson, A.C., McKeown, M.G., Lei, P., Cheng, W., Brown, K.J., Robbins, K.P. (March, 2019). *Identifying leverage points beyond cognates for Spanish-English bilingual adolescents: Effects of an academic vocabulary and morphology intervention*. Paper presented at American Educational Research Association Annual Meeting, Toronto, Canada.

Brown, K.J., Fields, M.K., Craig, G.T., Robbins, K.P. (July 2018). *Longitudinal replication of a Tier II intervention model for struggling readers across grades 1 – 12*. Poster presented at Society for the Scientific Study of Reading Annual Meeting, Brighton, U.K.

Crosson, A.C., McKeown, M.G., Robbins, K.P., Brown, K.J. (July 2018). *Effects of an academic vocabulary intervention using Latin roots on adolescent English learners*. Paper presented at Society for the Scientific Study of Reading Annual Meeting, Brighton, U.K.

Crosson, A.C., McKeown, M.G., Lei, P., Cheng, W., Brown, K.J., Robbins, K.P., (April 2018). *Development of a morphology intervention to enhance literacy outcomes for adolescent English learners*. Paper presented at American Educational Research Association Annual Meeting, New York, NY.

Robbins, K.P. (June, 2016) *From phonemes to morphemes: Helping kids decode English orthography*. Paper presented at Utah Multi-Tiered Systems of Support Connections Conference, Ogden, UT.

- Robbins, K.P., Flynn, L.J. (April 2010). *Integrating decoding and spelling instruction with an orthographic framework*. Council for Exceptional Children Annual Conference, Nashville, TN.
- Robbins, K.P., Hosp, J.L. (March 2010). *Strategies for integrating decoding and spelling instruction within an orthographic framework*. National Association of School Psychologists Annual Conference, Chicago, IL.
- Robbins, K.P., Hosp, J. L. (May 2009). *The relation between specific grapho-phonemic patterns in decoding and spelling*. International Reading Association Annual Conference, Minneapolis, MN.
- Robbins, K.P. (April 2009). *The specific relation between decoding and spelling: Impacts on assessment and intervention*. Council for Exceptional Children Annual Conference, Seattle, WA.
- Robbins, K.P., Hosp, M.K. (February 2009). *The relation between orthographic knowledge in decoding versus spelling tasks*. National Association of School Psychologists Annual Conference, Boston, MA.
- Robbins, K.P., Hosp, M.K., Flynn, L.J. (July 2008). *Efficiently assessing decoding to increase teaching time and student outcomes in reading*. Society for the Scientific Study of Reading Annual Conference, Asheville, NC.
- Flynn, L.J., Hosp, M.K., Robbins, K.P., Knighton, M. (April 2008). *Analyzing connected text to guide instruction*. Council for Exceptional Children Annual Conference, Boston, MA.
- Robbins, K.P., Flynn, L.J. (March 2007). *The spelling reading connection*. University of Utah College of Education, Salt Lake City, UT.

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

- 2021 → PI: United Way of Salt Lake – Granite School District Partnership (\$300,000)
- 2015-18 Co-PI: Institute of Education Sciences (IES) with U of Pittsburgh (\$369,826)

VI. TEACHER PROFESSIONAL DEVELOPMENT

- 2022 Iron County School District Summer Conference, Cedar City, UT.
- 2021-23 Gridley Unified School District, Gridley, CA
- 2021 International MTSS Summit, Online.
- 2019 Rtl for International Schools Summit, Singapore.
- 2018-21 Stamford American International School, Singapore
- 2014- 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 General and SPED Teachers
- Writing About Tier I Text for General and SPED teachers
- Tier I Word Study for General and SPED teachers

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

- | | |
|---------|---|
| 2022- | Botswana Teacher Professional Development: Stepping Stones International |
| 2022- | Participate in University of Utah Educational Assessment and Student Support Clinic, Department of Educational Psychology case reviews |
| 2022- | U of U Bennion Center Utah Reads Committee |
| 2022- | 2022- |
| 2022 | College of Health collaboration to include Speech-Language Pathologist students in reading intervention coursework and practica with College of Education students. |
| 2019- | ED PSY 6631: Assessment & Instructional Strategies for Reading Difficulties clinical practicum instructor (non-compensatory) |
| 2014 | Consulting services at the school and district level in the areas of reading instruction and intervention throughout Utah. |
| 2014- | Partnership with Westminster College: Intervention Practica |
| 2011-14 | Assessment for Effective Intervention, Editorial Board Member |