

CURRICULUM VITAE
KIMBERLY L. ANDERSON

RESEARCH ASSOCIATE, Child Research and Study Center, School of Education, University at Albany, State University of New York.

EDUCATION

- Ph.D. Reading. University at Albany, State University of New York. 2009.
- C.A.S. Reading. University at Albany, State University of New York. 2002.
- M.S. Reading. University at Albany, State University of New York. 2000.
- C.A.S. School Psychology. University at Albany, State University of New York. 1984.
- M.S. Educational Psychology and Statistics. University at Albany, State University of New York. 1984.
- B.A. Psychology. State University College at Cortland, 1981.

WORK EXPERIENCE

August, 2014 – Present. *Assistant Professor, Reading Education*. Dept of Literacy Studies, English Education & History Education. College of Education, East Carolina University.

October, 2010 – August, 2014. *Co-Investigator* on a three year grant, extended to four years (10/1/10 – 9/30/14) funded by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education for approximately \$800,000 to support a project entitled “Early Literacy Teacher Education Project.” (Principal Investigator: Donna Scanlon; Co-Investigators: Kim Anderson, Virginia Goatley, and Lynn Gelzheiser.)

October, 2010 – August, 2014. *Co-Investigator* on a three year grant, extended to four years (10/1/10 – 9/30/14) funded by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education for approximately \$800,000 to support a project entitled “Early Literacy Teacher Education Project.” (Principal Investigator: Donna Scanlon; Co-Investigators: Kim Anderson, Virginia Goatley, and Lynn Gelzheiser.)

July, 2010 – August, 2014. *Director, Professional Development Project, Professional Development Provider, and Developer of Website Content for ISA/RtI Professional Development Program and Early Literacy Teacher Education Project* (<http://www.ISAprofessionaldevelopment.org/>; <http://www.ELTEP.org/>), Child Research and Study Center, University at Albany.

July, 2006 – June, 2010. *Project Manager and Teacher Educator Coordinator* on a three year grant (extended to four years - 07/01/06 to 06/30/10) funded by the Institute of Education Sciences, U.S. Department of Education for approximately \$1.4 million to support a project entitled: “Enhancing Pre-Service Teachers’ Knowledge Related to Research-Based Early Literacy Instruction.” (Principal Investigator: Donna Scanlon; Co-Investigators: Frank Vellutino, Virginia Goatley, and Lynn Gelzheiser.)

September, 2005-June, 2006. *Reading Teacher*. Saratoga Springs City School District, Saratoga Springs, New York.

July, 2004 – June, 2005. *Early Literacy Collaborator (Coach)*. On a five year grant funded under the auspices of the Interagency Education Research Initiative (The National Science Foundation, the United States Department of Education, and the National Institute of Child Health and Human Development) for approximately \$9.4 million to support a project entitled “Preventing Reading Difficulty in Disadvantaged Children.” (Principal Investigator: Donna Scanlon; Co-Investigators: Frank Vellutino, University at Albany; Christopher Schatschneider, Florida State University.)

2000-2004. *Reading Teacher*. Saratoga Springs City School District, Saratoga Springs, New York

1987-2000. *School Psychologist*. Saratoga Springs City School District, Saratoga Springs, New York.

September, 1998 – June, 1999. *Intervention Teacher* on a five year grant (05/01/97 to 04/30/02) from the National Institute of Child Health and Human Development for over \$2,250,000 to support a research program designed to investigate models for preventing long term reading difficulties among children who were at risk for such difficulties. (Principal Investigator: Frank Vellutino; Co-Investigator Donna Scanlon.)

Summers, 1985 – 1987. *On-Site Instructor and Supervisor* on a three year grant (05/01/85 – 04/30/88) funded by the United States Department of Education, Office of Special Education and Rehabilitative Services, for \$190,000 to support the preparation of special educators. (Co-Investigators Lynn Gelzheiser and Deborah May.)

GRADUATE LEVEL TEACHING

Adjunct Lecturer

- Reading Department, University at Albany, State University of New York
 - Emergent Literacy (ERDG 655); Summer, 2010, Fall, 2009
 - Introduction to Literacy Teaching and Learning, B-6 (ERDG 500); Spring, 2010, Spring, 2009
 - Teaching Writing, B-6 (ERDG 615); Fall, 2009
- Reading Department, College of Saint Rose, Albany, New York.
 - Psychology of Reading (RDG 574), Summer, 2006

PUBLICATIONS

DISSERTATION

Anderson, K. L. (2009). *The effects of professional development on early reading skills: A comparison of two approaches*. (Doctoral dissertation). Retrieved from ProQuest. (ATT 3365837).

BOOK

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). *Early intervention for reading difficulties: The Interactive Strategies Approach*. New York: Guilford.

CHAPTERS

Scanlon, D.M., Anderson, K.L., & Vellutino, F.R. (2013). The Interactive Strategies Approach to early intervention. In D. Barone and M. Mallette (Eds.), *Best Practices in Early Literacy*. New York: Guilford Press.

Anderson, K. L. (2010). Spotlight on the Interactive Strategies Approach: The case of Roosevelt Elementary School. In Lipson, M. Y. & Wixson, K. K. (Eds). *Models for Response to Intervention (RTI): Evidence-based Frameworks for Preventing Reading Difficulties*. International Reading Association.

Scanlon, D. M., & Anderson, K. L. (2010). Using the Interactive Strategies Approach to preventing reading difficulties in an RtI context. In Lipson, M. Y. & Wixson, K. K. (Eds). *Models for Response to Intervention (RTI): Evidence-based Frameworks for Preventing Reading Difficulties*. International Reading Association.

PROFESSIONAL DEVELOPMENT RESOURCES

Anderson, K. L. & Scanlon, D. M. (2010). *Focusing on the I in RtI: Guidance for Group Reflection and Planning*. State University of New York, University at Albany: Child Research and Study Center.

Scanlon, D. M. & Anderson, K. L. (2012). *Facilitator's Guide for Book Study: ISA/RtI Professional Development*. State University of New York, University at Albany: Child Research and Study Center.

Scanlon, D. M. & Anderson, K. L. (2012). *Participant Resources for Book Study: ISA/RtI Professional Development*. State University of New York, University at Albany: Child Research and Study Center.

Scanlon, D.M., Anderson, K.L., Morse, M. J., & Yurkewecz, T. (2012). *Helping your Child Become a Reader*. State University of New York, University at Albany: Child Research and Study Center.

PRESENTATIONS

- Scanlon, D. M., Anderson, K. L., Goatley, V.J., Marinak, B., Broach, L. (May, 2014). A National Survey of Literacy Professionals: Response to Intervention in Kindergarten through Grade 3. A symposium accepted for the International Reading Association Annual Meeting, New Orleans, LA.
- Anderson, K.L., Scanlon, D. M., Goatley, V.J., Yurkewezc, T., Wilson, B. & DeSarbo, A. (December, 2013). Improving Teacher Preparation Coursework for Early Literacy Development. A symposium at the annual meeting of the Literacy Research Association, Dallas, TX.
- Anderson, K. L. (October, 2013). Strategic Word Learning and the Development of Sight Vocabulary. New York State Reading Association Conference, Albany, NY.
- Anderson, K.L., Scanlon, D.M., Goatley, V.J., DeSarbo, A & Gelzheiser, L.M. (December, 2012). Enhancing teacher knowledge and skills related to early literacy instruction. Presentation at the annual meeting of the Literacy Research Association, San Diego, CA.
- Anderson, K. L. (October, 2012). The Interactive Strategies Approach (ISA) and Response to Intervention (RtI). New York State Reading Association Conference, Liverpool, NY.
- Scanlon, D.M., Anderson, K.L., Goatley, V., Gelzheiser, L.M., & Bryer, J. (April, 2012). Enhancing knowledge related to research-based early literacy instruction among pre-service teachers. Research poster session at the annual meeting of the International Reading Association, Chicago, IL.
- Anderson, K. L. (October, 2011). Connecting literacy course content and pre-service teacher knowledge. New York State Reading Association Conference, Rye Brook, NY.
- Anderson, K. L. (March, 2011). Professional development for early literacy teachers: Connecting research to practice. New York State Reading Association Conference, Saratoga Springs, NY.
- Anderson, K.L., Scanlon, D.M., Goatley, V.J., Gelzheiser, L.M. & Bryer, J. (December, 2010). Impact of changes in literacy course content in teacher education programs on pre-service teachers' knowledge. Presentation at the annual meeting of the Literacy Research Association, Fortworth, TX.
- Scanlon, D.M., Anderson, K.L. & Gelzheiser, L.M. (December, 2010). The impact of professional development for teachers on children's early literacy development. Presentation at the annual meeting of the Literacy Research Association, Fortworth, TX.
- Anderson, K. L. (April, 2010). Interactive Strategies Approach (ISA). Multiple tiers, similar instruction: Coordination and collaboration across instructional settings. Presentation at the

Response to Intervention Institute at the annual meeting of the International Reading Association. Chicago, IL.

Anderson, K. L. (March, 2009). Supporting struggling readers in the development of word solving skill. New York State Reading Association Conference, Saratoga Springs.

Scanlon, D.M., Anderson, K.L., Flynn, L.H. (November, 2008). Preventing reading difficulties: The role of instruction and experience before first grade. Invited workshop for presented for the Early Childhood Direction Center, Albany, NY.

Scanlon, D.M., Gelzheiser, L.M., Anderson, K., Goatley, V. & Vellutino, F.R. (June, 2008). Enhancing knowledge related to research based early literacy instruction among pre-service teachers (an update). Poster presented at the Institute of Education Sciences Principle Investigators conference, Washington, D.C.

Scanlon, D.M., Anderson, K.L., Flynn, L.H., Connors, P., DeSarbo, A., & Hudak, R. (March, 2008). Preventing reading difficulties: The role of instruction and experience before first grade. Invited workshop for the Pre-school-Kindergarten Consortium, Albany, NY.

Scanlon, D.M., Vellutino, F.R., Gelzheiser, L.M., Anderson, K., Sweeney, J.M., & Connors, M. (November, 2007). Response to intervention: From research to practice. Invited workshop for the New York State Reading Association, Albany, NY.

Anderson, K. L. (July, 2005) The Interactive Strategies Approach to early reading development and instruction. Invited workshop for the Literacy Center Summer Institute, Capital Region BOCES, Albany, NY.

SERVICE

Reviewer – Elementary School Journal (2013)

GoToTraining Virtual Customer Advisory Board (2012)

CERTIFICATIONS

Certified Reading Teacher, New York State

Certified School Psychologist, New York State

PROFESSIONAL AFFILIATIONS

International Reading Association

Literacy Research Association

New York State Reading Association

Albany City Area Reading Council

National Association for the Education of Young Children

Learning Forward (National Staff Development Council)

AWARDS AND HONORS

2009-2010 University at Albany Distinguished Dissertation Award

2007 University at Albany Dissertation Research Fellowship Award

2007 New York State Reading Association, Friend of Reading Award