

# Chelsea Herndon

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## Education

<b>Auburn University</b> Doctor of Philosophy: Reading Education	Auburn, AL December 2020
<b>Auburn University</b> Master of Education: Reading Education	Auburn, AL August 2020
<b>University of Alabama at Birmingham</b> Educational Specialist: Elementary Education	Birmingham, AL December 2016
<b>University of Alabama at Birmingham</b> Master of Arts in Education: Early Childhood/Elementary Education	Birmingham, AL December 2012
<b>University of Alabama at Birmingham</b> Bachelor of Arts: Communication Studies	Birmingham, AL December 2010

## University Teaching Experience

<b>Texas A&amp;M University-Central Texas</b> Assistant Professor College of Education and Human Development, Department of Curriculum & Instruction	Killeen, TX Fall 2020-present
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### Undergraduate Courses

#### READ 3310-Foundations of Literacy

This writing instructive (WI) course fosters students' development of written communication via discourse, reflection, and revision of written drafts through peer conferencing and instructor feedback. This course includes topics such as understanding reading research, cognitive psychology's contributions to understanding the reading process, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands.

- Spring 2021
- Fall 2021
- Spring 2022

#### READ 3311-Literacy Development I

This service learning (SL) course addresses the theory and practice of teaching early reading. Takes into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Study characteristics of typical and atypical reading development in the emergent/early learner, explore materials, procedures, assessments and instructional methods.

- Spring 2021
- Summer 2021
- Fall 2021
- Spring 2022

#### READ 4313-Analysis and Response

This this writing instructive (WI) course examines the foundational concepts, principles and best practices relating to assessment, utilizing a variety of evaluation and assessment tools. Students will analyze assessment data related to literacy development in order to plan appropriate instruction for typical/atypical learners. In-depth analyses are prepared to communicate student literacy outcomes to various audiences.

- Summer 2021
- Fall 2021

#### READ 4312-Literacy Development II

This this writing instructive (WI) field-based course surveys the characteristics of the transitional/independent literacy learner, methods of instruction for writing, strategy building, comprehension, vocabulary, word identification, utilizing the

Texas Essential Knowledge and Skills. Examines typical/atypical reading development and strategies for assessing/addressing reading differences in individual learners. Explores structures and features of expository text including examination of supports and challenges within the text.

- Fall 2021
- Spring 2022

#### READ 4320-Reading Across the Curriculum

Theory and instructional strategies for teaching the writing process in elementary and middle schools. Includes stages of the writing process, issues at the different grade levels, teaching with mini-lessons, early literacy, spelling, handwriting, developing listening skills, STAAR writing, and the use of children's literature to teach writing.

- Spring 2021

#### EDUC 3340 Math Instruction for Teachers

This course is intended for preservice teachers to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching mathematics to diverse learners. The preservice teacher will develop responsive instruction appropriate for all learners which reflects an understanding of relevant mathematics content, promotes active engagement, and is based on continuous and appropriate assessment.

- Fall 2020

#### EDUC 4320-Integrated Social Studies Methods

This methods course is concerned with providing experience for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching Social Studies through the integration of English Language Arts and Fine Arts. It correlates social studies content with the National Council of Social Studies Strands and disciplines and the Texas Essential Knowledge and Skills.

- Fall 2020

#### EDUC 4304-Professional Development III

This course is a study of all aspects of classroom management, including the physical environment for diverse groups of students. Classroom discipline management plans will be researched and compared. Current issues related to education will be examined. Students will be expected to demonstrate developmentally appropriate effective teaching practices in field-based settings.

- Fall 2020

### **Graduate Courses**

#### READ 5370-Literacy Development

Analyze models of the reading and writing processes. Emphasis on characteristics of emergent, early, transitional and fluent literacy, instructional strategies in reading and writing, phonics instruction and strategies for teaching English language learners, and the essential knowledge and skills in the language arts curriculum.

- Summer 2021

#### READ 5374-Reading Resources and Materials

Analyze models of the reading and writing processes. Emphasis on characteristics of emergent, early, transitional and fluent literacy, instructional strategies in reading and writing, phonics instruction and strategies for teaching English language learners, and the essential knowledge and skills in the language arts curriculum

- Spring 2022

### **Course Design**

Micro-credential

#### READ 5371-Structured Literacy and Intervention Methods

Study research in literacy development from early childhood through adulthood. Learn the principles and practices of evidence-based literacy intervention for students with dyslexia and other reading disabilities, including effective intervention in the five pillars of reading. Create and implement structured literacy lessons as well as administer dyslexia assessments.

#### READ 5378-Reading Science and Reading Disabilities

Study scientifically based reading research and how it has informed the understanding of dyslexia, including findings from the National Reading Panel. Understand the characteristics of individuals with dyslexia and other learning disabilities from early childhood through adulthood. Learn current issues as they relate to definition, assessment, eligibility, diversity, service delivery, and impact on family.

### **Auburn University**

Graduate Teaching Assistant

Auburn, AL

### **Undergraduate Courses**

#### CTRD 3000-Foundations of Language and Literacy Instruction I

Research-based theory and teaching strategies to meet the language and literacy needs of all children, especially at risk of reading difficulties.

- Fall 2017- Instructor of record-1 section, Teaching assistant-1 section
- Spring 2018- 2 sections
- Fall 2018
- Spring 2019
- Fall 2019
- Spring 2020

#### CTRD 3013-Foundations of Language and Literacy Instruction II

Theoretical foundations of language and literacy development of children and implications for teaching.

- Spring 2019

#### CTRD 3010-Foundations of Language and Literacy Instruction II

Clinical, laboratory experiences with children that corresponds with CTRD 3013.

- Spring 2019

#### CTEC 4911-Practicum in the Preschool

Laboratory experiences with children from birth to five years of age designed to help students relate theory to practice.

- Summer 2019-Teaching assistant

## **Current Research/Grants**

### **Service Learning Fellowship**

Texas A&M University-Central Texas: Faculty Fellows Program, Center for Service Learning.

September 2021-Spring 2022. Awarded \$500.00 stipend and provided a course release as accepted program participant.

### **High Impact Practice Course Grant**

Texas A&M University-Central Texas: QEP High Impact Course Grant.

Spring 2022. \*Applied \$2,000

This institutional teaching grant will be used to improve high impact teaching practices and writing instruction for undergraduates enrolled in Literacy Development II (READ 4312). Through the use of role play and critical reflection activities, this grant will help prepare teacher candidates to excel as they advance through the Teacher Education Program and enter the workforce as teachers with confidence.

### **Writing Instructive Course Grant**

Texas A&M University-Central Texas: QEP Writing Instructive Course Grant.

Spring 2021. Awarded \$2,000

This institutional teaching grant was used to improve writing instruction for undergraduates enrolled in Foundations of Literacy (READ 3310). The grant helped prepare teacher candidates with discipline specific academic writing resources in order to begin developing a solid foundational understanding of reading science and research early within the Teacher Education Program.

### **Raise Your Hand Texas Foundation Grant**

This three-year grant awarded to the College of Education and Human Development, amounting to \$150,000 each year, will be used to enhance teacher quality and update approaches to continuous improvement. A pilot study (2021) included designing a summer study abroad program in Guanajuato, Mexico.

## **International Conference Presentations**

**Herndon, C.** (2021, July) *Does Repeated Readings Using Expository Text and Word Overlap Lead to a Greater Gain in Fluency and Comprehension Than Non-Word Overlap in Expository Text?* Society for the Scientific Study of Reading Conference: Virtual

## **National Conference Presentations**

**Herndon, C.** (2021, November) *"The Word of the Lorax Seems Perfectly Clear": Shaping the Future of Environmentalism*

and Literacy with Cross-Curricular Teaching, Multimodal Text, and Project Based Learning. Association of Literacy Educators and Researchers (ALER): Hilton Head, South Carolina.

**Herndon, C.** (2019, November). "Can you see me now?": Building Bridges with Literacy to Make Hidden Disabilities Visible in Young Adult Literature. Association of Literacy Educators and Researchers (ALER): Corpus Christi, Texas.

McIlwain, M., **Herndon, C.**, & Sacco, K. (2019). *Culturally Relevant Summer Programming Designed by Teacher Candidates*. National Association of Professional Development Schools Conference (NAPDS): Atlanta, Georgia.

## **Regional/State Conference Presentations**

**Herndon, C.** (2022, March) "The Word of the Lorax Seems Perfectly Clear Empowering Students to Make Environmental Changes through Cross-Curricular Teaching, Multimodal Text, and Problem-Based Learning. Texas Association of Literacy Education (TALE): Plano, Texas.

**Herndon, C.** (2021, July) *Constructing Knowledge in Virtual Courses Using Collaborative Learning Slides*. Texas A&M University Chancellor's Conference on Academic Technology: Virtual

**Herndon, C.** (2019, October). *Integrating Magazine Articles in Science, Social Studies, Math, and English Language Arts: How it Impacts Students' Perspectives of Informational Text*. Alabama Literacy Association Conference: Birmingham, Alabama.

**Herndon, C.** (2019, March). "Can you see me now?": A Critical Literacy Approach to Making Hidden Disabilities Visible Through Young Adult Literature and Mirrors, Windows, and Doors. UAB Midsouth Conference: Birmingham, Alabama.

**Herndon, C.** (2018, June). *Integrating Magazine Articles in Science, Social Studies, and English Language Arts: How it Impacts Students' Perspectives of Informational Text*. UAB Midsouth Conference: Birmingham, Alabama.

## **Articles**

**Herndon, C.** (2022). Does Repeated Readings Using Expository Text and Word Overlap Lead to a Greater Gain in Fluency and Comprehension Than Non-Word Overlap in Expository Text? *Literacy Researchers and Instruction*. (submitted)

**Herndon, C.** (2020). "Can you see me now?": Building bridges with literacy to make hidden disabilities visible through young adult literature. *Association of Literacy Educators and Researchers Yearbook*, 42, 267-279.

**Herndon, C.** (2019, November). *Scientific thinking for kids*. Kid Spark Education. Retrieved from <https://blog.kidsparkeducation.org/blog/scientific-thinking-for-kids>

**Herndon, C.** (2019, October). *Teaching children phonemes - Connecting conversation to literacy in early childhood development*. US Nanny Association. Retrieved from <https://www.usnanny.org>

## **Leadership**

### **Central Texas Literacy Council**

Founding president

- The Central Texas Literacy Council is a local literacy council of the Texas Association of Literacy Education (TALE), the state organization of the International Literacy Association. The purpose of local councils is to collaborate with colleagues, gain connections, and contribute voices and expertise to the global literacy movement.

### **Texas Association of Literacy Education**

Education Empowerment Committee Chair

- The goal of the Education Empowerment Committee is to empower TALE members in ways that develop voice, ownership, and leadership of their professional literacy landscape.

### **Imagine Schools**

Imagine Hope Community Charter School –Saturday school facilitator

Washington, DC  
September 2016-May 2017

- Created a Saturday school enrichment program for grades third through eighth
- Served as facilitator and acting principal
- Developed program curriculum

## **Service**

- Member-Killeen ISD Education Advisory Board
- Mentor-Auburn University First Year Experience Peer Mentor Program
- Abstract reviewer-International Literacy Association (ILA) conference, 2020
- Abstract reviewer-Association of Literacy Education Researchers (ALER) conference, 2019, 2021

## **Workshops/Invited Lectures**

## **Lee County Literacy Coalition**

Tutor Training

January 2018

- Created and implemented a workshop for tutors of adult learners on interpreting pre-assessment data and lesson planning

## **Amslee Institute**

Adjunct Faculty

May 2017

- Authored curriculum for three online classes including: STEM Activities for Children, Helping Elementary Students with Homework, and Global Cultures for Children

## **PreK-8th Teaching Experience**

### **Imagine Schools**

Washington, DC

Imagine Hope Community Charter School – Fourth Grade Teacher/Saturday School Facilitator

July 2014-June 2017

- Tracked reading and math progress through STAR Renaissance data, Fountas and Pinnell reading tests, and daily formative assessments
- Helped students achieve significant gains in reading and math scores
- Developed and coordinated a Saturday school program for third through eighth grade students
- Taught reading and math to third through fifth grade students during Saturday school

### **Hoover City Schools**

Hoover, AL

Green Valley Elementary School –Fifth Grade Teacher

August 2013-July 2014

- Created an enriching classroom community for students of diverse backgrounds and needs Developed inquiry-based lessons
- Created assessments and tracked student progress through Global Scholar data and Fountas and Pinnell reading assessments

### **Highlands United Methodist Church**

Birmingham, AL

Pre-School Teacher

August 2011-May 2012

- Created and implemented creative and interactive lessons that followed NAEYC guidelines
- Supported children's learning using a variety of assessment methods to design and monitor individualized goals
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## **Academic Honors and Awards**

- Texas A&M University-Central Texas Service-Learning Faculty Fellowship, 2021-2022
- Albert Hamilton Collins Fellowship, 2019-2021
- Auburn University- Frances K. Kochan Fund for Excellence, 2018-2019
- Auburn University Graduate Assistantship, August 2017-present
- Imagine Hope Community Charter School-Most Improved Student Test Scores, 2016
- University of Alabama at Birmingham -Kappa Delta Epsilon Honorary Educational Fraternity, 2011

## **Professional Membership**

- Association of Literacy Educators and Researchers (ALER)
- The National Council for the Social Studies
- Texas Council for the Social Studies
- Texas Association of Literacy Educators

## **Licenses/Certifications**

- Alabama Professional Educators Certificate: Elementary Education (K-6) Class AA
- Alabama Professional Educators Certificate: Early Childhood (P-3) Class A
- Alabama Professional Educators Certificate: Reading Specialist (K-12) Class A (Spring 2022)