

John Z. Strong

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jstrong3@buffalo.edu**Education**

Ph.D., Education, University of Delaware, 2019

M.Ed., Reading, University of Delaware, 2014

B.A., English Education, University of Delaware, 2010

Employment History

Assistant Professor, University at Buffalo, The State University of New York, Buffalo, NY, 2019-present

Graduate Assistant, University of Delaware, Newark, DE, 2015-2019

English Department Chair, Dover High School, Dover, DE, 2014-2015

English Language Arts Teacher, Dover High School, Dover, DE, 2010-2015

Awards and Honors

Service to Reading Award, Niagara Frontier Reading Council, 2023

Certificate of Appreciation for Outstanding Service, Literacy Research Association, 2020-2023

Reading Hall of Fame Emerging Scholars Fellowship, Literacy Research Association, 2020-2022

Timothy & Cynthia Shanahan Outstanding Dissertation Award, International Literacy Association, 2020

Best Paper Award, Area 3: Literacy Instruction and Learning, Literacy Research Association, 2020

Top Downloaded Paper 2018-2019, *The Reading Teacher*, 2020Top Downloaded Paper 2018-2019, *Journal of Adolescent & Adult Literacy*, 2020Top Downloaded Article 2017-2018, *Journal of Adolescent & Adult Literacy*, 2019

Frank B. Murray Award for Excellence in Graduate Research, University of Delaware, 2019

First Place Graduate Paper Award, 34th Annual Marion H. Steele Research Symposium, 2019

University Doctoral Fellowship, University of Delaware, 2018-2019

Richard L. Venezky Award for Creative Research in Literacy, University of Delaware, 2018

First Place Graduate Poster Award, 32nd Annual Marion H. Steele Research Symposium, 2017

Fontana Family Graduate Tuition Scholarship, University of Delaware, 2016-2017

Dover High School Teacher of the Year, Capital School District, 2015

University Council on Teacher Education Outstanding Student Teacher, University of Delaware, 2010

PUBLICATIONS**Refereed Journal Articles (11)**May, H., **Strong, J. Z.**, & Walpole, S. (2023). The effects of Bookworms literacy curriculum on student achievement in grades 2-5. *Scientific Studies of Reading*.<https://doi.org/10.1080/10888438.2023.2284811>**Strong, J. Z.**, & Anderson, B. E. (2023). Effects of a summer tutoring program on reading achievement in grades K-5. *Reading & Writing Quarterly*. <https://doi.org/10.1080/10573569.2023.2266807>**Strong, J. Z.** (2023). Investigating the effects and social validity of an informational text structure intervention for reading and writing in grades four and five. *Reading Psychology*, 44(7), 820-852.<https://doi.org/10.1080/02702711.2023.2202172>**Strong, J. Z.** (2023). Measuring text structure awareness in upper elementary grades. *Reading & Writing Quarterly*, 39(1), 16-35. <https://doi.org/10.1080/10573569.2022.2025508>

- Brunskill, P., & **Strong, J. Z.** (2021). Scaffolding adolescents' critical thinking and disciplinary literacy skills in an in-person and virtual humanities class. *Middle School Journal*, 52(4), 13-22. <https://doi.org/10.1080/00940771.2021.1948300>
- Strong, J. Z.** (2020). Investigating a text structure intervention for reading and writing in grades 4 and 5. *Reading Research Quarterly*, 55(4), 545-551. <https://doi.org/10.1002/rrq.356>
- Lupo, S. M., Tortorelli, L., Invernizzi, M., Ryoo, J. H., & **Strong, J. Z.** (2019). An exploration of text difficulty and knowledge support on adolescents' comprehension. *Reading Research Quarterly*, 54(4), 457-479. <https://doi.org/10.1002/rrq.247>
- Lupo, S. M., **Strong, J. Z.**, & Conradi Smith, K. (2019). Struggle is not a bad word: Misconceptions and recommendations about readers struggling with difficult texts. *Journal of Adolescent & Adult Literacy*, 62(5), 551-560. <https://doi.org/10.1002/jaal.926>
- Strong, J. Z.**, Amendum, S. J., & Conradi Smith, K. (2018). Supporting elementary students' reading of difficult texts. *The Reading Teacher*, 72(2), 201-212. <https://doi.org/10.1002/trtr.1702>
- Lupo, S. M., **Strong, J. Z.**, Lewis, W., Walpole, S., & McKenna, M. C. (2018). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent & Adult Literacy*, 61(4), 433-444. <https://doi.org/10.1002/jaal.701>
- Walpole, S., McKenna, M. C., Amendum, S., Pasquarella, A., & **Strong, J. Z.** (2017). The promise of a literacy reform effort in the upper elementary grades. *The Elementary School Journal*, 118(2), 257-280. <https://doi.org/10.1086/694219>

Books (2)

- Lewis, W. E., & **Strong, J. Z.** (2021). *Literacy instruction with disciplinary texts: Strategies for grades 6-12*. Guilford Press.
- Walpole, S., McKenna, M. C., Philippakos, Z. A., & **Strong, J. Z.** (2020). *Differentiated literacy instruction in grades 4 and 5: Strategies and resources* (2nd ed.). Guilford Press.

Book Chapters (3)

- Walpole, S., **Strong, J. Z.**, & Vitale, M. N. (2021). Instrument development. In M. H. Mallette & N. K. Duke (Eds.), *Literacy research methodologies* (3rd ed., pp. 211-233). Guilford Press.
- Walpole, S., **Strong, J. Z.**, & Riches, C. B. (2018). Best practices in professional learning for improving literacy instruction in schools. In L. B. Gambrell & L. B. Morrow (Eds.), *Best practices in literacy instruction* (6th ed., pp. 429-446). Guilford Press.
- Lupo, S. M., & **Strong, J. Z.** (2018). Reading comprehension: Helping handout for school. In G. G. Bear & K. M. Minke (Eds.), *Helping handouts: Supporting students at school and home* (pp. S1H8-1-S1H8-5). National Association of School Psychologists.

Magazine Articles (2)

- Strong, J. Z.** (2021). Read STOP Write: An instructional strategy for teaching text structure to improve reading and writing. *Literacy Today*, 39(2), 28-29.
- Strong, J. Z.** (2018). Teaching informational text structures: Using text structures to improve reading comprehension: The what, why, and how. *Literacy Today*, 36(2), 42-43.

Newspaper Articles (1)

Strong, J. Z. (2022, August 28). Another voice: Teachers need to fully understand the science of reading. *The Buffalo News*. https://buffalonews.com/opinion/another-voice-teachers-need-to-fully-understand-the-science-of-reading/article_2dc4cd8c-2559-11ed-829b-27cb36687a45.html

Dissertation

Strong, J. Z. (2019). *Effects of a text structure intervention for reading and writing in grades 4–5: A mixed methods experiment* (Publication No. 2307786372). ProQuest Dissertations & Theses Global. <https://www.proquest.com/docview/2307786372?accountid=10457>

Editing of Scholarly Journals (7)

Wright, T.S., Edwards, P.A., Tortorelli, L. S., **Strong, J.Z.**, & Phillips-Galloway, E. (2023). In this issue. *The Reading Teacher*, 77(3), 276-277. <https://doi.org/10.1002/trtr.2257>

Wright, T.S., Edwards, P.A., Tortorelli, L., **Strong, J.**, & Phillips-Galloway, E. (2023). In this issue. *The Reading Teacher*, 77(2), 144-145. <https://doi.org/10.1002/trtr.2240>

Wright, T.S., Edwards, P.A., Tortorelli, L., **Strong, J.**, Phillips-Galloway, E., Al-Adeimi, S., & Kwon, J. (2023). In this issue. *The Reading Teacher*, 77(1), 4-5. <https://doi.org/10.1002/trtr.2230>

Wright, T.S., Edwards, P.A., Tortorelli, L.S., Al-Adeimi, S., Kwon, J., **Strong, J.Z.** & Phillips-Galloway, E. (2023). In this issue. *The Reading Teacher*, 76(6), 662-663. <https://doi.org/10.1002/trtr.2205>

Wright, T.S., Edwards, P.A., Tortorelli, L., Al-Adeimi, S., Kwon, J., **Strong, J.** & Phillips-Galloway, E. (2023). In this issue. *The Reading Teacher*, 76(5), 522-524. <https://doi.org/10.1002/trtr.2198>

Wright, T.S., Edwards, P.A., Tortorelli, L., Al-Adeimi, S., Kwon, J., **Strong, J.** & Phillips-Galloway, E. (2023). In this issue. *The Reading Teacher*, 76(4), 378-379. <https://doi.org/10.1002/trtr.2175>

Wright, T.S., Edwards, P.A., Tortorelli, L.S., Al-Adeimi, S., Kwon, J., **Strong, J.** & Phillips Galloway, E. (2022). In this issue. *The Reading Teacher*, 76(3), 246-247. <https://doi.org/10.1002/trtr.2164>

GRANTS**External Grants Funded (2)**

Principal Investigator with Co-PIs Laura Tortorelli, Michigan State University; Blythe Anderson, University at Buffalo; and Eunsoo Cho, Michigan State University. “Read STOP Write: Development of a multicomponent intervention in grades 4-5,” Advanced Education Research and Development Fund – Reading Reimagined: Equitable Foundational Literacy Research with Older Learners. (\$302,955). 2022-2024. (funded) <https://aerdf.org/programs/reading-reimagined/eflr/>

Principal Investigator. “The effects and social validity of a text structure intervention for reading and writing in fourth and fifth grade,” International Literacy Association (ILA) Steven A. Stahl Research Grant (\$1,000). 2018. (funded) <https://www.literacyworldwide.org/get-involved/awards-recognition/awards-grants/ila-steven-a-stahl-research-grant>

Internal Grants Funded (4)

Principal Investigator with Co-PI Blythe Anderson, University at Buffalo. “Development of a multicomponent intervention in third grade,” University at Buffalo Department of Learning and Instruction Summer Grant Camp Funding (\$3,000). 2021-2022. (funded)

Principal Investigator with Co-PI Blythe Anderson, University at Buffalo. “Development of a multicomponent intervention in grades 3-5,” University at Buffalo Graduate School of Education Microfunding (\$1,000). 2021-2022. (funded)

Principal Investigator with Co-PI Blythe Anderson, University at Buffalo. “Investigating the impact and recovery from COVID-19 on reading achievement in urban elementary schools,” University at Buffalo Graduate School of Education Seed Grant: Reimagining Equity and Excellence in the Post-COVID-19 World program (\$7,000). 2021-2022. (funded)

Co-Principal Investigator with PI Mary McVee, University at Buffalo, and Co-PI Yevgen Borodin, Stony Brook University. “Personalized Text Simplification (PeTeS) to support students reading below grade level: Phase I educational research idea development and in-school feasibility testing,” University at Buffalo Graduate School of Education Maximizing External Grant Application Success (MEGAS) program (\$951.25). 2019-2020. (funded)

Other External Funding (5)

Co-Principal Investigator with PI Blythe Anderson, University at Buffalo. “Summer reading tutoring program,” University at Buffalo Foundation, Inc. (\$39,891). 2023.

Co-Principal Investigator with PI Blythe Anderson, University at Buffalo. “Literacy equity and access through reading with novice tutors (LEARN) project,” University at Buffalo Foundation, Inc. (\$38,026). 2022-2023.

Principal Investigator with Co-PI Blythe Anderson, University at Buffalo. “Summer reading tutoring program,” University at Buffalo Foundation, Inc. (\$32,211). 2022.

Co-Principal Investigator with PI Blythe Anderson, University at Buffalo. “Literacy equity and access through reading with novice tutors (LEARN) project,” University at Buffalo Foundation, Inc. (\$14,318). 2021-2022.

Principal Investigator with Co-PI Blythe Anderson, University at Buffalo. “Summer reading tutoring program,” University at Buffalo Foundation, Inc. (\$38,074). 2021.

Grants Under Review (1)

Principal Investigator with Co-PIs Laura Tortorelli, Michigan State University, and Blythe Anderson, University at Buffalo. “Read STOP Write: Development of a multicomponent intervention in third grade,” Institute of Education Sciences, U.S. Department of Education, Education Research Grant: Development and Innovation, #R305A240170. (\$2,000,000). 2023.

Additional Grant Experience

Graduate Assistant with Co-PI Sharon Walpole, University of Delaware, PI Kausalai Wijekumar, Texas A&M University, and Co-PIs Bonnie Meyer, Pui-Wa-Lei, and Lori Johnson, Pennsylvania State University. “Efficacy and replication trial of the Individualized Adaptive ITSS with 4th and 5th grade students in high poverty schools,” U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, Literacy: Efficacy and Replication Grant, Award #R305A150057. 2015-2019. <https://ies.ed.gov/funding/grantsearch/details.asp?ID=1660>

Graduate Assistant with PI Sharon Walpole, University of Delaware, and co-PI Michael McKenna, University of Virginia. "Research to practice," U.S. Department of Education, Office of Elementary and Secondary Education, Innovative Approaches to Literacy Grant, Award #S215G150117. 2015. <https://oese.ed.gov/2015-awards/>

PRESENTATIONS

Conference Presentations (41)

Strong, J., Tortorelli, L., Anderson, B., Cho, E., & Fronczak, D. (under review). *Effects of a multicomponent intervention on reading skills and motivation in grades 4-5*. Paper submitted to the Society for the Scientific Study of Reading 31st Annual Meeting, Copenhagen, Denmark.

Anderson, B. **Strong, J.**, Walpole, S. & Fronczak, D. (under review). *Effects of a summer tutoring program on word reading and vocabulary in primary grades*. Paper submitted to the Society for the Scientific Study of Reading 31st Annual Meeting, Copenhagen, Denmark.

Tortorelli, L., **Strong, J.**, & Anderson, B. (under review). *Multisyllabic decoding achievement and relation to vocabulary in fourth and fifth grade*. Paper submitted to the Society for the Scientific Study of Reading 31st Annual Meeting, Copenhagen, Denmark.

Strong, J. Z., Tortorelli, L. S., Anderson, B. E., Fronczak, D., & Cho, E. (2024, April). Development of a multicomponent reading intervention in upper-elementary grades: Findings from a design experiment. In E. Rodgers (Chair), *Becoming literate: The science of teaching reading*. Paper session to be presented at the 2024 American Educational Research Association Annual Meeting, Philadelphia, PA.

Strong, J., & Anderson, B. (2023, December). Effects of a summer tutoring program on elementary students' word recognition, oral reading fluency, and silent reading comprehension. In B. E. Anderson (Chair), *Reading instruction in the elementary grades: Leveraging and expanding the research architecture*. Symposium conducted at the Literacy Research Association 73rd Annual Conference, Atlanta, GA.

Strong, J., & Anderson, B. (2023, November). Differentiated reading instruction project in urban elementary schools. In C. Hattan (Chair), *Building a collaborative literacy research architecture through meaningful research-practice partnerships*. Alternative format session conducted at the Literacy Research Association 73rd Annual Conference, Atlanta, GA.

Tortorelli, L. S., **Strong, J.**, & Anderson, B. (2023, November). The Read STOP Write project: Embedding multisyllabic decoding and vocabulary instruction in an informational text intervention. In D. Townsend (Chair), *Word Study: Phonics, Vocabulary, and Spelling Study Group*. Study group session conducted at the Literacy Research Association 73rd Annual Conference, Atlanta, GA.

Fronczak, D., & **Strong, J. Z.** (2023, November). *Why reading motivation matters and how to measure it*. Poster presented at the New York State Reading Association 56th Annual Conference, Rochester, NY.

Strong, J., Anderson, B., & Tortorelli, L. (2023, July). Effects of a summer tutoring program on reading skills in elementary grades. In E. Washburn (Chair), *Bridging instructional opportunity gaps in reading and literacy through out-of-school instruction*. Symposium conducted at the Society for the Scientific Study of Reading 30th Annual Meeting, Port Douglas, Australia.

- Tortorelli, L., Hiebert, E., & **Strong, J.** (2023, July). *An examination of word-level challenges in end-of-first-grade texts on students' reading accuracy, rate, and comprehension*. Poster presented at the Society for the Scientific Study of Reading 30th Annual Meeting, Port Douglas, Australia.
- Strong, J. Z.**, Tortorelli, L., & Anderson, B. E. (2023, April). *Interrogating the impact and recovery from COVID-19 school interruptions on urban elementary students' reading achievement*. Poster presented at the 2023 American Educational Research Association Annual Meeting, Chicago, IL. <https://doi.org/10.3102/2006537>
- Strong, J. Z.**, Tortorelli, L., & Cho, E. (2023, February). *Impact of Covid-19 on the reading achievement of elementary students with disabilities*. Poster presented at the 31st Annual Pacific Coast Research Conference, Coronado, CA.
- Strong, J. Z.**, Collin, R., & Tanner, S. J. (2022, December). *Who's doing what in literacy policy and activism?* Alternative format session conducted at the Literacy Research Association 72nd Annual Conference, Phoenix, AZ.
- Strong, J. Z.**, Anderson, B. E., & Walpole, S. (2022, December). The promise of a small-group summer tutoring program on reading achievement. In J. Z. Strong (Chair), *Crossing the borders between research and practice: New evidence, approaches, and implications for elementary reading instruction*. Symposium conducted at the Literacy Research Association 72nd Annual Conference, Phoenix, AZ.
- Yurkewecz-Stellato, T., & **Strong, J. Z.** (2022, November). *How New York State literacy educators use research evidence*. Paper presented at the New York State Reading Association 55th Annual Conference, Syracuse, NY.
- Strong, J. Z.**, & Anderson, B. E. (2022, July). *Effects of a summer reading intervention on reading achievement in grades K-5*. Poster session presented at the Society for the Scientific Study of Reading 29th Annual Meeting, Newport Beach, CA.
- Tortorelli, L., & **Strong, J. Z.** (2022, April). *TPACK for reading instruction: How elementary teachers used digital texts during the pandemic school year*. Paper presented at the 2022 American Educational Research Association Annual Meeting, San Diego, CA. <https://doi.org/10.3102/1888578>
- Strong, J. Z.**, Walpole, S., & May, H. (2021, December). Effects of Bookworms literacy curriculum on reading achievement in grades 2-5. In L. Tortorelli (Chair), *Broadening the science of reading discussion: Topics that warrant additional attention*. Symposium conducted at the Literacy Research Association 71st Annual Conference, Atlanta, GA.
- Lupo, S. M., **Strong, J. Z.**, Hattan, C., & Tortorelli, L. (2021, December). A framework for supporting students in reading complex texts. In S. M. Lupo (Chair), *Theories to practices: Scaffolding students' reading of complex texts*. Alternative format session conducted at the Literacy Research Association 71st Annual Conference, Atlanta, GA.
- Strong, J. Z.** (2021, July). *Investigating the reliability and validity of a measure of text structure awareness in grades 4-5*. Paper presented at the Society for the Scientific Study of Reading 28th Annual Meeting (Virtual conference).

- Vitale, M. N., **Strong, J. Z.**, & Walpole, S. (2021, April). *Investigating self- and collective efficacy beliefs of elementary school teachers*. Paper presented at the 2021 American Educational Research Association Annual Meeting (Virtual conference). <https://doi.org/10.3102/1689742>
- Strong, J. Z.**, & Hiebert, E. H. (2020, December). The endpoint of the staircase of text complexity: Revisiting text complexity at the secondary level. In L. Tortorelli (Chair), *Unforeseen ripples of text complexity and CCSS: Issues of theory, practice, and programs*. Symposium conducted at the Literacy Research Association 70th Annual Conference (Virtual conference).
- Strong, J. Z.** (2020, October). *Effects and social validity of a text structure intervention for reading and writing in grades 4-5*. Poster session to be presented at the International Literacy Association 2020 Conference, Columbus, OH (Conference canceled).
- Strong, J. Z.** (2020, July). *Investigating the reliability and validity of a measure of text structure awareness in grades 4-5*. Poster session to be presented at the Society for the Scientific Study of Reading 27th Annual Meeting, Newport Beach, CA (Conference canceled).
- Pasquarella, A., **Strong, J. Z.**, Coker, D., & Walpole, S. (2020, July). *Reading and writing across elementary school: How the development of reading fluency and comprehension predicts writing*. Paper to be presented at the Society for the Scientific Study of Reading 27th Annual Meeting, Newport Beach, CA (Conference canceled).
- Strong, J. Z.** (2020, April). *Effects and social validity of a text structure intervention for reading and writing*. Poster session to be presented at the 2020 American Educational Research Association Annual Meeting, San Francisco, CA (Conference canceled). <https://doi.org/10.3102/1569221>
- Strong, J. Z.** (2019, December). *Effects and social validity of a text structure intervention in upper elementary grades*. Paper presented at the Literacy Research Association 69th Annual Conference, Tampa, FL.
- Reynolds, D., Northrop, L., Lupo, S. M., **Strong, J. Z.**, & Andrei, E. (2019, December). The past, present, and future of text complexity research for adolescents. In J. Z. Strong (Chair), *Examining text complexity from multiple lenses: Teachers, students, assessments, policy, and tools*. Symposium conducted at the Literacy Research Association 69th Annual Conference, Tampa, FL.
- Strong, J. Z.** (2019, July). *Effects of an informational text structure intervention in grades 4-5*. Poster session at the Society for the Scientific Study of Reading 26th Annual Meeting, Toronto, ON.
- Strong, J. Z.** (2019, April). *A mixed methods experimental study of a text structure intervention in grades 4-5*. Paper presented at the 34th Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.
- Pasquarella, A., **Strong, J.**, Shirilla, M., Coker, D., & Walpole, S. (2019, March). *The relationship between the development of reading skills and persuasive writing across grades 2-5*. Poster session at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Strong, J. Z.**, Walpole, S., Pasquarella, A., Shirilla, M., & Coker, D. (2018, November). *Differential effects of professional development on persuasive writing in grades 1-5*. Paper presented at the Literacy Research Association 68th Annual Conference, Indian Wells, CA.

- Strong, J. Z.** (2018, May). *Measuring text structure awareness in upper elementary grades*. Paper presented at the 33rd Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.
- Strong, J. Z.,** Pasquarella, A. & Walpole, S. (2017, November). *Effects of READ 180 and System 44 on comprehension and fluency in grades 4-5*. Paper presented at the Literacy Research Association 67th Annual Conference, Tampa, FL.
- Walpole, S., **Strong, J. Z.,** Pasquarella, A., Coker, D. & Shirilla, M. (2017, November). *The relationship of fluency and comprehension to persuasive writing quality*. Paper presented at the Literacy Research Association 67th Annual Conference, Tampa, FL.
- Strong, J. Z.,** Pasquarella, A., Walpole, S., & McKenna, M. (2017, July). *Added effects of READ 180 and System 44 on comprehension and fluency growth*. Poster session at the Society for the Scientific Study of Reading 24th Annual Meeting, Halifax, NS.
- Pasquarella, A., Walpole, S., McKenna, M., **Strong, J. Z.,** & Amendum, S. (2017, July). *The promise of a literacy reform effort in the upper elementary grades*. Paper presented at the Society for the Scientific Study of Reading 24th Annual Meeting, Halifax, NS.
- Strong, J. Z.** (2017, April). *Middle school English teachers' use of literacy instructional practices in classroom walkthroughs*. Poster session at the 32nd Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.
- Walpole, S., McKenna, M., Pasquarella, A., & **Strong, J. Z.** (2016, December). *A simplified text program for the early primary years*. In L. Tortorelli (Chair), *Stepping onto the staircase: Needs, nuances, and new perspectives on text complexity for young readers*. Symposium conducted at the Literacy Research Association 66th Annual Conference, Nashville, TN.
- Amendum, S., Pasquarella, A., Walpole, S., McKenna, M., & **Strong, J. Z.** (2016, December). *Effects of a literacy reform effort designed to improve fluency and comprehension in grades 3-5*. Paper presented at the Literacy Research Association 66th Annual Conference, Nashville, TN.
- Strong, J. Z.** (2016, April). *Response to intervention for literacy in secondary schools: What, why, and how?* Paper presented at the 31st Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.
- Invited Presentations (14)**
- Scanlon, D., Shanahan, T., **Strong, J.,** & Velazquez-Smith, T. (2023, November). *Literacy researchers' response to the APM podcast "Sold a Story."* Panel moderated by Dr. Keith Newvine at the New York State Reading Association 56th Annual Conference, Rochester, NY.
- Strong, J. Z.** (2023, November). *Bringing together reading and writing research to design effective literacy instruction*. Featured speaker presentation at the New York State Reading Association 56th Annual Conference, Rochester, NY.
- Strong, J. Z.** (2023, October). *Fluency and comprehension in the differentiated reading instruction model*. Guest lecture presented in TE 405A: Teaching Literacy to Diverse Learners (PK-3) at Michigan State University, East Lansing, MI.

- Strong, J. Z.** (2023, April). *Literacy instruction with disciplinary texts*. Guest lecture presented in GEDU 5020: Application of Literacy Theory at Roberts Wesleyan University, Rochester, NY (Virtual).
- Strong, J. Z.,** Yurkewecz-Stellato, T., & Pace Miles, K. (2022, November). *The role of higher education in evidence-based reading instruction*. Panel moderated by Dr. Maria Murray at the WNY Science of Reading Conference, Buffalo, NY.
- Strong, J. Z.** (2022, April). *Investigating a text structure intervention for reading and writing in grades 4 and 5*. Guest lecture presented in TE 934: Introduction to Quantitative Methods in Educational Research at Michigan State University, East Lansing, MI (Virtual).
- Strong, J. Z.** (2022, February). *Development of a text structure assessment and intervention to improve reading and writing of informational texts*. Lecture presented at the University of Delaware School of Education Colloquium Series, Newark, DE (Virtual).
- Strong, J. Z.** (2020, September). *Addressing inequitable literacy achievement through equitable instruction*. Session presented at the “Make Good Trouble” Now: Teach-In for Racial Equity, Graduate School of Education, University at Buffalo, Buffalo, NY (Virtual).
- Strong, J. Z.** (2020, August). *Leveraging co-teaching and literacy across the disciplines (7-12)*. Session presented at the Teacher Residency Summer Institute, University at Buffalo, Buffalo, NY (Virtual).
- Strong, J. Z.** (2020, August). *Leveraging co-teaching in literacy instruction (K-6)*. Session presented at the Teacher Residency Summer Institute, University at Buffalo, Buffalo, NY (Virtual).
- Strong, J. Z.** (2018, May). *Evidence-based practices for teaching argument and opinion writing*. Keynote presented at the Delaware Literacy Association Spring Literacy Conference, Dover, DE.
- Strong, J. Z.** (2017, January). *Reading guides to promote comprehension monitoring*. Session presented at the Georgia Striving Readers Secondary Institutes in Valdosta, GA and Cartersville, GA.
- Strong, J. Z.** (2017, January). *Self-regulated strategy development instruction for text-based argumentative writing*. Session presented at the Georgia Striving Readers Secondary Institutes in Valdosta, GA and Cartersville, GA.
- Strong, J. Z.** (2016, November). *Self-regulated strategy development approach to writing instruction*. Session presented at the Georgia Striving Readers Leadership Conference in Athens, GA.
- Professional Development (51)**
- Strong, J. Z. & Anderson, B. E.** (2023, December). *Differentiated reading instruction with Read STOP Write in grades 4-5*. Presented one-hour workshop to upper-elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.
- Strong, J. Z. & Anderson, B. E.** (2023, December). *What is the science of reading instruction?* Presented one-hour workshop to superintendents for Erie 1 BOCES, Buffalo, NY.
- Lewis, W. E., & **Strong, J. Z.** (2023, October). *Conducting discussions and text-based writing after reading complex texts*. Presented one-day workshop to high school teachers at Jackson County High School, Jefferson, GA.

- Strong, J. Z.,** Tortorelli, L. S., & Anderson, B. E. (2023, October). *Read STOP Write in grades 4-5*. Presented two-hour workshop to upper-elementary school teachers at Dye Elementary School, Flint, MI.
- Strong, J. Z.,** Anderson, B. E., & Tortorelli, L. S. (2023, October). *Read STOP Write in grades 4-5*. Presented two-hour workshop to upper-elementary school teachers at Highgate Heights Elementary School, Buffalo, NY.
- Anderson, B. E., & **Strong, J. Z.** (2023, October). *Evidence-based literacy instruction: Next steps*. Presented three-hour workshop to elementary school principals and curriculum leaders for Erie 1 BOCES, Buffalo, NY
- Strong, J. Z.,** Anderson, B. E., & Tortorelli, L. S. (2023, October). *Read STOP Write in grades 4-5*. Presented two-hour workshop to upper-elementary school teachers in Clarence Central School District, Clarence, NY.
- Strong, J. Z.,** Tortorelli, L. S., & Anderson, B. E. (2023, October). *Read STOP Write in grades 4-5*. Presented two-hour workshop to upper-elementary school teachers at William Street School, Lancaster, NY.
- Strong, J. Z.,** Anderson, B. E., & Fronczak, D. (2023, October). *Differentiated reading instruction in grades K-5*. Presented half-day workshop to elementary school teachers in Clarence Central School District, Clarence, NY.
- Lewis, W. E., & **Strong, J. Z.** (2023, September). *Building prior knowledge and supporting students during reading of complex texts*. Presented one-day workshop to high school teachers at Jackson County High School, Jefferson, GA.
- Strong, J. Z.,** & Anderson, B. E. (2023, August). *Differentiated reading instruction for fluency and comprehension and vocabulary and comprehension groups*. Presented two-hour workshop to elementary school teachers at Primary Hall Preparatory Charter School, Buffalo, NY.
- Strong, J. Z.,** Anderson, B. E., & Fronczak, D. (2023, August). *Introduction to differentiated reading instruction*. Presented two-hour workshop to elementary school teachers in Clarence Central School District, Clarence, NY.
- Strong, J. Z.,** Anderson, B. E., & Fronczak, D. (2023, August). *Differentiated reading instruction in grades K-5*. Presented one-day workshop to elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.
- Anderson, B. E., & **Strong, J. Z.** (2023, June). *Evidence-based literacy instruction: Tools for elementary principals and curriculum leaders*. Presented three-hour workshop to elementary school principals and curriculum leaders for Erie 1 BOCES, Buffalo, NY.
- Strong, J. Z.,** Tortorelli, L. S., & Downs, J. (2023, March). *Constructing meaning in complex text*. Presented half-day workshop to elementary school leaders and one-day workshop to upper-elementary school teachers in Cache County School District, Logan, UT.
- Strong, J. Z.,** Anderson, B. E., & Tortorelli, L. S. (2023, February). *Read STOP Write in grades 4-5*. Presented two-hour workshop to upper-elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.

- Strong, J. Z., & Anderson, B. E.** (2023, January). *Differentiated reading instruction for phonological awareness and word recognition groups*. Presented two-hour workshop to kindergarten teachers at Charter School for Applied Technologies, Buffalo, NY.
- Strong, J. Z., & Tortorelli, L. S.** (2022, November). *Differentiated reading instruction for fluency and comprehension and vocabulary and comprehension groups*. Presented three-hour workshop to elementary school teachers in East Lansing Public Schools, East Lansing, MI.
- Strong, J. Z., & Anderson, B. E.** (2022, November). *Differentiated reading instruction for fluency and comprehension and vocabulary and comprehension groups*. Presented two-hour workshop to elementary school teachers at Primary Hall Preparatory Charter School, Buffalo, NY.
- Strong, J. Z.** (2022, October). *Text-based writing in the content areas*. Presented two-hour virtual workshop to middle and high school teachers in Nelson County Public Schools, Lovingson, VA.
- Strong, J. Z., Anderson, B. E., & Fronczak, D.** (2022, October). *Differentiated reading instruction for word recognition and fluency groups*. Presented two-hour workshop to elementary school teachers at Primary Hall Preparatory Charter School, Buffalo, NY.
- Strong, J. Z., Anderson, B. E., & Fronczak, D.** (2022, October). *Differentiated reading instruction for phonological awareness and word recognition groups*. Presented two-hour workshop to elementary school teachers at Primary Hall Preparatory Charter School, Buffalo, NY.
- Strong, J. Z., Anderson, B. E., & Fronczak, D.** (2022, October). *Introduction to differentiated reading instruction*. Presented two-hour workshop to elementary school teachers at Primary Hall Preparatory Charter School, Buffalo, NY.
- Strong, J. Z., Anderson, B. E., & Fronczak, D.** (2022, October). *Differentiated reading instruction in grades K-5*. Presented two-hour workshop to elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.
- Strong, J. Z., Anderson, B. E., & Fronczak, D.** (2022, September). *Assessments for differentiated reading instruction*. Presented two-hour workshop to elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.
- Strong, J. Z., Anderson, B. E., & Fronczak, D.** (2022, August). *Introduction to differentiated reading instruction*. Presented two-hour workshop to elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.
- Lewis, W. E., & **Strong, J. Z.** (2022, March). *Using in-class reading frameworks within an instructional segment*. Presented one-day workshop to middle school teachers at Callaway Middle School, LaGrange, GA.
- Lewis, W. E., & **Strong, J. Z.** (2022, January). *Before-, during-, and after-reading strategies*. Presented one-day workshop to middle school teachers at Callaway Middle School, LaGrange, GA.
- Strong, J. Z., & Anderson, B. E.** (2021, October). *Differentiated reading instruction in grades K-5*. Presented one-day workshop to elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.

- Lewis, W. E., & **Strong, J. Z.** (2021, September). *Text-based writing strategies for quad text sets*. Presented one-day workshop to middle school teachers at Callaway Middle School, LaGrange, GA.
- Strong, J. Z.**, & Anderson, B. E. (2021, August). *Introduction to differentiated reading instruction*. Presented two-hour workshop to elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.
- Lewis, W. E., & **Strong, J. Z.** (2021, July). *Designing content-area quad text sets*. Presented three-day workshop to middle school teachers at Callaway Middle School, LaGrange, GA.
- Strong, J. Z.**, & Anderson, B. E. (2021, June). *Assessments for differentiated reading instruction*. Presented two-hour workshop to elementary school teachers at Charter School for Applied Technologies, Buffalo, NY.
- Lewis, W. E., & **Strong, J. Z.** (2021, March). *Text-based writing strategies for quad text sets*. Presented one-day virtual workshop to high school teachers in Paulding County School District, Dallas, GA.
- Lewis, W. E., & **Strong, J. Z.** (2021, February). *After-reading discussions for quad text sets*. Presented one-day virtual workshop to high school teachers in Paulding County School District, Dallas, GA.
- Lewis, W. E., & **Strong, J. Z.** (2021, January). *During-reading supports for quad text sets*. Presented one-day virtual workshop to high school teachers in Paulding County School District, Dallas, GA.
- Lewis, W. E., & **Strong, J. Z.** (2020, December). *Before-reading supports for quad text sets*. Presented one-day virtual workshop to high school teachers in Paulding County School District, Dallas, GA.
- Lewis, W. E., & **Strong, J. Z.** (2020, October). *Quad text sets and text complexity*. Presented one-day virtual workshop to high school teachers in Paulding County School District, Dallas, GA.
- Lewis, W. E., & **Strong, J. Z.** (2020, September). *Designing content-area quad text sets*. Presented one-day virtual workshop to high school teachers in Paulding County School District, Dallas, GA.
- Strong, J. Z.** (2018, November). *After-reading strategies*. Presented one-day workshop to middle school teachers at Henderson Middle School, Jackson, GA.
- Strong, J. Z.** (2018, October). *During-reading strategies*. Presented one-day workshop to middle school teachers at Henderson Middle School, Jackson, GA.
- Strong, J. Z.** (2018, October). *Before-reading strategies*. Presented one-day workshop to middle school teachers at Henderson Middle School, Jackson, GA.
- Strong, J. Z.** (2018, September). *Designing quad text sets*. Presented one-day workshop to middle school teachers at Henderson Middle School, Jackson, GA.
- Strong, J. Z.** (2018, July). *Before, during, and after reading content area texts*. Presented one-day workshop to middle school teachers at Henderson Middle School, Jackson, GA.
- Walpole, S., & **Strong, J. Z.** (2017, August). *Differentiated reading instruction institute*. Presented two-day workshop to elementary school teachers in Butts County School System, Jackson, GA.

Walpole, S., & **Strong, J. Z.** (2017, June). *Bookworms institute*. Presented two-day workshop to elementary school teachers in Jefferson County Schools, Louisville, GA.

Strong, J. Z. (2016, August). *Designing challenging text sets*. Presented one-day workshop to high school teachers at Brandywine High School, Wilmington, DE.

Strong, J. Z. (2016, August). *Reading strategies and text-based writing*. Presented two-day workshop to middle school teachers in Brandywine School District, Wilmington, DE.

Walpole, S., McKenna, M. C., & **Strong, J. Z.** (2016, June). *Summer writing institute: Bookworms Innovative Approaches to Literacy: Research to practice*. Presented three-day workshop to elementary school teachers in Jefferson County Schools, Louisville, GA.

Walpole, S., Amendum, S., & **Strong, J. Z.** (2015, September). *Improving the ELA block*. Presented one-day workshop to elementary school teachers at May B. Leasure Elementary School, Newark, DE.

Strong, J. Z. (2014, June). *Text sets, reading strategies, and text-based writing*. Presented three-day workshop to middle and high school teachers in Capital School District, Dover, DE.

TEACHING

Courses Taught (University at Buffalo)

LAI 539: Teaching Strategic Processes in Reading
Fall 2019, Fall 2020, Fall 2021, Fall 2022

LAI 552: Middle Childhood/Adolescent Literacy Methods
Fall 2019, Spring 2020, Summer 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022,
Spring 2024

LAI 556: Classroom-Based Literacy Assessment
Spring 2022

LAI 651: Research in Reading/Literacy
Spring 2021, Spring 2023

Research Advisement (University at Buffalo)

LAI 645: Research Practicum
Spring 2023 (Louise Roberto, Kalie Sonnenberg), Fall 2023 (Louise Roberto, Kalie Sonnenberg)

LAI 702: Dissertation
Spring 2024 (Louise Roberto)

LAI 703: Independent Study
Fall 2023 (David Fronczak), Spring 2024 (David Fronczak, Kalie Sonnenberg)

Dissertation Committee Member (University at Buffalo)

Kenny, S. A. (2022). *A meta-analysis of the validity of the Head-Toes-Knees-Shoulders task in predicting young children's academic performance*.

Herzig Johnson, S. (2021). *Interactional dynamics and their impact on collaboration: A micro-analysis of inclusion teachers' discursive interactions*.

Research Practicum Committee Member (University at Buffalo)

Emmanuele, N. A. (2023). *Perceptions of reading and disability identities among adolescents with specific learning disabilities in reading*.

Meo, A. (2023). *Creating and deploying a semantic differentiation scale to identify common factors that influence older adults' attitude towards learning in the United States*.

Meehan, M. J. (2022). *Content analysis: Examining vocabulary constructs in children's books.*
 Herzig Johnson, S. (2020). *Exploring inclusion teachers' self-efficacy to understand professional development needs.*

Courses Taught (University of Delaware)

EDUC 210: Beginning Literacy Instruction, Spring 2019
 EDUC 437: Diagnosis and Instruction for Literacy Problems, Fall 2017, Spring 2018
 EDUC 622: The Role of Literacy in Content Areas, Fall 2017

Teaching Assistant (University of Delaware)

EDUC 622: The Role of Literacy in Content Areas, Spring 2014

SERVICE

Editorial and Review

Associate Editor, *The Reading Teacher*, 2022-2024
 Editorial Review Board, *Journal of Adolescent & Adult Literacy*, 2021-2024
 Editorial Review Board, *Journal of Literacy Research*, 2023-2024
 Editorial Review Board, *Reading & Writing Quarterly*, 2023-2024
 Editorial Review Board, *The Reading Teacher*, 2021-2022
 Ad Hoc Reviewer, *Early Childhood Research Quarterly*, 2022-2023
 Ad Hoc Reviewer, *Journal of Adolescent & Adult Literacy*, 2020-2021
 Ad Hoc Reviewer, *Journal of Curriculum Studies*, 2021-2022
 Ad Hoc Reviewer, *Journal of Education for Students Placed at Risk*, 2022-2023
 Ad Hoc Reviewer, *Journal of Literacy Research*, 2020-2023
 Ad Hoc Reviewer, *Reading Research Quarterly*, 2020-2021
 Ad Hoc Reviewer, *Reading and Writing*, 2023-2024
 Ad Hoc Reviewer, *Reading & Writing Quarterly*, 2022-2023
 Ad Hoc Reviewer, *Research in the Teaching of English*, 2022-2023
 Ad Hoc Reviewer, *The Reading Teacher*, 2020-2021
 Annual Conference Proposal Reviewer, American Educational Research Association, 2021-2024
 Annual Conference Proposal Reviewer, International Literacy Association, 2020
 Annual Conference Proposal Reviewer, Literacy Research Association, 2016-2023
 Annual Conference Proposal Reviewer, New York State Reading Association, 2021
 Annual Conference Proposal Reviewer, Society for the Scientific Study of Reading, 2024
 Graduate Student Award Reviewer, AERA Research in Reading & Literacy SIG, 2023-2024
 Grant Proposal Reviewer, L4GA Grant, Georgia Department of Education, 2020-2021

National Service

P. David Pearson Scholarly Influence Award Committee, Literacy Research Association, 2021-2024
 Area Chair in Public Engagement and Policy in Literacy, Literacy Research Association, 2020-2023
 Session Chair/Discussant, American Educational Research Association, 2022
 Session Chair/Discussant, Literacy Research Association, 2020-2023
 Field Council Representative, Literacy Research Association, 2017-2020

State Service

Member, The Path Forward for Teacher Preparation and Licensure in Early Literacy Steering Committee, Literacy Academy Collective and New York State Education Department, 2023-2024
 Goal Area Chair for Professional Development, New York State Reading Association, 2021-2024
 Conference Committee Member, New York State Reading Association, 2021-2022, 2024
 Treasurer, Niagara Frontier Reading Council, 2021-2024

Board Member, Niagara Frontier Reading Council, 2019-2021

State University of New York Service

Co-Lead, State University of New York Science of Reading Technical Advisory Group, 2023-2024

Graduate School of Education Service

Member, Dean's Lecture Series Planning Committee, 2021-2024

Panelist, Beyond the Hashtag: Ten Things to Know About the Science of Reading, Fall 2023

Moderator, Literacy as a Civil Right Presentation by Kareem Weaver, Spring 2023

Panelist, What Does the Science of Reading Mean for Multilingual and Striving Learners, Spring 2021

Online Instruction Liaison, Spring 2020

Department of Learning and Instruction Service

Member, Early Childhood/Childhood Faculty Search Committee, 2023-2024

Member, Literacy Coaching Micro-Credential Ad Hoc Committee, 2022-2023

Member, LAI Executive Committee, 2020-2022

Member, Co-Teaching Expansion Ad Hoc Committee, 2020-2021

Member, Mentoring Committee, 2019-2022

Member, PhD Program/Curriculum Redesign Ad Hoc Committee, 2019-2020

Member, Literacy Faculty Search Committee, 2019-2020

University of Delaware Service

Student Representative, Steele Symposium Planning Committee, 2018-2019

Student Representative, Graduate Curriculum Committee, 2017-2018

President, Education Graduate Association, 2017-2018

Professional Consulting

Jackson County High School, Jefferson, GA, 2023-2024

Clarence Central School District, Clarence, NY, 2023-2024

Primary Hall Preparatory Charter School, Buffalo, NY, 2022-2023

Charter Elementary School for Applied Technologies, Buffalo, NY, 2021-2024

Callaway Middle School, Troup County School System, LaGrange, GA, 2021-2022

Hiram and South Paulding High Schools, Paulding County School District, Dallas, GA, 2020-2021

Daughtry, Jackson, Stark Elementary Schools, Butts County School System, Jackson, GA, 2018-2019

Henderson Middle School, Butts County School System, Jackson, GA, 2018-2019

Brandywine High School, Brandywine School District, Wilmington, DE, 2016-2017

P.S. duPont, Springer, Talley Middle Schools, Brandywine School District, Wilmington, DE, 2016-2017

Carver, Louisville, Wrens Elementary Schools, Jefferson County Schools, Louisville, GA, 2016-2017

May B. Leasure Elementary School, Christina School District, Newark, DE, 2015-2016

Media Interviews and Appearances

Santos, V. (2024, January 10). UB educator shares solutions and insights into Gov.'s "Back to Basics" plan for literacy. *Expert Tip Sheet*. <https://www.buffalo.edu/news/tipsheets/2024/Strong-shares-solutions-and-insights-for-literacy.html>

Watson, S. T., & Tsujimoto, B. (2024, January 4). Gov. Hochul eyes new approach – for some – to boost literacy in New York schools. *The Buffalo News*. https://buffalonews.com/news/local/education/gov-hochul-eyes-new-approach-for-some-to-boost-literacy-in-new-york-schools/article_fef8b2a0-aa6a-11ee-9f3b-83ea3f7202d1.html

Gentzke, A. W. (2023, November). Shining the light on young readers and writers: John Z. Strong develops innovative classroom intervention to help students and teachers. *Learn: The UB GSE Magazine, Fall 2023*, 8-9. <https://ed.buffalo.edu/magazine/issues/fall-2023/office-hours.html>

- Hellstrom, E. & Clukey, K. (2023, October). *New York State selected for Hunt Institute's The Path Forward to transform literacy instruction: Literacy Academy Collective and New York State Education Department to convene team in partnership with SUNY, CUNY, NYC Public Schools.* https://www.literacyacademycollective.org/_files/ugd/618173_3bca1583231b4ec2be0f114c78c9ccd1.pdf
- Legare, D. (2023, September). *Going beyond the hashtag: GSE hosts "Things to Know about the Science of Reading" event.* Tuesday News Brief. <https://ed.buffalo.edu/news-events/ticker/archive.host.html/content/shared/ed/news/ticker/2023/09/26.detail.html>
- Deloza, L. (2023, July/August/September). Meet the editors: Shining a spotlight on ILA's editorial teams and their vision for the future. *Literacy Today*, 40(5), 18–20.
- Tsujimoto, B. (2022, November 7). Buffalo Public Schools' plan to curb learning loss goes beyond normal school day. *The Buffalo News.* https://buffalonews.com/news/local/education/buffalo-public-schools-plan-to-curb-learning-loss-goes-beyond-normal-school-day/article_2c026b42-579c-11ed-94f7-efa17a3cca0e.html
- O'Brien, B. (2022, June 20). With the 'literacy gap' widening, educators turn to the science of reading. *The Buffalo News.* https://buffalonews.com/news/local/with-the-literacy-gap-widening-educators-turn-to-the-science-of-reading/article_30515d2a-ed7f-11ec-a2b5-bb398bc5f5c4.html
- Merod, A. (2022, May 11). *Study questions popular reading intervention program's effectiveness.* K-12 Dive. <https://www.k12dive.com/news/study-questions-popular-reading-intervention-programs-effectiveness/623591/>
- Kearns, M. (2022, January 18). *A school learns from GSE summer project and adopts a reading program with a new approach.* Tuesday News Brief. <https://ed.buffalo.edu/news-events/ticker/archive.host.html/content/shared/ed/news/ticker/2022/01/18.detail.html>
- Kemper, T. (2021, December 8). Make a reading-writing connection. *Thoughtful Learning.* <https://k12.thoughtfullearning.com/blogpost/make-reading-writing-connection>
- Downs, J. (Host). (2021, November 25). Read STOP Write: A text structure intervention (no. 28) [Audio podcast episode]. In *Teaching literacy podcast.* <https://teachingliteracypodcast.com/e28-read-stop-write-a-text-structure-intervention-with-dr-john-z-strong/>
- Watson, A. (Host). (2021, June 28). Literacy instruction with disciplinary texts (no. 8) [Audio podcast episode]. In *How we teach.* <https://podcasts.apple.com/us/podcast/episode-8-literacy-instruction-with-disciplinary-texts/id1560853026?i=1000527132545>
- McElroy, L. (2021, June 17). Research summary: Informational texts: Challenges and ideas. *The Oklahoma Reader*, 57(1), 61-64. https://issuu.com/oklahomareader/docs/okreader_57-1_final/s/12569539
- O'Donnell, A. (2021, January/February). ILA'S 2020 literacy leaders: The annual awards program celebrates excellence in literacy education. *Literacy Today*, 38(4), 36–41.
- Rey, J. (2020, September 6). What does good remote learning look like? *The Buffalo News.* https://buffalonews.com/news/local/what-does-good-remote-learning-look-like/article_4e33834c-ef91-11ea-9c2c-e7f236299114.html
- Downs, J. (Host). (2019, October 26). Supporting students in difficult text (no. 2) [Audio podcast episode]. In *Teaching literacy podcast.* <https://teachingliteracypodcast.com/episode-02-supporting-students-in-difficult-text/>
- Marshall, K. (2019, March 25). Supporting below-level readers as they grapple with difficult texts. *Marshall Memo 779: A Weekly Round-up of Important Ideas and Research in K-12 Education.*
- Marshall, K. (2018, September 24). Supporting students as they read texts above their level. *Marshall Memo 754: A Weekly Round-up of Important Ideas and Research in K-12 Education.*
- Marshall, K. (2018, January 8). "Text sets" that improve teens' reading proficiency. *Marshall Memo 718: A Weekly Round-up of Important Ideas and Research in K-12 Education.*
- Henderson, J. (2016, June 13). *Doctoral student John Strong receives Fontana Family Scholarship.* School of Education: News. <https://www.education.udel.edu/2016/06/13/strong-receives-fontana/>

PROFESSIONAL CERTIFICATIONS

Classroom Teacher of English Language Arts (7-12), New York State
School Reading Specialist (Grades K-12), State of Delaware
Teacher of English Language Arts Grades 9-12 (Valid 6-8 in a Middle School), State of Delaware

PROFESSIONAL MEMBERSHIPS

American Educational Research Association, 2020-2024
International Literacy Association, 2015-2024
Literacy Research Association, 2015-2024
National Council of Teachers of English, 2021-2024
New York State Reading Association, 2019-2024
Niagara Frontier Reading Council, 2019-2024
Society for the Scientific Study of Reading, 2017-2024