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RESEARCH INTERESTS

Early Childhood Literacy

Emergent Vocabulary & Concept Development; Clinical & School-Based Literacy Intervention Methods; Literacy Coaching & Professional Development; Justice, Equity, & Access in Literacy Education; Culturally & Historically Responsive Early Childhood Literacy Instruction

EDUCATION

Ph.D. in Curriculum & Instruction – Literacy Education, May 2020 – University of Wyoming. Dissertation: *“Powerful Forces”: Meaning-Making and Mediation During Discussions in the Core Program Classroom*. Dr. Dana Robertson, Chair

Research Minors:

- **Quantitative Research Methods**
 - Correlational Statistics
 - Descriptive Statistics
 - Group Comparison Statistics
 - Multivariate Statistics
- **Qualitative Research Methods**
 - Ethnography & Narrative Inquiry
 - Case Study, Phenomenology, & Grounded Theory
 - Discourse Analysis
 - Mixed Methods

M.A. in Curriculum & Instruction - Literacy Education, December 2015 – University of Wyoming

B.A. in Elementary Education – Cultural Diversity, May 2011 – University of Wyoming

RESEARCH & FIELD WORK

Overview of Relevant Skills and Experiences:

- School-Based and Clinical Literacy Needs Assessments
- Program Evaluation - School and Clinical
- Professional Development Design and Implementation
- Individualized, Coaching-Based Teacher Professional Development
- Personalized Literacy Intervention Plans - Individual and Program Level
- Emergent Literacy and Reading Readiness Programming
- Rural and Urban Educational Issues

- Culturally Responsive and Anti-Racist Pedagogies
- Supporting Diverse Student Needs - e.g., (Dis)ability, Dyslexia, ADHD, Multilingualism

School-Based Literacy Coaching & Professional Development – September 2017 to Present – Dr. Dana Robertson & Dr. Cynthia Brock, Co-Authors; Analyses Ongoing

- Conducting literacy needs assessments of public schools using classroom- and school-based observations with extensive field notes, video/audio focus groups, and video/audio interviews
- Analyzing data, including student outcome data, to compose exhaustive reports of needs assessment data to provide schools with potential avenues for ongoing literacy professional development
- Partnering with teachers, principals, and fellow university colleagues to co-construct professional development programs individualized to school contexts
- Conducting ongoing observation-feedback cycles, attending school leadership and professional learning community meetings, and otherwise promoting collaborative, needs-based, and evidence-based professional learning
- Collaboratively collecting and analyzing a variety of data sources to research particular school cases using multiple analysis methods, including discourse analysis and positioning theory analysis
- Co-authoring attendant research articles

Dissertation - “Powerful Forces”: *Meaning-Making and Mediation During Discussions in the Core Program Classroom* – Spring 2020; Analyses Ongoing & Project Expansion in Progress

- Two classes of 1st graders in a Dual-Language Immersion program at a rural Rocky Mountain West Title I school
- Analyzing complexity and diversity of language interactions during English-language literacy instruction through descriptive statistics and Mediated Discourse Analysis (Wohlwend, 2019)

Literacy Coaching Literature Synthesis – September 2017 – Present – *LRCC and Boston University*, Dr. Dana Robertson, Dr. Jeanne Paratore, Dr. Evelyn Ford-Connors, Co-Authors; Analyses Ongoing

- Conducting exhaustive database, citation, and bibliographic searches of the literacy coaching literature
- Collaboratively reading and analyzing this body of coaching literature to meet research goals, including coding framework development
- Co-authoring attendant research articles

Clinical Literacy Coaching & Intervention – September 2017 to August 2020 – *Literacy Research Center & Clinic (LRCC)*, Dr. Dana Robertson, Director

- Recruiting, training, and providing ongoing literacy coaching to undergraduate preservice teachers employed as tutors to striving readers and writers (PK – 12th)
- Guiding preservice teachers in developing individualized literacy intervention around best practices and principles of literacy intervention, emphasizing student-centeredness, motivation, and authentic literacy
- Collaboratively collecting, cataloguing, and analyzing video, audio, and artifact data in service of *LRCC* research on coaching, tutoring, and student literacy learning

Race, Language, & Disabilities in the *Journal of Literacy Research* – Critical Literature Review – September 2018 – Present – *LRCC*, Dr. Cindy Brock, Dr. Anna Shur, and Colleagues

- Ongoing analysis of the full corpus of *JLR* articles, identifying studies dealing with diversity and inclusion issues since the beginning of the journal
- Collaboratively reading and analyzing this body of literacy literature to meet research goals, including coding framework development and *Invivo* analyses
- Co-authoring attendant research articles

TEACHING EXPERIENCE

Assistant Professor of Early Literacy - August 2020 to Present - University of Indianapolis

- ELED 201 - *Early Literacy Methods* - Elementary Education
- ELED 152 - *Multiple Literacies* - Elementary Education
- ELED 111 - *Transformational Teacher: Collaborator* - Elementary Education
- ELED 301 - *Literacy Interventions* - Elementary Education

Graduate Teaching Assistant – September 2017 to May 2020 – University of Wyoming

- Undergraduate – *Children's Literature* – Elementary Education
- Undergraduate – *The Art of Self Knowledge* – General Studies
- Graduate (Intern) – *Introduction to Educational Research (QUAL & QUAN)* – Educational Research
- Graduate (Guest Lecturer) – *Inclusive Literacy Classrooms for Special Educators* – Special Education

Public School Teacher – September 2011 to May 2017 – Wyoming Public Schools

- **3rd Grade Teacher** – August 2015 – May 2017 – Albany County School District #1, WY

- **6th Grade Teacher** – September 2013 – May 2015 – Sweetwater County School District #1, WY
- **Kindergarten Teacher** – September 2011 – May 2013 – Sweetwater County School District #1, WY

PUBLICATIONS

Robertson, D., **Padesky, L. B.**, & Brock, C. (2020). Cultivating student agency through teachers' professional learning. *Theory into Practice*, 59, 192-201. doi:10.1080/00405841.2019.1705090

Robertson, D., **Padesky, L. B.**, Ford-Connors, E., & Paratore, J. (2020). What does it mean to say coaching is relational? *Journal of Literacy Research*, 52, 55-78. doi: <https://doi.org/10.1177/1086296X19896632>

UNDER REVIEW

Robertson, D., **Padesky, L. B.**, Ford-Connors, E., & Paratore, J. R. (*under review*). Unpacking literacy coaching's contributions to teacher and student learning: A meta-synthesis. Submitted for publication in *Review of Educational Research*.

Robertson, D., **Padesky, L. B.**, Thrailkill, L., Kelly, A., & Brock, C. H. (*under review*). Exploring agency in teachers' professional learning. Submitted for publication in *The Elementary School Journal*.

JOURNAL REVIEWER

- *International Journal of Qualitative Studies in Education* (ongoing)
- *Literacy Research: Theory, Method, and Practice* (2021 Issue)

CONFERENCE PRESENTATIONS

Robertson, D., **Padesky, L. B.**, Ford-Connors, E., & Paratore, J. (2018). Coaching is relational: Reflections on the direction of literacy coaching research. Paper presented at the Annual Conference of the Literacy Research Association, Palm Springs, CA

Brock, C., **Padesky, L. B.**, Shur, A., & Stewart, J. (2018). Take two: Analyzing diversity studies in the Journal of Literacy Research from 1969 to the present. Paper presented at the Annual Conference of the Literacy Research Association, Palm Springs, CA

Robertson, D., & **Padesky, L. B.** (2018). Boosting students' oral language and vocabulary abilities through intentional teacher talk. Video cases for professional development presented at the Annual Pre-Conference Sessions of the International Literacy Association, Austin, TX

Padesky, L. B., & Robertson, D. (2019). Boosting students' oral language and vocabulary abilities through intentional teacher talk. Video cases for professional development presented at the Annual Pre-Conference Sessions of the International Literacy Association, New Orleans, LA

Robertson, D., **Padesky, L. B.**, Thrailkill, D., Brock, C., & Kelly, A. (2019). Literacy research, practice, and agency: Professional development in contexts of change. Symposium of papers presented at the Annual Conference of the Literacy Research Association, Tampa, FL

Brock, C., Shur, A., & **Padesky, L. B.** (2019). Journal of Literacy Research from 1969 to the present: An analysis of studies related to linguistic diversity. Paper presented at the Annual Conference of the Literacy Research Association, Tampa, FL

Padesky, L. B., & Robertson, D. (2020). Boosting students' oral language and vocabulary abilities through intentional teacher talk. Video cases for professional development presented at the First Annual ILA Next Virtual Conference of the International Literacy Association

Robertson, D., **Padesky, L. B.**, Frahm, T., Thrailkill, L., & Brock, C. H. (Dec 2020). Using instructional inquiry to coach towards collective agency. Symposium of papers to be presented at the Annual (Virtual) Conference of the Literacy Research Association

Padesky, L. B. (Dec 2020). Contextualizing classroom linguistic complexity: Seeking transformational moments in early literacy instruction. Paper to be presented at the Annual (Virtual) Conference of the Literacy Research Association

HONORS / AWARDS

Mary Ellbogen Graduate Assistantship, 2017-2020

Literacy Research Association Annual Conference 2020 Area Chair Paper Award

MEMBERSHIPS / AFFILIATIONS

Literacy Research Association

International Literacy Association