**Note:** Nomination packets from the previous year’s award recipients are posted only to provide nominees with an example of a successful portfolio.

Nomination guidelines may vary slightly from year to year. Please refer to the Presidential Awards website for current guidelines.

http://utsa.edu/facultyawards/awards/pres.html
2011 PRESIDENT'S DISTINGUISHED ACHIEVEMENT AWARD NOMINATION

Date: 2-7-11

<table>
<thead>
<tr>
<th>NOMINEE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last name: Sailors</td>
</tr>
<tr>
<td>First: misty</td>
</tr>
<tr>
<td>Middle I: Dr.</td>
</tr>
<tr>
<td>Title/Rank: Associate Professor</td>
</tr>
<tr>
<td>Department: ILT</td>
</tr>
<tr>
<td>Campus address: main Bldg 2,210E</td>
</tr>
<tr>
<td>Phone: (458) 7288</td>
</tr>
</tbody>
</table>

I endorse this person for the following President's Distinguished Achievement Award (check one):

- Teaching Excellence (tenured)
- Teaching Excellence (tenure-track faculty)
- Teaching Excellence (non-tenure-track faculty)

These awards are to recognize, encourage, and reward accomplished faculty whose command of their respective disciplines, teaching methodologies, communication skills, and commitment to learning translate into a superior learning experience for students. These awards are aimed at faculty who maintain high expectations and standards for their students, ensuring academic rigor, while meeting the challenges of motivating students and helping them develop into educated, ethical, and responsible citizens.

- Research Achievement (tenured faculty)
- Research Achievement (tenure-track faculty)

Tenured: This award is to recognize, encourage, and reward faculty who have conducted a sustained program of high quality, high impact research that has translated into national and international recognition and has made a substantial contribution to the faculty member’s field.

Tenure-Track: This award is to recognize, encourage, and reward faculty who have conducted high quality, high impact research that shows distinct promise for national and international recognition and substantial contribution to the faculty member’s field.

- Performance, Creative Production, or Other Scholarly Achievement (tenured and tenure-track faculty)

This award is to recognize, encourage, and reward those individuals whose performance, creative production, or other scholarly achievement in the arts or other appropriate disciplines has manifested unusual excellence and merit. Further, this production has directly or indirectly benefited students and the University as well as the artistic or scholarly domain of the faculty member.

- Excellence in University Service (tenured and tenure-track faculty)
- Excellence in University Service (non-tenure-track faculty)

This award is to recognize, encourage, and reward those tenured and tenure-track faculty who are exemplary in their commitment to service within the University whose service has had major impact on the opportunities, lives, and future of UTSA students by providing leadership in
critical areas such as advising students; student, department, college and university committee service; and/or creating new student programs and opportunities.

**Excellence in Community Service** (tenured and tenure-track faculty)
This award is to recognize, encourage, and reward those tenured and tenure-track faculty who are exemplary in their service outside of the university, providing leadership and making significant contributions in external civic organizations and settings. Serving on civic boards and committees, and leading critical and valuable community initiatives, are some examples of desired involvement. This award recognizes the importance of sustained contributions to the external community that create connections with the university.

**Advancing Globalization** (tenured and tenure-track faculty)
This award is to recognize, encourage and reward either an individual or a team of faculty who have significantly expanded UTSA’s involvement in the global arena. The distinguished faculty should have made contributions in one or more of the following areas: the development and implementation of international components into the curriculum, study abroad programs, collaborations with foreign institutions.

*Please submit separate supporting materials for this nomination. Specific guidelines and a listing of prior award recipients are available online at [http://www.utsa.edu/facultyawards/](http://www.utsa.edu/facultyawards/) (click on Presidential Awards).*

*Electronic nominations are due no later than Wednesday, February 10, 2011.*

Signed:  

Dean, College of  

_____________________________
February 6, 2011

To Whom It May Concern:

I write this letter to support the Department of Interdisciplinary Learning and Teaching’s nomination of Dr. Misty Sailors for the 2011 President’s Advancing Globalization—Tenured Faculty.

Dr. Sailors has worked in classrooms with teachers and learners in South Africa; this work has led to an interest in the ways in which the protection of mother tongue languages by government policy supports the literacy development of elementary children. Dr. Sailors is researching and writing about her work with educators in South Africa. The total amount of funding for the “Ithuba Writing Project” now stands at $5,400,000. Dr. Sailors works with South African non-governmental organizations and two South African institutes of higher education as partners in producing storybooks and learning materials for children in South Africa. Through her facilitation, 140 classroom teachers in South Africa are now the proud authors of storybooks for their children; these books have been distributed throughout the most rural parts of the country to the most needy schools. The project is part of the larger $600 million African Education Initiative (AEI) to train teachers and provide instructional materials for children in sub-Saharan African. Through this program, Dr. Sailors and the collaborating partners on the project have involved 140 South African teachers in writing relevant stories for children. The Ithuba Writing Project is unique because it supports South African teachers in creating books for learners in their home language. As a result, the books in the Ithuba Writing Project are being authored in all eleven official languages in South Africa and has published and produced 2.4 million storybooks for children in grades 4-6.

Recently, Dr. Sailors was awarded $13 million for a similar material development project in Malawi, one of the poorest countries in the world. The UTSA will develop and test, in conjunction with the Malawi Ministry of Education, Science and Technology (MOEST), a research-based instructional model for literacy learning in grades 1, 2, and 3 inclusive of materials and training to support its implementation. Through the development of this instructional model, the provisioning of teaching and learning materials, the training of teachers on the use of the model, and the training of the head teachers on the support for the model, the Read Malawi! program intends to raise literacy levels of learners in grades 1, 2, and 3 across the three years of the program.
The development of the Read Malawi! program has various components related to it, including (1) an evaluation of existing and select textbooks and teachers guides; (2) the development of complimentary reading materials and teachers guides to accompany these materials; (3) the development of Read Malawi! instructional model, including a school resourcing and implementation plan; (4) an evaluation of the program’s effectiveness on improving instructional reading practices and raising student reading achievement; and (5) the resourcing of teacher training colleges to support future generations of teachers in Malawi. It is the intention of the UTSA to build capacity within the MOEST to continue to resource schools with the highest quality language learning materials in order to make the program sustainable. It is through this systematic and collaborative partnership, the Read Malawi! program will produce millions of learning materials and will create an instructional model that improves teaching practices and raises the reading achievement of learners in grades 1, 2 and 3. The long-term ramifications of this program are great and we look forward to this growing partnership.

Dr. Sailors is an outstanding scholar as evidenced by her contributions to research and a most worthy nominee for the 2011 President’s Advancing Globalization– Tenured Faculty Award.

Sincerely,

[Signature]

Christine Moseley, PhD
Chair and Professor
Department of Interdisciplinary Learning and Teaching

Attachment: Partners in Read Malawi! Program
Read Malawi!

Authors

Malawian Educators

The University of Texas at Austin

Assist on the evaluation team.
Development team: Read Malawi instructional model

Development partners

Berkeley

UTSA
University of Texas at San Antonio

Assist in the evaluation plan

Assist in institutionalizing Read Malawi into Teacher Training Colleges (sustainability plan)

International Reading Association

The world's leading association of literacy professionals

Assist in mobilizing the community within Malawi to support literacy development

Real eStudios

Intel

Institute for Economic Development
The University of Texas at San Antonio

Support for the eLearning Labs at the Teacher Training Colleges and companion Demonstration Primary Schools

USAID
FROM THE AMERICAN PEOPLE

Assist in building management capacities with Malawian painters
President's Distinguished Achievement Award for Advancing Globalization: Self-statement

Submitted by Misty Sailors, PhD.
Department of Interdisciplinary Learning and Teaching, COEHD

The purpose of the President's Distinguished Achievement Award for Advancing Globalization is to “recognize, encourage and reward either an individual or a team of faculty who have significantly expanded UTSA's involvement in the global arena.” Through this self-statement, I hope to demonstrate that my involvement in globalized activities have both added to the body of knowledge in my field (reading and reading teacher education) as well as to the visibility of The University of Texas at San Antonio. I begin this self-statement with a brief description of my overall contributions to the University as a way of contextualizing my international work.

Overall contributions. My research interest focuses on three areas: (1) texts found in elementary classrooms and the instruction that surrounds these texts; (2) teacher education; and (3) large scale research studies that improve learning opportunities for young children. In the short time in which I have been in academia, my contributions to my field resulted in a total of 2 edited books; 20 invited or peer reviewed book chapters; 1 non-referred journal article; 25 peer reviewed journal articles; 1 book review; 8 invited or key-note conference addresses; and 86 local, regional, state, national and international conference presentations. I have authored a total of 28 reports to institutions, governments, foundations, and agencies over the past eight years.

My contributions have been recognized from such organizations as the American Association of University Women (Emerging Scholar Award; awarded to a tenure-track female scholar); the National Literacy Association/National Reading Conference (Early Career Achievement Award); and the Patricia Blunt Koldyke Foundation (Fellowship Nominee).

I have an outstanding teaching record at UTSA as evident in my 2007 President's Distinguished Achievement Award (Tenure-Track Faculty Teaching) and my 2005 nomination in Who's Who Among America's Teachers. I have taught one doctoral, 4 graduate, and eight different undergraduate courses while at UTSA. I have developed three significant courses that were part of an externally funded study (Institute of Education Sciences) as well as numerous courses as part of my international work (which I will address in subsequent sections of this statement).

I actively participate in service to my department, college, university and professional community. Since arriving at UTSA eight years ago, I have served on nine different college, 22 different department, and 5 different university committees. I actively review for 5 professional journals and edited a special issue of one of the most prestigious journals in my field (the Elementary School Journal, which is over 100 years old). I review papers for the annual meeting of my research community and served as an ad-hoc reviewer for five organizations and institutions. I serve (or have served) as a member of various committees (non-university) as a result of my expertise. Graduate students enrolled in classes that I teach actively serve our community through our class assignments. I am currently the graduate advisor of record to more than 31 master's/ doctoral students. Finally, I informally mentor junior faculty and doctoral students as they seek admission into academia through grant writing activities and publication opportunities.

I have successfully been awarded a combined total of $19,717,000 in external research funding. I
anticipate a proposal that I Co-PI’ed with a junior faculty to be funded this spring in the amount of $1,491,000. Finally, I am currently coordinating a team who is responding to a request for applications for a program in Honduras in the amount of $5,000,000; our team is also exploring other options for our international, interdisciplinary work.

Background of Textbooks and Learning Materials Program (TLMP). Under two separate cooperative agreements with USAID (in which I am the primary investigator), the UTSA worked closely with the Department of Education (DOE), Republic of South Africa and the Ministry of Education, Science and Technology (MOEST) in the Republic of Malawi, to design, publish, and deliver complimentary reading books and accompanying teacher’s guides for general education and blind children. Because USAID’s agreement with foreign governments is bilateral, our programs, funded under the White House’s Africa Education Initiative (Textbooks and Learning Materials Program, TLMP), were required to work closely with ministries of education in our respective African countries. In both contexts, the TLMP worked closely with our partners in the DOE and the MOEST to author books in the indigenous languages of the two countries. To date, the TLMP has printed a total of 2,331,777 complimentary reading materials and teacher’s guides with the DOE and 970,000 complimentary reading materials and teacher’s guides with the MOEST. We anticipate our printing to be completed in Malawi (with the MOEST) by May 2011. By that time, our printing will have numbered 4,579,200 in Malawi; bringing the total printing of learning and teaching materials with foreign governments to a grand total of over 6.9 million. However, I must add one caveat—although these numbers are staggering, quantity is not the only consideration in the work of the TLMP at UTSA; we are also very concerned with the quality of the materials we have worked to introduce on a large scale in these two countries.

High-quality materials have become ubiquitous with learning, especially in the area of reading. Textbooks and supplementary learning materials are the norm in classrooms in the United States in which we work. In Texas, for example, the State provides districts funding to purchase approved textbooks for core curriculum areas (including reading, language arts, mathematics, science, social studies, and the arts, where applicable). For many schools, the decision around textbooks to purchase is made at the local level with teachers sitting on local adoption committees. For teachers, this means that textbooks are aligned with State and local curriculum; for students, they each have their own textbooks in the various curricula areas. For classrooms in many other countries, access to learning materials is limited even though these materials have proven effective in raising achievement, especially when teachers used teacher’s guides. However, often the materials available to teachers and students in developing countries are poorly designed, contain factual inaccuracies, do not support higher-level thinking, do not represent the lived experiences of the children using them, and reinforce gender stereotypes. Materials must be gender sensitive, contain science and technology, teach higher order thinking skills, written in the language of the learners, and build toward life-long learning and leadership skills.

In many African countries, textbooks were part of provisioning plan for the implementation of national curricula, but not complimentary reading materials, leaving classrooms across Africa with a great need to fill and few materials to fill it. Communities in Africa value learning and teaching materials in schools and so do teachers. Unfortunately for the multilingualic societies in which we have worked, some parents choose English schools over schools that teach in the
mother tongue because the English schools have better resources. Further, there remains disparity in the resourcing of historically disadvantaged schools when compared to historically privileged ones—a disparity which impacts learning and ultimately, an envisioned society grounded in equity, human rights, inclusivity and social justice. Because we work with international, key-implementing partners, the materials developed under the TLMP at UTSA fit the needs of our partnering ministries of education and met the quality criteria described in the research.

For example, all of our materials are written in the indigenous languages of the countries in which we work as a way of supporting language in education priorities of our government partners. As complimentary reading materials, the books are created to engage public school children with high quality stories representative of the African experience. Furthermore, these complimentary readers are integrated instructionally with the national curriculum of our partnering countries through teachers' guides that served as an impetus for mathematics, natural science, or social studies lessons.

Collaborations with foreign institutions. A substantial the $18,450,000 awarded to UTSA under my direction is specifically connected to the concerns of this President's Distinguished Achievement Award for Advancing Globalization. As the PI of these awards (both funded by the United States Agency for International Development, USAID), I have successfully connected my research interests to the globalized world in which we live. In this next section, I will discuss my contributions in collaborating with foreign institutions.

In addition to getting books in the hands of African children, the efforts of the TLMP at UTSA are also part of a systematic effort to build capacity within our own institution and in the institutions within the countries in which we have worked. The UTSA is the prime contractor for the USAID cooperative agreements; our development and implementation team at UTSA is comprised of faculty from across the COEHD (including four of our five departments) and representatives from the Institute of Economic Development. Our team is supported at all institutional levels, including but not limited to representatives from the OSP, OIT, travel and disbursement, HR, procurement, legal affairs, and the Provost, VPR, and President’s office. The TLMP at UTSA is assisted in its endeavors by faculty at The University of Texas at Austin, the University of California at Berkeley and private industry such as RealEStudios and the Intel Corporation. Our UTSA/US-based team is commendable.

However, and more important to the mission of the TLMP, our international and key implementing partners Additionally, our team has worked hard to build sustainable long-term links between the UTSA and our key-implementing partners in South Africa and Malawi. In addition to our work with African ministries of education, the TLMP worked with several (a) Non-Governmental Organizations, including the READ Educational Trust, the Molteno Institute for Language and Literacy, and the Creative Centre for Community Mobilization (CRECCOM); (b) parastatals (quasi-governmental organizations), including the Malawi Institute of Education; (c) institutes of higher education, including the University of Limpopo and the University of Pretoria; and (d) private industry, including the Uniprint™, Intel Corporation, Kris Offset, to name a few. We have worked closely with these key implementing partners in our development, printing/publication, and implementation processes in both South Africa and Malawi.
Known as the *Ithuba Writing Project* in South Africa (loosely translated in isiZulu, *Ithuba* means "opportunity") and *Werenga Malawi! (Everybody Read!)* in Malawi, (both under the auspices of the TLMP at UTSA), the programs utilized a unique international, co-constructed approach to material development. At the center of our work are classroom teachers in our relevant countries.

Through a series of writing workshops facilitated by the TLMP team, educators in South Africa (n=120) and Malawi (n=90) engaged as authors by describing experiential events and documenting expert self-knowledge. Intel provided the TLMP with computer labs in which our development work was done. At these technology-driven workshops, teachers were encouraged to find the intersection between their experiences/expertise and topics that elementary children would find interesting. The teachers were asked to author their stories in a mother tongue language in which they felt most comfortable. These authoring teachers also rendered a version of their story in African English. We elected to engage teachers as authors in this process because teachers are central to educational reforms and because teachers can author learning materials that reflect the experiences of their learners.

As an intermediary step in the process, members of a development and editing team, which consisted of African (University of Pretoria and Malawi Institute of Education) and US based literacy and content experts (UTSA, UTA and UCB), further developed the English versions of the books to ensure quality and to tie them to the national curriculum. Local African artists illustrated both versions (mother tongue and English) and the books were field tested with children in public schools by the authoring teachers as part of the development process. The authors revised their stories based on attention to word choice (readability), comprehension, and responses to the story quality (including the illustrations) as a result of the field-testing. A team of African language experts edited the stories for appropriateness of word choice and conventionality. All development work, editing, and printing (with Uniprint and Kris Offset) took place in our respective countries.

While our work has centered on the development process, we do have a research component in the TLMP. Namely, we have worked closely with the University of Limpopo, the READ Educational Trust and the Molteno Institute (in South Africa) the Malawi Institute of Education (in Malawi) to design student achievement instruments and teacher observation instruments to capture and describe our pilot efforts and scale up effects.

In short, I have devised a comprehensive process that the TLMP uses for material development; through our collaborations with foreign institutions, the TLMP has been quite successful. In addition to the materials we have developed, our work in Malawi has led to a draft Agreement of Cooperation between the UTSA and the Government of Malawi, via the Malawi Embassy in Washington, DC that I facilitated. We anticipate this document will be signed in San Antonio during the month of April 2011. In the next section, I will discuss my contributions to an international knowledge of reading, reading teacher education and international development work as a result of my work in Africa.

*Contributions to international knowledge of reading, reading teacher education and international development work.* My work in a globalized setting has led to contributions in
research on international knowledge of reading, reading teacher education and international development work. I began this line of research as a doctoral student and have continued in my eight years at UTSA. Of my publications I mentioned earlier, I have developed 12 courses (many of which were accredited by the University of Pretoria); 4 book chapters; and 5 peer-reviewed journals (one in the top research journal in my field, *Reading Research Quarterly*). I currently have two papers ready for submission to international journals. All of these publications were studies conducted within an international context; more than half of my conference presentations center on international work.

To illustrate, using content analysis, I led a team that explored the content of the books written as part of the Ithuba Writing Project; our results showed that when provided with opportunities to author materials for learners, teachers wrote stories with societal themes (caring, responsibility, achieving dreams/goals, earned respect, traditional values, and breaking gender barriers), demonstrating that teachers act as change agents across international educational settings (Sailors, Martinez, Hoffman, Kinnear, 2010). Additionally, our development process seems to value teachers’ contributions to material development (Sailors, Makalela, & Hoffman, 2010) and for some teachers, this process provided a powerful venue to reconcile and reconstruct pasts and to provide opportunities of hope for learners (Horan, Sailors, Martinez, Skerrett & Makalela, in press).

In short, I have been quite successful in directing multimillion dollar, large scale, and international programs and in making contributions to my field. In this next section, I will illustrate how my efforts have expanded UTSA’s globalization efforts and enhanced the institution’s visibility in a globalized society.

*Contributions to enhancing UTSA’s visibility in a globalized society.* In many ways I have contributed to enhancing the visibility of the UTSA as a globalized institution of higher education. My work was the first to be conducted on a large scale on the African continent and was the largest USAID-funded program to date. My work has led to the recognition of UTSA as a key player in USAID-funded programs. I have had multiple conversations with USAID (both in DC and in other country-based mission offices) and African government officials about the potential contribution that the TLMP at UTSA could make toward improving educational experiences for children in other African countries as well as in Central American countries. Most recently, USAID supported the reclassification of the TMLP as a sponsored research and development (R&D) activity, stating, “The USAID...hereby recognizes that the abovementioned program is engaged in the innovative scientific and systematic study of the feasibility, efficacy, and scalability of a novel literacy program. The impacts of this program will certainly affect the next generation of Malawi and potentially millions of other children in other Agency supported education program countries.” The TLMP at UTSA has been elevated as a “model of innovative approaches” that is “evidence based” and represents “an enormous opportunity for UTSA to develop a literacy model that can be scaled and applied in the other 22 African nations where USAID currently works in the education sector.” I was invited by the USAID to deliver an invited paper at the African Regional Education Workshop in Dar es Salaam (2010) and Addis Ababa (2008) on my research of learning materials written in mother tongues. I was invited by the International Reading Association to deliver an invited paper at the World Congress in Costa Rica on the importance of working with classroom teachers to author materials for learners.
Misty Wilhelm Sailors
Associate Professor

Address
Department of Interdisciplinary Learning and Teaching
College of College of Education and Human Development
The University of Texas at San Antonio
One UTSA Circle

San Antonio, TX 78249
Work Phone: (210) 458-7288
Work Fax: (210) 458-7281
Work Email: misty.sailors@utsa.edu

Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree</th>
<th>Major</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Doctor of Philosophy</td>
<td>Curriculum and Instruction</td>
<td>Univ of Texas at Austin</td>
</tr>
<tr>
<td>1998</td>
<td>Master of Education</td>
<td>Curriculum and Instruction</td>
<td>Univ of Texas at Austin</td>
</tr>
<tr>
<td>1989</td>
<td>Bachelor of Arts</td>
<td>Elementary Education</td>
<td>Univ of Texas at Austin</td>
</tr>
</tbody>
</table>

Academic Experience - Academic Appointments

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - Present</td>
<td>University of Texas at San Antonio</td>
<td>Associate Professor</td>
<td>Research, teaching and service</td>
</tr>
<tr>
<td>2003 - 2007</td>
<td>University of Texas at San Antonio</td>
<td>Assistant Professor</td>
<td>Research, teaching and service</td>
</tr>
<tr>
<td>2002 - 2003</td>
<td>University of Texas at San Antonio</td>
<td>Adjunct Lecturer</td>
<td>Teaching</td>
</tr>
<tr>
<td>1998 - 2002</td>
<td>University of Texas at Austin</td>
<td>Assistant Instructor</td>
<td>Teaching</td>
</tr>
</tbody>
</table>

Pedagogy

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - Present</td>
<td>Thesis Committee Chair</td>
<td>Courtney Holmes (anticipated completion of thesis May 2011)</td>
</tr>
</tbody>
</table>
2003 - Present Courses Taught

**Undergraduate courses:**

RDG 3803—Writing Processes and Writing Development
RDG 3813—Early Literacy Learning EC-4
RDG 3823—Reading Comprehension EC-4
RDG 4733—Literacy Problems EC-4
C&I 4303—Social Studies/Language Arts Approaches EC-4
EDP 3133—Lrng Theory, Class Organization & Mgmt
C&I 4616—Student Teaching EC-4
IDS 2013—Introduction to Interdisciplinary Learning and Tchg

**Graduate courses:**

C&I 5703 Integrating Reading and Language Arts
C&I 5763 Diagnosis and Practicum in Reading
C&I 5793 Seminar in Reading Supervision
C&I 6033 Survey of Reading Research

**Doctoral courses:**

ILT 7973: Special Problems: Tools Used in Literacy Research

---

2010

**Significant Course Development**


---

2010

**Significant Course Development**


---

2010

**Significant Course Development**

Sailors, M., Hoffman, J. V., & Martinez, M. (2010). Textbooks and Learning Materials Program at the University of Texas at San Antonio: *Implementing*
Complimentary Reading Materials for Malawi: Guided Reading books. Delegate's Notes. Teacher Education Module. San Antonio, TX: The University of Texas at San Antonio.


2006 Significant Course Development Harmon, J., Sailors, M., Martinez, M., Henkin, R., & Keehn,


**Book or Segment of Book - Editor of Book or Book Series or Journal**

**Book or Segment of Book - Chapter - Edited Book**


Journal Publications - Non-Refereed Journal


Journal Publications - Refereed Journal

- **Sailors, M.** (working paper). The understandings and valuing of literacy by struggling readers and their teacher in a print-rich classroom: Co-construction of the world and the word. Manuscript to be submitted to *The Reading Teacher.* Anticipated date July 2011.
- **Sailors, M., Davis, D. & Anguiano, M.** (working paper). Teachers' enacted comprehension instruction: Literacy coaching and the metacognitive development of classroom reading teachers. Manuscript to be submitted to *The Reading Teacher.* Anticipated date February 2011.


**Journal Publications - Book Review**


**Presentations - Conference - Keynote/Invited Speaker**

• Sailors, M. (2010). From Coaching Cognitive Reading Instruction in South Texas to Just Getting Books in South Africa Classrooms: Lessons to Move Us Forward. Invited keynote address presented at the second annual National Literacy Coaching Summit, Corpus Christi, TX.


preparation: Considerations for exemplary preparation. Featured research session at the Pre-Literacy conference at the annual meeting of the International Reading Association. Minneapolis, MN.


**Presentations - Conference - Open - Regional**


**Presentations - Conference - Reviewed International**


- **Sailors, M.** (November, 2009). Past, Present, and Future: Developing teachers' knowledge and skills to improve comprehension of text.

- **Sailors, M. & Hoffman, J.** (May, 2009). Responsive assessment of the literacy environment to support growth in comprehension. Reading Research Conference, Annual meeting of the International Reading Association, Minneapolis, MN.

- **Sailors, M. & Hoffman, J.** (February, 2009). “I’m writing a book in a language I’ve never read a book in”: Lessons learned from South Africa for story development and language policy in the
U.S. Featured speaker at the annual meeting of the International Reading Association, West Phoenix, AZ.


- **Sailors, M.** (May, 2009). Literacy leadership and coaching. Special interest group session at the Pre-Literacy conference at the annual meeting of the International Reading Association. Minneapolis, MN.


the annual meeting of the National Reading Conference. Los Angeles, CA.


symposium at the annual meeting of the National Reading Conference. San Antonio, TX.


- **Sailors, M.** (2004, March). Trial, tribulations, and successes of learning with and learning to teach with iBooks. Paper presented at the annual meeting of the Society for Information Technology & Teacher Education International Conference. Atlanta, GA.


- **Sailors, M.** (2002, December). The understandings and valuing of literacy by struggling readers and their teacher in a print-rich classroom: Co-constructing the world and the word. Paper presented at the National Reading Conference, Miami, FL.


instructional design of decodable basal texts and first grade reading performance. Paper presented at the National Reading Conference, San Antonio, TX.


**Presentations - Conference - Reviewed National**


- Gorena, S., Hansen, E., & **Sailors, M.** (April, 2009). Literacy improvement at Indian Creek Elementary. Paper presentation at the National Literacy Coaching Summit. Corpus Christi, TX.


- Rubin, R., Sutterby, J. A., & **Sailors, M.** (April, 2009). The easy, the difficult, and the almost impossible. Paper presentation at the National Literacy Coaching Summit. Corpus Christi, TX.


• **Sailors, M. & Fraga, L.** (June 2007). Integrating cognitive reading strategies inside WebQuests. Presented at a poster session at the National Education Computing Conference, Atlanta, GA.

• **Sailors, M. & Fraga, L.** (June 2007). Learning to teach critical reading strategies through an intensive model of professional development. Presented at the Institute for Educational Services Conference and Meeting, Washington, DC.


---

**Presentations - Conference - Reviewed Regional**

• **Hoffman, J. V., & Sailors, M.** (March 2010). Health literacies and the Ithuba Writing Project. Paper presented at the annual meeting of the Nurse Practitioners and Research Conference, Austin, TX.


• **Sailors, M.** (February 2006). supporting teachers through intensive professional development model. Paper presented at the fourth annual CEDER conference, Corpus Christi, TX.


---

**Presentations - Conference - Reviewed State**


• **Sailors, M. & Fraga, L.** (2007, February). Determining readability of Webquests and why it is important. Paper to be presented at the Texas Computer Education Association. Austin, TX.

---

**Presentations - Talks, Colloquia - Other University**

- **Sailors, M.** (2008). What research tells us about print-rich classroom environments and comprehension achievement. Paper presented at the Center for Literacy Education and Research Summer Literacy Institute, Purdue University.


### Presentations - Talks, Colloquia - Within University


### Products and Patents - Professional Product


- **Hoffman, J. V. & Sailors, M.** (2004). The TEX-IN3 (Text Observation, Texts In-use, and Text interview) System. Classroom observation instrument. Austin, TX: The University of Texas at Austin.


### Products and Patents - Video for a General Audience

- **Sailors, M.** (Producer/Director). (2008). The Textbooks and Learning Materials Program. The
University of Texas at San Antonio, One UTSA Circle, San Antonio, TX 78249.

**Contracts, Grants and Fellowships - Grants**

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding Source</th>
<th>Role</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 2013</td>
<td>Institute of Education Sciences</td>
<td>Co-Principal Investigator</td>
<td>Teacher Quality Professional Development Research Grant: &quot;Support for Improvement of Practices through Intensive Coaching (SIPIC)&quot;-- an empirical study of effective professional development for classroom teachers. Amount $1,491,000.</td>
</tr>
<tr>
<td>2009 - 2012</td>
<td>United States Agency for International Development</td>
<td>Principal Investigator</td>
<td>Textbooks and Learning Materials Program: Establishing a Research-based Model for the Improvement in Student Achievement through Read Malawi! Amount $13,000,000.</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>International reading Association</td>
<td>Co-Principal Investigator</td>
<td>Storied lives in marginalized languages: Narrative dimensions of South African teacher-authored supplemental readers. Amount $10,000.</td>
</tr>
<tr>
<td>2005 - 2008</td>
<td>Institute of Education Sciences</td>
<td>Principal Investigator</td>
<td>Teacher Quality Professional Development Grant. &quot;Teaching teachers to teach critical reading strategies (CREST)&quot;. Amount $1,257,000.</td>
</tr>
</tbody>
</table>

**Other Publications - Agency**

- **Sailors, M.** (2009, November). Textbooks and Learning Materials Program. Quarterly Technical


Other Publications - Foundation


Other Publications - Government


Other Publications - Institute


Service: Governance/Committees - Advising, Counseling or Other Student Activities

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Institution</th>
<th>Name of Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 - Present</td>
<td>Graduate advisor</td>
<td>UTSA</td>
<td>Graduate Advisor of Record</td>
</tr>
</tbody>
</table>

Service: Governance/Committees - College Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Institution</th>
<th>Name of Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - Present</td>
<td>Co-director</td>
<td>UTSA</td>
<td>Plaza de Lectura/ The Reading Place</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>Member</td>
<td>UTSA</td>
<td>Literacy Education Search</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>Member</td>
<td>UTSA</td>
<td>Scholarship</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>Member</td>
<td>UTSA</td>
<td>ECE Search</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>Member</td>
<td>UTSA</td>
<td>Executive Graduate Program</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>Member</td>
<td>UTSA</td>
<td>Criminal History Review</td>
</tr>
<tr>
<td>2004 - 2006</td>
<td>Member</td>
<td>UTSA</td>
<td>Teacher Appreciation</td>
</tr>
<tr>
<td>2003 - 2005</td>
<td>Member</td>
<td>UTSA</td>
<td>Scholarship</td>
</tr>
</tbody>
</table>
### Service: Governance/Committees - Department Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Institution</th>
<th>Name of Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - Present</td>
<td>Lead Faculty</td>
<td>UTSA</td>
<td>RDG 4833: Organizing and Managing for Individualized Literacy Programs</td>
</tr>
<tr>
<td>2010</td>
<td>Chair</td>
<td>UTSA</td>
<td>Facilities &amp; Administration</td>
</tr>
<tr>
<td>2010</td>
<td>Member</td>
<td>UTSA</td>
<td>ILT Workload</td>
</tr>
<tr>
<td>2010</td>
<td>Chair</td>
<td>UTSA</td>
<td>Department Faculty Review Advisory</td>
</tr>
<tr>
<td>2010</td>
<td>Facilitator</td>
<td>UTSA</td>
<td>Reading/Literacy Program Area</td>
</tr>
<tr>
<td>2003</td>
<td>Member</td>
<td>UTSA</td>
<td>Graduate Faculty Committee</td>
</tr>
<tr>
<td>2003</td>
<td>Member</td>
<td>UTSA</td>
<td>EC-6 Certification Area</td>
</tr>
<tr>
<td>2003</td>
<td>Lead Faculty</td>
<td>UTSA</td>
<td>RDG 3823: Reading Comprehension EC-6</td>
</tr>
<tr>
<td>2003</td>
<td>Member</td>
<td>UTSA</td>
<td>Reading/Literacy Program Area</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>Facilitator</td>
<td>UTSA</td>
<td>IRA Certificate of Distinction Application</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>Member</td>
<td>UTSA</td>
<td>Ph.D. Admissions Ad-hoc</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>Chair</td>
<td>UTSA</td>
<td>Interdisciplinary Learning and Teaching Awards</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>Facilitator</td>
<td>UTSA</td>
<td>Reading/Literacy Program Area</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>Member</td>
<td>UTSA</td>
<td>IDS Assessment</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>Lead Faculty</td>
<td>UTSA</td>
<td>IDS 2013: Introduction to Learning and Teaching in a Culturally Diverse Society</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>Member</td>
<td>UTSA</td>
<td>Ad-Hoc e-Portfolio</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>Member</td>
<td>UTSA</td>
<td>Department Advisory</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>Facilitator</td>
<td>UTSA</td>
<td>EC-4 Certification Area</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>Chair</td>
<td>UTSA</td>
<td>Ad-Hoc ePortfolio</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>Member</td>
<td>UTSA</td>
<td>IDS Vision</td>
</tr>
<tr>
<td>2004 - 2005</td>
<td>Chair</td>
<td>UTSA</td>
<td>Ad-Hoc Adjunct</td>
</tr>
<tr>
<td>2004 - 2005</td>
<td>Member</td>
<td>UTSA</td>
<td>Department Advisory</td>
</tr>
</tbody>
</table>

### Service: Governance/Committees - University Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Institution</th>
<th>Name of Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 - 2012</td>
<td>Member</td>
<td>UTSA</td>
<td>Faculty Senate</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>Member</td>
<td>UTSA</td>
<td>Faculty Senate Executive</td>
</tr>
<tr>
<td>2010 - 2010</td>
<td>Participant</td>
<td>UTSA</td>
<td>Facilities &amp; Administration Costs Retreat</td>
</tr>
<tr>
<td>2006 - 2008</td>
<td>Member</td>
<td>UTSA</td>
<td>University Faculty Grievance</td>
</tr>
<tr>
<td>2003 - 2004</td>
<td>Member</td>
<td>UTSA</td>
<td>Graduate Council, Academic Curriculum and Policy</td>
</tr>
</tbody>
</table>
### Service: Professional, Editorial, Community - Articles Reviewed for Journals

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Society/Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - Present</td>
<td>Reviewer</td>
<td>Elementary School Journal</td>
<td>Peer review</td>
</tr>
<tr>
<td>2007 - Present</td>
<td>Guest Reviewer</td>
<td>Bilingual Research Journal</td>
<td>Peer review</td>
</tr>
<tr>
<td>2007 - 2009</td>
<td>Reviewer</td>
<td>Journal of Literacy Research</td>
<td>Peer review</td>
</tr>
<tr>
<td>2006 - 2009</td>
<td>Reviewer</td>
<td>Voices in the Middle</td>
<td>Peer review</td>
</tr>
<tr>
<td>2008</td>
<td>Guest Reviewer</td>
<td>Scientific Studies in Peer review Reading</td>
<td></td>
</tr>
</tbody>
</table>

### Service: Professional, Editorial, Community - Editorial Service for Journal

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Society/Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>Guest Editor</td>
<td>Elementary School Journal</td>
<td>Special issue: Learning, Teaching and Coaching</td>
</tr>
</tbody>
</table>

### Service: Professional, Editorial, Community - Papers Reviewed for Meetings

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Society/Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - Present</td>
<td>Proposal Reviewer</td>
<td>Literacy Research Association/ National Reading Conference</td>
<td>Peer review</td>
</tr>
</tbody>
</table>

### Service: Professional, Editorial, Community - Service – Editorial Review board or Ad Hoc Reviewer

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Society/Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2006</td>
<td>Advisory Board</td>
<td>National Reading Conference Yearbook</td>
<td>Member</td>
</tr>
<tr>
<td>2003</td>
<td>Grant Reviewer</td>
<td>Early Reading First Pre-Application Grant Review</td>
<td>Peer review of applications</td>
</tr>
<tr>
<td>2003</td>
<td>Grant Reviewer</td>
<td>U. S. Department of Peer review of applications Education</td>
<td>Peer review of applications</td>
</tr>
<tr>
<td>2002</td>
<td>Nevada Reading Excellence Act, Subgrant</td>
<td>University of Nevada at Reno</td>
<td>Peer review of applications</td>
</tr>
</tbody>
</table>
Service: Professional, Editorial, Community - Service – International, National, State, or Local (Non University) (Based on Professional Expertise)

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Society/Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 - Present</td>
<td>Internal Evaluation</td>
<td>Children's Book Project (Dar es Salaam, Tanzania)</td>
<td>Review effectiveness of Professional Development workshops</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>Invited Member</td>
<td>Indian Creek Elementary (SWISD)</td>
<td>Campus Improvement Committee</td>
</tr>
<tr>
<td>2008</td>
<td>Co-Director</td>
<td>UTSA</td>
<td>Summer Institute for Literacy Coaching</td>
</tr>
<tr>
<td>2004 - 2007</td>
<td>Studies and Research: Grants Subcommittee</td>
<td>International Reading Association</td>
<td>Peer review of applications</td>
</tr>
<tr>
<td>2004 - 2005</td>
<td>Student Outstanding Research Award Committee</td>
<td>National Reading Conference</td>
<td>Member</td>
</tr>
<tr>
<td>2004 - 2005</td>
<td>Ethics Committee</td>
<td>National Reading Conference</td>
<td>Member</td>
</tr>
<tr>
<td>2003 - 2005</td>
<td>Internal Evaluator</td>
<td>READ Educational Trust</td>
<td>Evaluated effectiveness of “Learning for Living” Project on teaching and learning</td>
</tr>
<tr>
<td>1999 - 2004</td>
<td>National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction</td>
<td>International Reading Association</td>
<td>Member</td>
</tr>
</tbody>
</table>

Service: Professional, Editorial, Community - Service to the Community Involving my Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Society/Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Instructor</td>
<td>UTSA</td>
<td>Graduate students enrolled in C&amp;I 5793 participated as a literacy coach in a triad at the Plaza de Lectura (with undergraduate reading student and a child from community who struggled with learning to read)</td>
</tr>
<tr>
<td>2009</td>
<td>Instructor</td>
<td>UTSA</td>
<td>Graduate students enrolled in C&amp;I 5793 evaluated a reading program at a local elementary school. A final report of the evaluation was submitted to school with</td>
</tr>
</tbody>
</table>
suggestions on professional improvement.

### Academic and Professional Societies/Associations

<table>
<thead>
<tr>
<th>Year</th>
<th>Role</th>
<th>Society/Association</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999 - Present</td>
<td>Member</td>
<td>National Literacy Association</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Reading Conference</td>
<td></td>
</tr>
<tr>
<td>1999 - Present</td>
<td>Member</td>
<td>International Reading Association</td>
<td></td>
</tr>
</tbody>
</table>

### Honors and Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>Awards</td>
<td>National Literacy Association/National Reading Conference Early Career Achievement Award</td>
</tr>
<tr>
<td>2008</td>
<td>Honors</td>
<td>Patricia Blunt Koldyke Fellowship Nominee</td>
</tr>
<tr>
<td>2007</td>
<td>Awards</td>
<td>President's Distinguished Achievement Awards, Tenure-Track Faculty Teaching Award, awarded to a tenure-track faculty across the seven colleges at the UTSA.</td>
</tr>
<tr>
<td>2007</td>
<td>Awards</td>
<td>College of Education and Human Development Achievement Award — Tenure-Track Faculty Teaching Award, awarded to a tenure-track faculty across the five departments/divisions in the College of Education and Human Development.</td>
</tr>
<tr>
<td>2007</td>
<td>Awards</td>
<td>American Association of University Women Emerging Scholar Award, Awarded to a tenure-track female scholar. Presented at the Annual Meeting of the AAUW, Phoenix, Arizona, July 2007, $10,000</td>
</tr>
<tr>
<td>2002 - 2003</td>
<td>Awards</td>
<td>W. Gordon Whaley Fellowship, University of Texas at Austin, $16,500</td>
</tr>
<tr>
<td>2001 - 2002</td>
<td>Awards</td>
<td>Continuing Tuition Fellowship, University of Texas at Austin, $3,000</td>
</tr>
<tr>
<td>2001</td>
<td>Awards</td>
<td>Alexander Caswell-Ellis Fellowship, University of Texas at Austin, $3,000</td>
</tr>
</tbody>
</table>

### Biographical Listings

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Who’s Who Among America’s Teachers</td>
</tr>
</tbody>
</table>

### Faculty Development

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Credential</th>
<th>Institution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998 - Present</td>
<td>Professional Certifications and Licensures</td>
<td>Reading Specialist</td>
<td>Texas Education K-12</td>
<td>Agency</td>
</tr>
<tr>
<td>Year</td>
<td>Event Description</td>
<td>Institution/Conference Name</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------</td>
<td>------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1989 - Present</td>
<td>Professional Certifications and Licensures</td>
<td>Elementary Educator, 1-8 Texas Education Agency</td>
<td>Elementary teaching certificate</td>
<td></td>
</tr>
<tr>
<td>2010 - 2010</td>
<td>Conference Attended</td>
<td></td>
<td>Attended the annual meeting of the Literacy Research Association/ National Reading Conference, Fort Worth, Texas.</td>
<td></td>
</tr>
<tr>
<td>2010 - 2010</td>
<td>Additional Academic Training</td>
<td>Texas A&amp;M Corpus Christi</td>
<td>Attended the second annual National Literacy Coaching Summit, Corpus Christi, TX.</td>
<td></td>
</tr>
<tr>
<td>2010 - 2010</td>
<td>Additional Academic Training</td>
<td>USAID</td>
<td>Attended the Appropriate Accounting Systems workshop sponsored by the United States Agency for International Development, San Antonio, TX.</td>
<td></td>
</tr>
<tr>
<td>2009 - 2009</td>
<td>Conference Attended</td>
<td>Literacy Research Association/ National Reading Conference</td>
<td>Attended the annual meeting of the Literacy Research Association/ National Reading Conference, Albuquerque, New Mexico.</td>
<td></td>
</tr>
<tr>
<td>2009 - 2009</td>
<td>Conference Attended</td>
<td>International Reading Association</td>
<td>Attended the annual meeting of the International Reading Association, Minneapolis, MN.</td>
<td></td>
</tr>
<tr>
<td>2009 - 2009</td>
<td>Conference Attended</td>
<td>International Reading Association</td>
<td>Attended the bi-annual meeting of the Pan African Reading Conference in Dar es Salaam, Tanzania.</td>
<td></td>
</tr>
<tr>
<td>2009 - 2009</td>
<td>Conference Attended</td>
<td>Texas A&amp;M Corpus Christi</td>
<td>Attended the annual National Literacy Coaching Summit. Corpus Christi, TX.</td>
<td></td>
</tr>
<tr>
<td>2008 - 2008</td>
<td>Conference Attended</td>
<td>National Reading Conference</td>
<td>Attended the annual meeting of the National Reading Conference. Orlando, FL.</td>
<td></td>
</tr>
<tr>
<td>2008 - 2008</td>
<td>Conference Attended</td>
<td>International Reading Association</td>
<td>Attended the Bi-annual meeting of the International Reading Association’s World Congress. San Jose, Costa Rica.</td>
<td></td>
</tr>
</tbody>
</table>
2008 - 2008  Workshops Attended on Research  Institute of Education Sciences  Attended the structural equation modeling workshop at the Institute for Education Sciences conference and meeting, Washington, DC.

2008 - 2008  Conference Attended  Institute of Education Sciences  Attended the annual meeting of the Institute for Education Sciences conference and meeting, Washington, DC.

2008 - 2008  Conference Attended  International Reading Association  Attended the annual meeting of the International Reading Association, Atlanta, Georgia.

2008 - 2008  Conference Attended  Texas A&M Corpus Christi  Attended the annual Reading Conference--Texas A & M Corpus Christi, Corpus Christi, TX.


1999 - 2007  Conference Attended  National Research Association  Attended annual meeting of the National Research Association

---

**Teaching Experience**

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/1989 -</td>
<td>Pre-K through 4</td>
<td>Classroom teacher, Bastrop Independent School District; Bastrop, Texas</td>
</tr>
<tr>
<td>05/1998</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Professional Experience**

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Title/Position</th>
<th>Institution/Organization</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 - 2010</td>
<td>Consulting</td>
<td>Team Leader</td>
<td>Edgewood Independent School District</td>
<td>Edgewood Literacy Initiative: Curriculum specialist</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>Consulting</td>
<td>Team Leader</td>
<td>Del Valle Independent School District</td>
<td>Del Valle Literacy Reform Project</td>
</tr>
</tbody>
</table>