Jessica Armytage Scott, EdD
Associate Professor
Department of Learning Sciences, Georgia State University

A. EDUCATION

Ed.D.	Human Development & Education, Harvard University, Cambridge, Massachusetts, May 2015 Dissertation: Beyond the fourth-grade glass ceiling: Understanding reading comprehension among bilingual/bimodal deaf and hard of hearing students.
M.Ed.	Language & Literacy with Reading Specialist Licensure, Harvard University, Cambridge, Massachusetts, May 2008
B.A.	Deaf Education & Elementary Education, Flagler College, St. Augustine, Florida, April 2004

B. PROFESSIONAL CREDENTIALS

2022-present	Associate Professor, Deaf Education, Georgia State University, Atlanta, GA
2016-present	Program coordinator, Deaf Education, Georgia State University, Atlanta, GA
2016-2022	Assistant Professor, Deaf Education, Georgia State University, Atlanta, GA
2021-present	Affiliate Faculty, GSU, Bachelor of Interdisciplinary Studies program
2020-present	Affiliate Faculty, GSU, Center for Transnational and Multilingual Education
2017-present	Affiliate Faculty, GSU, Adult Literacy Research Center
2016-present	Affiliate Faculty, GSU, Center for Research on the Challenges of Acquiring Language and Literacy
2015-2016	Assistant Professor, Deaf Education program, University of Tulsa, Tulsa, OK
2013-2015	Applied Instructor, Deaf Education program, University of Tulsa, Tulsa, OK
2008-2013	Teaching Fellow, Graduate School of Education, Harvard University, Cambridge, MA
2012-2012	Adjunct Instructor, Deaf Education program, Boston University, Boston, MA
2010-2012	Adjunct Instructor, Department of Education, University of Massachusetts, Boston, Boston, MA
2007-2008	Reading/Learning Disabilities Specialist, The Learning Center for the Deaf, Framingham, MA
2004-2007	Classroom teacher, high school, Alaska School for the Deaf, Anchorage, AK

C. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Publications

First authorship indicates lead authorship, with contribution towards the article decreasing with later author order.

* indicates Data Driven *Italics indicate doctoral student at time of writing*

Refereed Articles

31. Dostal, H., Scott, J.A., Gediel, A. Vilhalva, S., & *Gasparin, C.* (accepted). Literacy and

signing deaf students: A multinational scoping review. *Journal of Deaf Studies and Deaf Education.*

30. ***Scott, J.A.,** Kasun, G.S., & Gardiner-Walsh, S. (2023). Flipping the interpreter script: Perspectives on accessibility. *Harvard Educational Review.* (Impact Factor: 2.93)

29. Skyer, M., **Scott, J.A.** & O'Brien, D. (2023). No power but deaf power: Revitalizing deaf education systems via anarchist praxis. *Social Inclusion, 11*(2), X-X. (H-Index: 24).

28. **Scott, J.A.,** Henner, J. & Skyer, M. (2023). Remaking the present to change the future: Vygotsky, pragmatism, and a multilingual/multimodal approach to deaf education. *American Annals of the Deaf, 168*(1), 56-79. (Impact Factor: .87)

27. **Scott, J.A.,** & *Cohen, S.* (2023). Multilingual, multimodal, and multidisciplinary: Deaf students and translanguaging in content area classes. *Languages, 8*(55), 1-19. DOI: 10.3390/languages8010055 (Impact Factor: .98)

26. *Kuntze, M., Branum-Martin, L., & **Scott, J.A.** (2022). Pandemic effects on the reading trajectories of deaf and hard of hearing students: An analysis. *Reading and Writing, 36*, 429-448. DOI: 10.1007/s11145-022-10365-4 (Impact Factor: 2.8)

25. *Beal, J.B., **Scott, J.A.,** & *Butts, T.* (2022). Goodnight gorilla: How do second language learners' ASL narratives change after viewing an ASL model? *Journal of Interpretation, 30*(1), 1-27.

24. **Kang, K.Y.,* Lederberg, A.R., & **Scott, J.A.** (2022). Word-level instruction for deaf and hard of hearing students: An observation study. *Journal of Deaf Studies and Deaf Education.* 10.1093/deafed/enac022 (Impact Factor: 1.76)

23. ***Scott, J.A**. (2022). Building a foundation for reading success: Early American Sign Language and academic literacy outcomes among deaf and hard of hearing adolescents. *International Journal on Bilingual Education and Bilingualism, 25*(9), 3347-3360. DOI: 10.1080/13670050.2022.2052791 (Impact Factor: 4.16)

22. ***Scott, J.A.,** Dostal, H., Gabriel, R., & Graham, S. (2021). Developing the science writing of deaf developing bilinguals. *Journal of Adolescent and Adult Literacy, 65*(2), 149-161. DOI: 10.1002/jaal.1189 (Five Year Impact Factor: 1.523; Acceptance Rate: 25%).

21. *Greene, S.J., & **Scott, J.A.** (2021). Promoting cultural awareness, professionalism, and communication skills in medicine through anatomy: The deaf culture session. *Clinical Anatomy,* 1-11, DOI: 10.1002/ca.23752 (Impact Factor: 1.967).

20. *Renken, M., **Scott, J.A.,** Enderle, P., & *Cohen, S.* (2021). "It's not a deaf thing, it's not a black thing; it's a deaf black thing": a study of the intersection of adolescents' deaf, race, and STEM identities. *Cultural Studies of Science Education, 4.* (Impact Factor: 0.437).

19. *Dostal, H., **Scott, J.A.**, Weir, J., *Kang, K., Amadi, C.,* & Bernard, T. (2021). Literacy development at camp: Leveraging language models. *The Reading Teacher, 74*(5), 539-547. (Acceptance Rate: 20%)

18. **Scott, J.A.,** Dostal, H.M., & Lane-Outlaw, S. (2021). A call for diversity of perspective in deaf education research: A rejoinder to Mayer & Trezek (2020). *American Annals of the Deaf, 166*(1), 49-61. (Five Year Impact Factor: 1.03)

17. *Kasun, G.S. **Scott, J.A.,** *Kaneria, A.J.*, & Delevan, G. (2021). North American coloniality and decoloniality: Transnational tensions in a Mexican deaf bilingual school *Bilingual Research Journal, 44*(1), 74-89. (Five Year Impact Factor: 1.586)

16. *Kang, K. Y.,* & **Scott, J. A.** (2021). The experiences of and teaching strategies for deaf and hard of hearing foreign language learners: A systematic review of the literature. *American Annals of the Deaf, 165*(5), 527-547. DOI: 10.1353.aad.2021.0005 (Five Year Impact Factor: 1.03)

15. **Scott, J.A.,** & Henner, J. (2020). Second verse, same as the first: On the use of signing systems in modern interventions for deaf and hard of hearing children. *Deafness and Education International, 23*(2), 123-141. DOI: 10.1080/14643154.2020.1792071 (Five-Year Impact Factor: 0.892)

14. *Beal, J., **Scott, J.A.,** Spell, K. (2020). Goodnight Gorilla: Deaf student ASL narrative renditions after an ASL signing deaf model. *Journal of Deaf Studies and Deaf Education, 26*(1), 85-98. DOI: 10.1093/deafed/enaa022 (Five-Year impact factor: 2.23).

13. *Enderle, P., *Cohen, S.,* & **Scott, J.A.** (2020). Communicating about science practices and the nature of science: An exploration of American Sign Language resources. *Journal of Research and Science Teaching*, *57*(6), 968-995. 1-28. DOI: 10.1002/tea.21619. (Impact Factor: 4.04; Acceptance rate: 11-20%).

12. ***Scott, J.A.,** Hansen, S.G., & Lederberg, A.R. (2019). The role of fingerspelling and explicit instruction in novel word learning of signing deaf children. *American Annals of the Deaf, 164*(4), 429-449. www.jstor.org/stable/26898360 (Five-Year Impact Factor: 1.03)

11. **Scott, J.A.,** & Dostal, H. (2019). Language development and deaf children. *Education Sciences*, 9(2), 135. DOI: 10.3390/educsci9020135 (H-Index: 7).

10. ***Scott, J.A.,** & Hansen, S.G. (2019). Comprehending science writing: The promise of dialogic reading for supporting upper-elementary deaf students. *Communication Disorders Quarterly,* 41(2), 100-109. DOI: 10.1177/1525740119838253 (Two-Year Impact Factor: 0.863).

9. ***Scott, J.A.,** & Kasun, G.S. (2019). "It's not enough to move your hands beautifully": Teaching and learning at a school for deaf students in Mexico. *International Journal of Bilingual Education and Bilingualism* 24(8), 1128-1146. DOI:

10.1080/13670050.2018.1545744. (Acceptance rate: 33%; Two-Year Impact Factor: 1.34).

8. ***Scott, J.A.,** Goldberg, H., Connor, C., & Lederberg, A.R., (2019). Schooling effects on early literacy skills of young children with hearing loss. *American Annals of the Deaf*, 163(5), 596-618. DOI: 10.1353/aad.2019.0005 (Five-Year Impact Factor: 1.03)

7. ***Scott, J.A.,** & Hansen, S.G. (2018). A survey of teachers working with dually diagnosed Autism Spectrum Disorder/Deaf and Hard of Hearing students. *Journal of Autism and Developmental Disorders,* 1-14. DOI: 10.1007/s10803-018-3707-6. (Five-Year Impact Factor: 4.367)

6. ***Scott, J.A.,** & Hoffmeister, R.H. (2018). Superordinate precision: An examination of academic writing among bilingual deaf and hard of hearing students. *Journal of Deaf Studies and Deaf Education,* 23(2), 173-182. DOI: 10.1093/deafed/enx052 (Five-Year Impact Factor: 2.23).

5. Hansen, S.G., **Scott, J.A.** (2018). A systematic review of the autism research with children who are deaf or hard of hearing. *Communication Disorders Quarterly*, 39(2), 330-334. DOI: https://doi.org/10.1177/1525740117728475 (Two-Year Impact Factor: 0.863).

4. ***Scott, J.A.,** & Hoffmeister, R. (2017). Factors predicting the reading comprehension of bilingual deaf and hard of hearing students. *Journal of Deaf Studies and Deaf Education,* 22(1)*,* 59-71. (Five-Year Impact Factor: 2.23).

3. *Baker, S., & **Scott, J.A.** (2016). Sociocultural and academic considerations for d/Deaf and hard of hearing multilingual learners: A case study of a Deaf Latina. *American Annals of the Deaf,* 161(1), 43-55. (Five-Year Impact Factor: 1.03)

2. *Uccelli, P. Dobbs, C.L., & **Scott, J.A.** (2013). Mastering academic language: Organization and stance in the persuasive writing of high school students. *Written Communication*, 30(1), 36-62. (Five-Year Impact Factor: 2.167).

1. **Scott, J.A.,** & Curran, C.M. (2010) Brains in jars: The problem of language in neuroscientific research. *Mind, Brain and Education Journal*, 4(3). (Five-Year Impact Factor: 2.226).

Manuscripts Under Review

Scott, J.A., Henner, J., *Butts, T.,* & Holcomb, L. (under review). Reading at the fourth grade level: Arguments against a pervasive and problematic statistic in deaf education. Submitted to the Jon Henner Memorial Issue of *Journal of Deaf Studies and Deaf Education.*

Holcomb, L., Hall, W., Gardiner-Walsh, S., **& Scott, J.A.** (Revise and Resubmit). Challenging the norm: A critical look at hearing-deaf comparison studies in research. Submitted to *Journal of Deaf Studies and Deaf Education.*

Friedman-Narr, R., Gerald, B., & **Scott, J.A.** (under review). Studying a curriculum that finally fits: Bilingual literacy curricula for bilingual students. Submitted to *American Annals of the Deaf.*

Crume, P., Magliano, J., Kurby, C., **Scott, J.A.,** & Malone, J. (under review). Segmenting and recalling narratives across modalities: The case of American Sign Language learners. Submitted to *Discourse Processes.*

Scott, J.A., *Cohen, S,.* Enderle, P.*, Smith, J., & Hutchison, R.* (abstract accepted). Learning in STEAM: Discourse analysis of deaf students in a summer informal science learning experience. Abstract submitted to *Education Sciences.*

Skyer, M., **Scott, J.A.,** & *Cohen, S.* (under review). Excavating deaf-positive ideology: A scoping review. Submitted to *Review of Research in Education.*

Manuscripts In Preparation

Scott, J.A., *Butts, T., Cohen, S., & Bess, R.* (in preparation). Leadership, identity, and transition: The importance of deaf representation in deaf school leadership.

Crume, P., Magliano, J., Kurby, C., **Scott, J.A.,** & Malone, J. (in preparation). Segmenting and recalling narratives in ASL and English: Deaf signers' approaches to text.

Scott, J.A., Henner, J., Paglario, C.M., Kilpatrick, J.R., & Smith-Warshaw, J. (in preparation). The current state of deaf education teacher preparation programs: An update to the Dolman (2010) study. To be submitted to the Jon Henner Memorial Issue of *Journal of Deaf Studies and Deaf Education.*

Books

3. Dostal, H., & Scott, J.A., & Lim. A. (proposal accepted). *Multilingual approaches to deaf education.* To be published by Oxford University Press.

2. Golos, D., Kurz, C., Kuntze, M., Henner, J., & **Scott, J.A.** (2021). *Multilingual deaf education: Guidelines for teacher preparation programs.* Washington, D.C.: Gallaudet University Press. **(Refereed, National)**

1. Della Chiesa, B., **Scott, J.,** Hinton, C. (2012). *Languages in a global world: Learning for better cultural understanding.* Paris, France: Organization for Economic Cooperation and Development. **(International).**

Book Chapters (**Accepted or Published)**

9. Kuntze, M., **Scott, J.A.,** & Shapiro, S.K. (2024). Reading. In K. Wolbers, D. Golos, & M. Kuntze & C. Kurtz (Eds.), *58 on Mind.* Washington, DC: Gallaudet University Press.

8. Scott, J.A., & *Stanley, L.* (2023). Writing among deaf learners with disabilities:

Recommendations for the classroom and areas for future research. In N. Neild & P. Graham (Eds.), *Strategies for Promoting Independence and Literacy for Deaf Learners with Disabilities.* IGI Global.

7. Kilpatrick, J., Gardiner-Walsh, S., & **Scott, J.** (2022). EmBRACE the transition: Reflections from three deaf education faculty. In N. Vines and A. Broemmel (Eds.), *Teacher Reflections on Transitioning from K-12 to Higher Education Classrooms.* Hershey, PA: IGI Global.

6. **Scott, J.A.,** *Amadi, C., & Butts, T.* (2022). Literacy. In C. Guardino, J.E. Cannon, and P.V. Paul (Eds.), *Deafness and diversity (volume II): Deaf and hard of hearing multilingual learners: Foundations, Strategies, and resources.* New York, NY: Routledge. **(Refereed, National).**

5. **Scott, J.A.** (2021). The relationship between ASL fluency and English literacy. In C. Enns, J. Henner, & L. MacQuarrie (Eds.), *Sailing toward bilingualism in deaf children: Essays in honor of Robert Hoffmeister.* New York, NY: Routledge. **(Refereed, National).**

4. **Scott, J.A.**, & *Cohen, S.* (2020). Reading and academic language(s): Advanced academic literacy skills. In S.R. Easterbrooks & H.M. Dostal (Eds.), *Oxford handbook of deaf studies in literacy.* New York, NY: Oxford University Press. **(Refereed, International).**

3. **Scott, J.A.**, Kasun, G.S., Bedolla, F.R. (2020). "We have conflicting cultures here": Transnational third spaces in international deaf education. In Q. Wang & J. Andrews (Eds.), *Literacy and deaf education: Toward a global understanding.* Washington, DC: Gallaudet University Press. **(Refereed, National).**

2. **Scott, J.A.,** Dostal, H.M., Ewan-Smith, T. (2019). Inclusion and exclusion: Global challenges within deaf education. In B. Rice (Ed.), *Global perspectives on inclusive teacher education*. Hershey, PA: IGI Global. **Refereed, National).**

1. **Scott, J.A.** (2012). Neuroscientific research and the study of sign language. In B. della Chiesa, J. Scott, & C. Hinton (Eds.), *Languages in a global world: Learning for better cultural understanding.* Paris, France: Organization for Economic Cooperation and Development. **(International).**

Book Chapters (Under Review or Revise and Resubmit)

Other Publications

3. McArthur, S., Ewen-Smith, T., & **Scott, J.A.** (2021). An inclusive Jamaica for members of the deaf community: A situational analysis. Published conference proceedings for the *Fourth Biennial Regional Disability Studies Conference*, UWI Centre for Disability Studies.

2. Dostal, H. & **Scott, J.A**. (2021). Proximity in partnerships. *Literacy Today.* Newark, DE: International Literacy Association.

1. **Scott, J.A.** & Kuntze, M. (2021). Interactive storybook reading in STEM. eBulletin on *Raising and Educating Deaf Children*, available at http://www.raisingandeducatingdeafchildren.org/2021/04/20/interactive-reading-in-stem/

Invited Conference Presentations

6. **Scott, J.A.** & *Cohen, S.* (2024). *Smashing the mobile glass ceiling: Creating collaborative workspaces for deaf students in science and STEM classrooms.* Invited keynote for the Best Practices in Mainstream Deaf Education conference, Rochester Institute of Technology, Rochester, N.Y.

5. **Scott, J.A.** (2024). *STEM in Deaf Education: Our Past, Present, and Future.* Invited keynote for the Sign Language in STEM Summit, Gallaudet University, Washington, D.C.

4. **Scott, J.A.,** & *Cohen, S.* (2024). *Translanguaging in content area classes.* Invited presentation to the Multilingual Education Special Interest Group at the Association of College Educators of the Deaf and Hard of Hearing, February, Las Vegas, NV.

3. **Scott, J.A.,** & *Cohen, S.* (2023). *American Sign Language and content area instruction.* Invited presentation to the Listening, Spoken Language, and Speech in Children who are Deaf or Hard of Hearing Special Interest Group at the American Speech-Language-Hearing Association conference, November, Boston, MA. **(International)**

2. **Scott, J.A.** (2023). *Program change: Implementing new multilingual educational models in a deaf education program.* Invited presentation to the Multilingual Education Special Interest Group at the Association of College Educators of the Deaf and Hard of Hearing, February, San Antonio, TX. **(International)**

1. **Scott, J.A.** (2015). *The Relationship Between ASL, Academic Language, and Comprehension.* Invited presentation to the Deaf and Hard of Hearing Readers Special Interest Group at the International Reading Association conference, July 17-20, St. Louis, MO. **(International)**

Refereed Presentations at Regional, National, and International Conferences

69. Kuntze, M., Kurtz, C., **Scott, J.A.,** Martin, L., Hausman, S., & Willecheva, K. (2024). *Pandemic effects on deaf students' reading and mathematics performance.* Concurrent presentation at the American Educational Research Association, April, Philadelphia, PA. **(International)**

68. Kasun, G.S., **Scott, J.A.,** & Gardiner-Walsh, S. (2024). *Flipping the interpreter script: Perspectives on accessibility.* Concurrent presentation at the American Educational Research Association, April, Philadelphia, PA. **(International)**

67. *Cohen, S., Butts, T.*, Bess, R., & **Scott, J.A.** (2024). *On appointing the next school leader: Through the eyes of the deaf school community*. Concurrent presentation at the American Educational Research Association, April, Philadelphia, PA. **(International)**

66. Gediel, A.L., Vilhalva, S., Dostal, H.M., & **Scott, J.A.** (2024). *Challenges and perspectives for deaf education based on self-study considering multilingual and pluricultural reflections.* Concurrent presentation at the American Educational Research Association, April, Philadelphia, PA. **(International)**

65. **Scott, J.A.,** Crume, P., & Malone, J. (2024). *Elevating our programing: Creating a cohesive deaf studies program using a multilingual framework.* Concurrent presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Las Vegas, NV. **(International)**

64. **Scott, J.A.,** *Cohen, S., Butts, T.* & Bess, R. (2024). *Elevating school leaders' engagement with deaf communities: Issues of empowering schools for the deaf on leadership transition.* Concurrent presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Las Vegas, NV. **(International)**

63. Kuntze, M. **Scott, J.A.,** Kurz, C., & Hausman, S. (2024). *Comparison of reading and math in the recovery of COVID-related educational loss.* Concurrent presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Las Vegas, NV. **(International)**

62. **Scott, J.A.,** Dostal, H., Gediel, A., Vilhalva, S. (2024*). Including international perspectives to elevate our understanding of deaf learners: A scoping review.* Concurrent presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Las Vegas, NV. **(International)**

61. *Cohen, S.,* & **Scott, J.A.** (2023). *Language and communication usage by deaf and hard of hearing students to learn STEM.* Concurrent presentation, American Speech-Language Hearing Association conference, November, Boston, MA. **(International).**

60. Crume, P., **Scott, J.,** Kurby, C.A, Malone, J., Troemel, V., Patel, H., & Magliano, J. (2023). *Learning a sign language as a second language: Exploring sensitivity to the situational structure of narratives.* Poster presentation at the Society for Text and Discourse, Norway, June. **(International)**

59. Kuntze, M., Branum-Martin, L., & **Scott, J.A.** (2023). *Pandemic effects on the educational trajectories of deaf students in reading.* Deaf and Hard of Hearing Special Interest Group presentation at the American Educational Research Association conference, April, Chicago, IL. **(International)**

58. *Amadi-Ihebuzor, C. &* **Scott, J.A.** (2023). *Language instruction for deaf multilingual learners.* Concurrent presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, San Antonio, TX. **(International)**

57. Kuntze, M., **Scott, J.A.,** & Branum-Martin, L. (2023). *Factors underlying the variance in the*

pandemic effects on reading achievement. Concurrent presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, San Antonio, TX. **(International)**

56. *Butts, T., Cohen, S.,* **Scott, J.A.,** *Bess, R.* (2023). *Transparency in transition: Leadership change at a school for the deaf.* Roundtable presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, San Antonio, TX. **(International)**

55. Narr, R.F., **Scott, J.A.,** Gerald, B. (2023). *"I'm proud of me:" Outcomes of a bilingual literacy curriculum.* Concurrent presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, San Antonio, TX. **(International)**

54. *Kang, K-Y.*, & **Scott, J.A.** (2023). *Reconnecting with vocabulary instruction for adolescents: Exploration of current knowledge and suggestions for future research.* Poster presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, San Antonio, TX. **(International)**

53. Friedman-Narr, R., Gerald, B., & **Scott, J.A.** (2022). *Comparing literacy curricula.* Presentation at the California Deaf Educators (CAL-ED) conference, September, Burbank, CA. (**State)**

52. Ari, O., Gutzler, S., & **Scott, J.** (2022). *Using the cloze test to create assessments of interdisciplinary semantic spaces.* Presentation at the Society for Text and Discourse annual conference, July, Virtual. **(International)**

51. **Scott, J.A.,** Dostal, H., Skyer, M. *Cohen, S.,* & Beckert, B. (2022). *Multimodal multilingualism: Language and literacy development of deaf learners.* Symposium at the Society for Text and Discourse annual conference, July, Virtual. Symposium organizer: **J. Scott. (International)**

50. Kurz, C., Golos, G., Kuntze, M., Henner, J., & **Scott, J.A.** (2022). *Multilingual deaf education: Guidelines for Teacher Preparation Programs.* Paper presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Omaha, NB. **(International)**

49. Kuntze, M., **Scott, J.A.**, & Branum-Martin, L. (2022). *Impact of the covid-19 pandemic on the reading development of d/hh studets in grades 3-12 at a residential school.* Paper presentation at the Assocation of College Educators of the Deaf and Hard of Hearing annual conference. February, Omaha, NB **(International)**

48. Friedman-Narr, R. **Scott, J.A.,** & Gerald, B. (2022). *Action research: Implementing a bilingual literacy curriculum.* Paper presentation at the Assocation of College Educators of the Deaf and Hard of Hearing annual conference. February, Omaha, NB **(International)**

47. Weir, J., Dostal, H., **Scott, J.A.**, *Kang, K. & Amadi, C.* (2020). *Increasing literacy outcomes*

through play-based experiences. Panel Presentation at the Deaf Education Virtual Conference hosted by the Jamaica Association for the Deaf. *Postponed due to COVID-19. **(International)**

46. Dostal, H., **Scott, J.A.,** Weir, J., *Kang, K., & Amadi, C.* (2020). *Leveraging native language models to support the literacy development of deaf learners.* ePoster presentation at the International Congress on Education of the Deaf, July, Brisbane, Australia. *Virtual due to COVID-19. **(International)**

45. Kuntze, M., O'Brien, C., Golos, D., **Scott, J.A.,** Dostal, H., & Graham, P. (2020). *United States policy issues: School accountability, data needs, language development, academic achievement, and access to the curriculum.* Symposium presentation at the International Congress on Education of the Deaf, July, Brisbane, Australia. *Virtual due to COVID-19. **(International)**

44. *Amadi, C., Kang, K., Butts, T., Cohen, S. &* **Scott, J.A.** (2020). *Study abroad experiences for preservice educators of DHH students.* ePoster presentation at the International Congress on Education of the Deaf, July, Brisbane, Australia. *Virtual due to COVID-19. **(International)**

43. **Scott, J.A.,** O'Brien, C., Crume, P.K., Dostal, H., Enderle, P., & *Cohen, S.* (2020). *Advanced language and literacy skills of (bilingual) deaf and hard of hearing students: Advancing the research base.* Symposium presentation at the Society for Text and Discourse, July, Atlanta, GA. **(International)**

42. Greene, S., & **Scott, J.A.** (2020). *The deaf culture panel: Introducing culture into anatomy education.* Poster presentation at the Annual Meeting at Experimental Biology, April, San Diego, CA. **(International)**

41. **Scott, J.A.**, Renken, M., Enderle, P., & *Cohen, S.* (2020). *Feeling connected to STEM as a deaf teen: Is perceived isolation promotive or restrictive?* American Educational Research Association conference, April, San Francisco, CA. **(International)**

40. Beal, J., **Scott, J.A.,** & Spell, K. (2020). *Focus: Acuity in understanding how children benefit from an ASL model in narrative discourse.* Roundtable presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Atlanta, GA. **(National)**

39. Kurtz, C., Golos, G., Kuntze, M., Henner, J., & **Scott, J.A.** (2020). *Bilingual Education SIG: Bilingualism in deaf education white paper.* Platform presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Atlanta, GA. **(National)**

38. *Kang, K.,* Lederberg, A.R., **Scott, J.A.,** Crume, P.K. (2020). *Teaching DHH students how to crack the code: Looking into what teachers do.* Platform presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Atlanta, GA. **(National)**

37. *Amadi, C., Kang, K., Butts, T., Cohen, S. &* **Scott, J.A.** (2020). *Study abroad experiences for preservice educators of DHH students.* Poster presentation at the Association of College Educators of the Deaf and Hard of Hearing, February, Atlanta, GA. **(National)**

36. Werfel, K., Kyle, F., McCarthy, J., **Scott, J.A.**, Reynolds, G. (2019). *Literacy in students who are deaf or hard of hearing: A journey across communication modalities and the academic lifespan.* Symposium presentation at the Society for the Scientific Study of Reading conference, July, Toronto, CA. **(International)**

35. **Scott, J.A.,** & Dostal, H. (2019). *Inclusion and exclusion: Global challenges within deaf education.* Symposium presentation at the Nordic Network for Disability Research conference, May, Copenhagen, Denmark. **(International)**

34. Kasun, G.S., **Scott, J.A.**, *Kaneria, A.J.* (2019). *Understanding and reimagining deaf/bilingual education in Mexico: Toward expanding and decolonizing Deaf-Worlds.* Paper presentation at the American Education Research Association conference, April, Toronto, CA. **(International)**

33. **Scott, J.A.**, Renken, M., Enderle, P., & *Cohen, S.* (2019). *"I want to be inspired by a Deaf person": Deaf students' reflections on STEM mentorship.* Paper presentation at the American Education Research Association conference, April, Toronto, CA. **(International)**

32. **Scott, J.A.**, Kasun, G.S., *Kaneria, A.J.* (2019). *Co-existing cultures? Research methodology lessons from Mexican language/deaf education.* Paper presentation at the Teachers of English to Speakers of Other Languages conference, March, Atlanta, GA. **(International)**

31. Schick, B., Bridenbaugh, N., & **Scott, J.A.** (2019). *Infusing "Fingerspelling our way to reading" into a teacher education curriculum.* Paper presentation at the Association of College Educators of the Deaf and Hard of Hearing conference, February, Chicago, IL. **(National)**

30. **Scott, J.A.** (2019). *Dialogic reading instruction with informational texts: A single case study.* Poster presentation at the Association of College Educators of the Deaf and Hard of Hearing conference, February, Chicago, IL. **(National)**

29. **Scott, J.A.,** Renken, M., & *Cohen, S.* (2019). *It's not a just deaf thing or a just black thing, it's a deaf/black thing: Intersectionality and mentorship for STEM youth.* Paper presentation at the Association for Science Teacher Education conference, January, Savannah, GA. **(International)**

28. **Scott, J.A.**, Wolbers, K., Dostal, H., Holcomb, L., Golos, D., Kuntze, M. (2018). *Developing language and literacy skills using a bilingual approach to deaf education.* Symposium presentation (symposium organizer: Jessica Scott; Discussant Jeff Bravin) at the Society for the Scientific Study of Reading conference, July, Brighton, U.K. **(International)**

27. Kuntze, M., Golos, D., **Scott, J.A.** (2018). *Using ASL to mediate reading comprehension.* Platform presentation at the Association of College Educators of the Deaf and Hard of Hearing conference, February, Tucson, AZ. **(National)**

26. Washington, J., **Scott, J.A.,** Benson, G.T., Ogletree, S.L., Carlis, L.J., Hendrick, R.C. (2017). *Using service-learning to prepare special education professionals.* Platform presentation at the International Education Association of South Africa Conference, August, Durban, South Africa. **(International)**

25. **Scott, J.A.** (2017). *Deaf and hard of hearing readers Special Interest Group meeting*. Chairperson of the SIG meeting at the International Literacy Association Conference, July, Orlando, FL. **(International)**

24. **Scott, J.A.** (2017). *Use of superordinate precision in the academic writing of deaf and hard of hearing students.* Poster presentation at the Society for the Scientific Study of Reading conference, July, Nova Scotia, Halifax, CA. **(International)**

23. **Scott, J.A.** (2017). *Teaching children who are deaf or hard of hearing and have autism spectrum disorders: A critical review of the literature.* Poster presentation at the Association of College Educators of the Deaf and Hard of Hearing conference, February, San Antonio,TX. **(National)**

22. **Scott, J.A.** (2016). *Deaf and hard of hearing readers Special Interest Group meeting*. Chairperson of the SIG meeting at the International Literacy Association Conference, July 9, Boston, MA. **(International)**

21. Cannon, J.E., Guardino, C., Pizzo, L., Baker, S. **Scott, J.,** Bowen, S., Luckner, J., Andrews, J., Wang, Q. (2016). *How do we prepare qualified professionals to work with students with diverse needs? Part 2: A panel discussion of future directions when working with students who are Deaf and hard of hearing Multilingual Learners (DML)*. Panel presentation at the Association of College Educators of the Deaf and Hard of Hearing conference, February, New York, NY. **(National)**

20. **Scott, J.A.** (2016). *Partnering with teachers: Developing on the ground action research projects with programs serving deaf and hard of hearing students*. Poster presentation at the Association of College Educators of the Deaf and Hard of Hearing conference, February, New York, NY. **(National)**

19. **Scott, J.A.** (2015). *The Relationship Between Academic English Knowledge and ASL proficiency and their Impact on the Reading Comprehension of Deaf and Hard of Hearing Students.* Paper presentation at the International Congress on Education of the Deaf, July 6-9, Athens, Greece. **(International)**

18. Finnegan, M.H., **Scott, J.A**. (2015). *Teacher Training in Deaf Education: Evolving Roles from an International Perspective*. Poster presentation at the International Congress on

Education of the Deaf, July 6-9, Athens, Greece. **(International)**

17. Baker, S., **Scott, J.A**. (2015). *Jumping Through Research Hoops: Tips for Collaborating with Schools*. Poster presentation at the Association of College Educators for the Deaf and Hard of Hearing Conference, February 13, St. Louis, MO. **(National)**

16. **Scott, J.A.** (2014). *Understanding Hamlet: Talking back to the text in a program for the deaf and hard of hearing.* Poster presentation at the International Reading Association conference, May 11, New Orleans, LA. **(International)**

15. Kuntze, M., & **Scott, J.A.** (2014). *A careful look into the use of translation as a part of the formal reading program.* Platform presentation at the Association of College Educators for the Deaf and Hard of Hearing conference, February 22, Washington, D.C. **(National)**

14. Dobbs, C.L., Lawrence, J.F., Phillips-Galloway, E., & **Scott, J.A.** (2013). *Learning academic language in the upper elementary and middle grades: Mastering academic vocabulary and beyond.* Panel presentation at the Literacy Research Association conference, December 7, Dallas, TX. **(National)**

13. **Scott, J.A.** & Dobbs, C.L. (2013). *"Bad boy throw rock pop balloon": A Longitudinal Exploration of the Writing Development of Signing Deaf and Hard of Hearing Students.* Panel presentation at the National Council for Teachers of English conference, November 24, Boston, MA. **(National)**

12. **Scott, J.A.,** Guarino, E., & Knisell, D. (2013). *Action research in schools: Reading comprehension instruction in a program for deaf and hard of hearing students*. Part of panel presentation: Issues in Special Education, at the Student Research Conference, April 12, Cambridge, MA. **(Regional)**

11. Uccelli, P., Dobbs, C.L., & **Scott, J.A.** (2012). *An investigation into the language forms used by adolescent writers and the proposal of a pedagogically-relevant framework for identifying the predictors of persuasive writing quality.* Part of symposium presentation: Improving our understanding of school writing: The macro- and micro-contextual factors that shape adolescent writers, at the Literacy Research Conference, November/December, San Diego, CA. **(National)**

10. Dobbs, C.L., & **Scott, J.A.** (2012). *Literacy instruction and ongoing professional development.* Part of the MACURE Research Roundtable presentation, at the Massachusetts Reading Association conference, April 13, 2012. **(Regional)**

9. **Scott, J.A.,** & Kuntze, M. (2012). *Translation, guided reading, and Deaf students: The good and sometimes the bad*. Platform presentation at the International Reading Association Conference, April, Chicago, IL. **(International)**

8. Kuntze, M., & **Scott, J.A.** (2012). *Translation as a technique during guided reading: The balance act.* Platform presentation at the Association of College Educators of the Deaf

and Hard of Hearing annual conference, February, Jacksonville, FL. **(National)**

7. Uccelli, P., Shiro, M. Dobbs, C.L., & **Scott, J.A.** (2011). *"I do agree": Academic discourse in teenagers' persuasive writing.* Poster presented at the International Association for the Study of Child Language, July, Montreal, Canada. **(International)**

6. Mason, P.A., Dowel, M.S., Dobbs, C.L., Francois, C., & **Scott, J.A.** (2011). *Addressing the language strengths of typically marginalized learners.* Symposium presentation at the International Reading Association Conference, May, Orlando, FL. **(International)**

5. Kuntze, M., & **Scott, J.A.** (2011). *Guided reading in ASL: An analysis of practice in a school For deaf students.* Oral presentation at the Association of College Educators of Deaf and Hard of Hearing annual conference, February, Fort Worth, TX. **(National)**

4. **Scott, J.A**. (2010). *Language-based early intervention services for children who are deaf or hard of hearing: A qualitative inquiry.* Oral presentation at the International Congress on Education of the Deaf, July, Vancouver, Canada. **(International)**

3. **Scott, J.A.,** & Croft, J.F.L. (2010). *Goodman's Aesthetics and ASL Poetry: An Analysis.* Oral presentation at the International Congress on Education of the Deaf, July, Vancouver, Canada. **(International)**

2. Mason, P.A., Dobbs, C.L., & **Scott, J.A.** (2010). *Exploring the third space: Culturally responsive teaching for reading specialist candidates.* Oral presentation at the International Reading Association Conference, April, Chicago, IL. **(International)**

1. **Scott, J.A.** (2009). *Addressing language and literacy needs of deaf children*. Oral presentation at the Literacy for All Conference, November 17, Providence, RI. **(Regional)**

Professional Development, Invited Lectures, and Workshops

Scott, J.A. (2020). *Teaching morphology as a step towards academic language for DHH Learners*. Invited workshop for Massachusetts Department of Elementary and Secondary Education Literacy Institute, Framingham, Massachusetts. **(Regional)**

Dostal, H., **Scott, J.A.,** Weir, J., Kang, K., Amadi, C. (2019). *We are DEAF-initely readers: Weeklong literacy camp.* Kingston, Jamaica. **(International)**

Scott, J.A. (2018). *Academic English, bilingualism, and instructional implications for adolescent DHH students.* Invited lecture, University of Tennesee Knoxville and the Tennessee School for the Deaf. **(Regional)**

Dostal, H., **Scott, J.A.,** & Weir, J. (2018). *Active ingredients of effective literacy instruction for deaf students*. Professional development workshop provided to teachers of the deaf at five schools in Jamaica. **(International)**

Scott, J.A., & Renken, M.D. (2018). *Mentorship experiences with deaf adults for learning in STEM (Project MEDALS).* Invited lecture, CRADL, Georgia State University, March. **(Regional)**

Scott, J.A. (2017) *Audism, deaf culture, and deaf gain.* Invited lecture, University of Tulsa, April. **(National)**

Editorial Appointments

Editor or Co-Editor Appointments

Translative Research section co-editor, *American Annals of the Deaf* (2023-present) **(Invited)**
Communications co-editor, *Journal of Deaf Studies and Deaf Education* (2023-present) **(Invited)**

Editorial Board Member

Editorial Board, *Journal of Deaf Studies and Deaf Education* (2020-present) **(Invited)**
Editorial Board, *American Annals of the Deaf* (2019-present) **(Invited)**

Grant Reviewer

Invited Reviewer, *National Institute of Health grant program* (2024, 2023)
Grant Reviewer, *Spencer Foundation* (2020)

Guest Journal Reviewer

Guest Reviewer, *International Journal of Bilingualism (2023)*
Guest Reviewer, *Discourse Processes* (2023)
Guest Reviewer, *Languages* (2023)
Guest Reviewer, *Teaching and Teacher Education* (2023)
Guest Reviewer, *Scientific Studies of Reading* (2022)
Guest Reviewer, *Teaching and Teacher Education* (2022)
Guest Reviewer, *Journal of Speech, Language, and Hearing Research* (2022)
Guest Reviewer, *Languages* (2022)
Book Chapter Reviewer, *IGI Global Publishing* (2021, 2018)
Guest Reviewer, *Journal of Experimental Psychology: Learning, Memory, and Cognition* (2021)
Guest Reviewer*, Language and Speech* (2021, 2019)
Guest Reviewer, *International Journal of Bilingual Education and Bilingualism* (2021)
Guest Reviewer, *Heliyon* (2021)
Guest Reviewer, *Education Sciences* (2021, 2020)
Guest Reviewer, *Language, Speech, and Hearing Services in Schools* (2020, 2017)
Guest Reviewer, *Language, Identity, and Education* (2020)
Guest Reviewer, *International Journal of Language and Communication Disorders* (2020)
Guest Reviewer, *Journal of Autism and Developmental Disorders* (2020)
Article Editor, *Sage* (2020)
Guest Reviewer, *Sage Open* (2019)
Guest Reviewer, *Sustainability* (2019)
Guest Reviewer, *Journal of Learning Disabilities* (2018)
Ad Hoc Reviewer, *American Annals of the Deaf* (2018-2019)
Guest Reviewer, *Journal of Child Psychology and Psychiatry* (2018)

Guest Reviewer, *Exceptional Children* (2018)
Guest Reviewer, *Gallaudet University Press* (2018)
Guest Reviewer, *Journal of Developmental and Physical Disabilities* (2018)
Guest Reviewer, *International Journal of Speech Language Pathology* (2017)
Guest Reviewer, *Applied Psycholinguistics* (2013)
Guest Reviewer*, Educational Researcher* (2012)
Guest Reviewer, *American Education Research Journal* (2012)

Conference Submission Reviewer
Invited conference proposal reviewer, *National Deaf Education Conference* (2020)
Invited Conference Proposal Reviewer, *American Educational Research Association* (2017)

D. AWARDS AND HONORS

External Grant Awards

Dostal, H., & **Scott, J.A.** (2020). *Deaf students' literacy development in Jamaica.* Funded by the International Literacy Association's Constance McCullough International Research Grant. ($2000).

Scott, J.A. (2017). *The role of early language and academic English in the reading comprehension of middle and high school deaf and hard of hearing students.* Funded by the Spencer Foundation's Small Research Grants division. ($35,119.00).

Scott, J.A. (2015). *Reading Clinic for Deaf and Hard of Hearing Students.* Funded by the Oklahoma State Board of Regents ($10,000).

Scott, J.A. (2014). *Reading Clinic for Deaf and Hard of Hearing Students.* Funded by the Oklahoma State Board of Regents ($7,000).

Internal Grant Awards

Magliano, J., Crume, P., & **Scott, J.A.** (2023). *Exploring the implications of processing texts in English or American Sign Language as a function of first language status.* Submitted to Research on the Challenges of Acquiring Language and Literacy ($50,000).

Scott, J.A., Crume, P., & Malone, J. (2021). *Career pathways working with deaf individuals: An interdisciplinary project proposal.* Funded by the Georgia State University Committee on Instructional Effectiveness ($500).

Scott, J.A. (2019). *Deaf adults as educational facilitators: Supporting the education of deaf children.* Submitted to the Georgia State University Global Initiatives Grant. (Awarded: $1,000). [Award retracted due to covid-19].

Scott, J.A., Kasun, G.S. (2016*). Understanding educational and socio-cultural issues at a school for the deaf and hard of hearing in Mexico: A qualitative inquiry.* Funded by the Georgia State University Global Initiatives Grant ($3,000).

Grants Under Review

Scott, J.A., Golos, D., Wolbers, K., Green, A., Kurz, C., Caselli, N. (under review). *Multilingual Deaf Education: A Doctoral Consortium.* Submitted to the Office of Special Education Programming. ($6.5M).

Enderle, P. & **Scott, J.A.** (under review). *Signs of understanding science: Exploring scientific explanations generated by Deaf and hard of hearing students.* Submitted to the National Science Foundation ($916,000).

Scott, J.A., & Enderle, P. (under review). *STEM Hands Camp for Deaf and Hard of Hearing Students.* Submitted to the Honda Corporation. ($88,336.51).

Awards and Honors

Association of Science Teacher Educators Award V: Implications of Research for Educational Practices, 2019
Georgia State University, Innovation in International Education, 2018
University of Tulsa, Most Valuable Professor, 2013, 2014, 2015
Harvard University, Jeanne S. Chall Doctoral Student Research Award, 2015
Harvard University, Presidential Instructional Technology Fellows Award, 2010

E. INSTRUCTION, INCLUDING ADVISING

Courses Taught

ASL 1001: Beginning ASL 1
ASL 1002: Beginning ASL 2
ASL 2002: Intermediate ASL 2
EXC 4020: Characteristics and Instructional Strategies for Students with Disabilities
EXC 4350: Foundations in Deaf Education
EXC 4360/7360 Early language and literacy (birth-5) among deaf students
EXC 4390/7390: K-12 language and literacy among deaf students
EXC 4400/7400: Methods of Teaching the Deaf and Hard of Hearing
EXC 4760: Special Topics in Special Education
EXC 6360: Spoken language in bilingual deaf education
EXC 7160: Strategies for Social and Emotional Behavior
EXC 7190: Theoretical Foundations in Reading Disabilities and Dyslexia
EXC 7941: Current Issues in Special Education
EXC 7980: Research in Special Education Capstone
EXC 8961: Special Education Doctoral Seminar
EXC 9985: Ethics and the Advancement of Research

Courses Designed

EXC 4350/6350: Foundations in Deaf Education
EXC 6360: Spoken language in bilingual deaf education
EXC 6380 Teaching deaf students with additional disabilities
EXC 4360/7360 Early language and literacy (birth-5) among deaf students
EXC 4390/7390 K-12 language and literacy among deaf students
EXC 4400/7400 Methods of Teaching the Deaf/Hard of Hearing
EXC 7430 Bilingual teaching methods for deaf students

Program Design
Created a 4+1 BA/MAT combined program in deaf education, 2021.
Revised and redesigned existing MAT program in deaf education, 2021.
Revised and redesigned existing BIS concentration in deaf studies, 2021.

Graduate Student Advising
Doctoral Students

Student	*Role*	*Status*
Christopher Black	Advisor	Current Student (Dean's Fellow)
Scott Cohen	Co-Advisor	Current Student# (Dean's Fellow)
Chidinma Amadi	Advisor	Current Student
LaKisha Stanley	Advisor	Current Student
Terynce Butts	Chair	Current Student
Ki Young Kang	Advisor	Alumnus (RCALL Fellow)

Education Specialists

Student	*Role*	*Status*
Megan Spacht	Advisor	Alumnus
Alyccia Denson	Advisor	Alumnus
Tamyra Hamilton	Advisor	Alumnus
Peyton Fischer	Advisor	Alumnus
LaKisha Stanley	Advisor	Alumnus

Masters' Students

Student	*Role*	*Status*
Donteria Ellison	Advisor	Current Student*
Amy Cohen Efron	Advisor/GRA Supervisor	Current Student*#
Pardis Bahreinian	Advisor/GRA Supervisor	Current Student*#
Reagan Hutchison	Advisor/GRA Supervisor	Current Student*
Danielle Valenza	Advisor	Current Student*#
Tatyania Watts	Advisor	Current Student*
Amber White	Advisor	Current Student*#
Angelica Ellerson	Advisor	Current Student
Taylor Johnson	Adviso	Alumnus
Kelesha King	Advisr	Alumnus
Susan Kershaw	Advisor/GRA Supervisor	Alumnus
Katie Crowe	Advisor	Alumnus
Raine Hayes	Advisor	Alumnus
Rebecca Hess	Advisor	Alumnus
Alexandra Inserra	Advisor	Alumnus
Tatianna Lee	Advisor/GRA Supervisor	Alumnus
Leanna Ross	Advisor	Alumnus
Kayla Smith	Advisor	Alumnus
Martha Medina	Advisor	Alumnus
Margaret Keappler	Advisor	Alumnus
Kaylyn Nix	Advisor	Alumnus

* denotes students in the redesigned program (beginning in Fall 2022)
# denotes a student who is deaf or hard of hearing

F. SERVICE

Service to the Profession

(2024-2025). President-elect (elected position). *Association of College Educators of the Deaf and Hard of Hearing.*

(2022-2024). Conference committee (elected position). *Association of College Educators of the Deaf and Hard of Hearing.*

(2022). Moderator for J.M. Henner's webinar, *Crip Linguistics.* Hosted by the Georgia State University Center for Transnational and Multilingual Education.

(2019-2021). Treasurer/secretary, *Special Interest Group: Research on the Education of Deaf Persons.* American Education Research Association.

(2018-2021). Secretary, *Association of College Educators of the Deaf and Hard of Hearing.*

(2015-2017). Chairperson, Deaf and Hard of Hearing Readers special interest group, *International Literacy Association*

Service to the Community

(2017-present). Coordination and co-hosting of Deaf STEM summer camp. Partner: Georgia Center for the Deaf and Hard of Hearing.

In collaboration with the Georgia Center for the Deaf and Hard of Hearing, I co-host a STEM camp that takes place on Georgia State University campus. Students live in the dorms for a week and engage in various STEM activities across campus, culminating in a presentation to the community. This camp has been cancelled in 2020 & 2021 due to Covid.

(2019-2021). Bilingual education training at the Tennessee Schools for the Deaf (all three campuses). With Dr. M. Kuntze

In coordination with Dr. Kuntze, I provided training to school faculty on three campuses on bilingualism in deaf education, including the establishment of reading groups and observation of classrooms.

(2017-present). Coordination and co-hosting of Deaf STEM summer camp. Partner: Georgia Center for the Deaf and Hard of Hearing.

In collaboration with the Georgia Center for the Deaf and Hard of Hearing, I co-host a STEM camp that takes place on Georgia State University campus. Students live in the

dorms for a week and engage in various STEM activities across campus, culminating in a presentation to the community. This camp has been cancelled in 2020 due to Covid.

(2017-2018). Established a monthly American Sign Language story time. Partners: Little Shop of Stories, Georgia Center for the Deaf and Hard of Hearing.

In collaboration with the Georgia Center for the Deaf and Hard of Hearing, I helped establish a monthly story hour that included a hearing reader reading in English and a deaf reader reading in American Sign Language.

(2017-2020). Board member, Georgia Center for the Deaf and Hard of Hearing
Strategic Planning Work Group member (2017)

As a board member, I assisted the Georgia Center for the Deaf and Hard of Hearing in regular operations. I also was a member of the strategic planning committee in Summer 2017 which culminated in the development of a 5-year plan for the organization.

Service to the College/University

(2024-2025). Professional Education Faculty-Chair Elect
(2022-2024). Center on Transnational and Multilingual Education webinar planning committee.
(2022). Academic dishonesty hearing
(2021-2022). Member, Faculty Teaching and Learning Committee, *Cognitive Consequences of Interdisciplinary Experiences in College Students.*
(2019). Academic dishonesty hearing
(2019). Presentation on interacting with deaf students to graduate students working as teaching assistants in the science programs in the College of Arts and Sciences

Service to the Department of Learning Sciences

(2023-present). Member, DLS PhD Program Redesign Committee
(2022-present). Member, DLS Promotion and Tenure Committee
(2022-present). Deaf education website and PR liaison.
(2018-present). Member, Department of Learning Sciences student/faculty awards committee.
(2017-present). Advised deaf education doctoral students
(2017-present). Member, Advanced Studies work group
(2022-2023). Member, DLS APR Committee
(2021-2022). Member, Committee to revise the special education doctoral student handbook.
(2020-2021). Member, Special Education Clinical Faculty Search Committee
(2018-2019). Member, Special Education search committee
(2018-2019). Member, Department of Learning Sciences research resources committee
(2018-2018). Member, 7th floor design committee
(2017). Chair, Tenure Track Sign Language Interpreting Program Coordinator search committee
(2016-present). Advised students in the deaf education master's program
(2016-2018). Member, Communication Disorders search committee
Scott, J.A. (2016-present). Early childhood education for deaf and hard of hearing students. Guest lecture in *Characteristics of Young Children with Disabilities.* Georgia State

University. Instructor: Sarah Hansen

Professional Memberships

Member, American Educational Research Association, 2013-present
Member, Association of College Educators of the Deaf and Hard of Hearing, 2010-present
Member, International Literacy Association, 2009-2018
Founding Member, Deaf/Hard of Hearing Transition Coalition of Oklahoma, 2014-2016
Board Member, Total Source for Hearing-loss Access, 2014-2016
Member, P-20 Council – Improved Reading by Third Grade, 2013-2015
Member, Massachusetts Association of College and University Reading Educators, 2011-2013
Member, Massachusetts Reading Association, 2009-2013