

**Leslie S. Rush, Ph.D.**  
**Director, Wyoming School-University Partnership**  
**Professor, School of Teacher Education**  
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### EDUCATION

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|-------------------------------------|--|---------------|
| <b>Doctor of Philosophy (Ph.D.)</b> | Reading Education<br>The University of Georgia, Athens, GA<br>Dissertation: <i>Multiliteracies and Design: Multimodality in the Appalachian Trail Thru-Hiking Community</i><br>Chair: Donna E. Alvermann | May 2002      |
| <b>Master of Education (M.Ed.)</b>  | Reading Education<br>Texas A&M University - Commerce<br>Advisor: Wayne Linek   | December 1996 |
| <b>Bachelor of Science (B.S.)</b>   | History and English<br>East Texas State University, Commerce, Texas  | May 1984      |

### AWARDS AND HONORS

ELATE Richard A. Meade Award, for *Secondary English Teacher Education in the United States* (Bloomsbury, 2017) by Donna L. Pasternak, Samantha Caughlan, Heidi L. Hallman, Laura Renzi, and Leslie S. Rush, 2018.

Promoting Intellectual Engagement in the First Year (PIE) Award, sponsored by LeaRN, the Ellbogen Center for Teaching and Learning, and Residence Life & Dining at the University of Wyoming, 2011.

John P. Ellbogen Meritorious Classroom Teaching Award, University of Wyoming, 2008.

Award for Outstanding Contribution to Improving the Climate of the College, College of Education, University of Wyoming, 2005.

Outstanding Research and Scholarship Award, College of Education, University of Wyoming, 2004.

Mary Ellbogen Garland Early Career Fellowship awarded by the College of Education, University of Wyoming, 2002-2004.

Final Doctoral Year Research Assistantship, awarded by the Graduate School, University of Georgia, 2001-2002.

University-wide Assistantship awarded by the Graduate School, University of Georgia. 1998-1999, 1999-2000.

Robert Toulouse Master's Scholarship awarded by the Council of the Federation of North Texas Area Universities, 1996.

## PROFESSIONAL EXPERIENCE

- 2020-present Director, Wyoming School-University Partnership
- 2014-present Professor, School of Teacher Education, University of Wyoming, Laramie, Wyoming
- 2020-2021 Interim Dean, College of Education, University of Wyoming, Laramie, Wyoming
- 2017-2020 Co-Director, Wyoming School-University Partnership
- 2017-2020 Director, School of Teacher Education, College of Education, University of Wyoming, Laramie, Wyoming
- 2013-2020 Associate Dean for Undergraduate Programs, College of Education, University of Wyoming, Laramie, Wyoming
- 2012-2013 Department Chair, Secondary Education, University of Wyoming, Laramie, Wyoming
- 2008-2014 Associate Professor, Secondary Education, University of Wyoming, Laramie, Wyoming
- 2002-2008 Assistant Professor, Secondary Education, University of Wyoming, Laramie, Wyoming
- 1998-2002 Doctoral Student, The University of Georgia, Athens, GA
- 1992-1998 English Teacher and Department Head, Farmersville High School, Farmersville, TX
- 1989-1992 English Teacher, Maranatha High School, Sierra Madre, CA
- 1985-1988 English Teacher and Department Head, Duhaga Secondary School, Uganda, East Africa

## PUBLICATIONS

### Books and Book Chapters

Lampi, J., Holschuh, J.P., **Rush, L.S.**, & Reynolds, T. (in press). Methodologies in research on disciplinary literacy. In E. Ortlieb, B.D. Kane, & E.H. Cheeck, Jr., (Eds.), *Unpacking disciplinary literacies: From research to practice*. New York: Guilford.

- Watts, R., Swarts, G., Rush, L., & Brock, C. (2018). A public university's balancing act: Institutional possibilities, pedagogical advancement, individual benefit, and state economic development. In *Higher Education and Hope*, A. Peterson (Ed.), New York: Palgrave.
- Scherff, L. & Rush, L. (2018). *Student research done right! A teacher's guide for high school and college classes..* Denver, CO: McREL International.
- Pasternak, D., Caughlan, S., Hallman, H., Renzi, L., & **Rush, L.** (2018). *Secondary English teacher education in the United States: Responding to a changing context*. New York: Bloomsbury Press.
- Pasternak, D., Caughlan, S., Hallman, H., Renzi, L., & **Rush, L.** (2017). Preparing English teachers for today's context: Research effective practice through methods courses. In H. Hallman (Ed.), *Innovations in English Language Arts Teacher Education*. Sydney, AU: Emerald Press, Advances in Research on Teaching Series.
- Rush, L.** (2015). English teacher education for rural social spaces. In E. Morrell & L. Scherff (Eds.), *New Directions in Teaching English: Reimagining Teaching, Teacher Education, and Research*. Lanham, MD: Rowman & Littlefield.
- Rush, L.** (2015). Foreword. In L. S. Eckert & J. Alsup (Eds.), *Literacy Teaching and Learning in Rural Communities: Problematizing Stereotypes, Challenging Myths*. New York: Routledge.
- Rush, L.** (2014). Disciplinary literacy in grades 6-12 English/language arts classes. In M. Hougen (Ed.), *Fundamentals of literacy instruction and assessment, 6-12*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Rush, L.,** & Reynolds, T. (2014). Literacy support in English/Language Arts classrooms: Motivation, dialogue, and strategy instruction. In K. Hinchman & H. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy instruction, 2<sup>nd</sup> Ed.* New York: Guilford Press.
- Rush, L.** (2013). Young adult novels for English secondary education students. In C. McCracken-Flesher, (Ed.), *Approaches to teaching the works of Robert Louis Stevenson* (pp. 179-183). New York: Modern Language Association.
- Rush, L.,** Eakle, J., & Berger, A. (Eds.). (2007). *Secondary school literacy: What research reveals for classroom practice*. Urbana, IL: NCTE.
- Rush, L.,** Eakle, J., & Berger, A. (2007). Introduction. In L. Rush, J. Eakle, & A. Berger (Eds.), *Secondary school literacy: What research reveals for classroom practice*. Urbana, IL: NCTE.
- Guzzetti, B & **Rush, L.** (2007). An overview of secondary literacy programs. In B. Guzzetti (Ed.), *Literacy for a new century*. Westport, CT: Greenwood.
- Alvermann, D., Hagood, M., & **Rush, L.** (Section Eds). (2007). Methods of inquiry in the communicative, visual, and performative arts. In J. Flood, S. Brice-Heath, and D. Lapp (Eds.), *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts. 2<sup>nd</sup> Edition*. Mahwah, NJ: Erlbaum.

- Alvermann, D., & **Rush, L.** (2004). Literacy intervention programs at the middle and high school levels. In T. Jetton & J. Dole (Eds.), *Research and practice in adolescent literacy*. New York: Guilford.
- Ro, J., Eakle, J., Hrubby, G., **Rush, L.**, Alvermann, D., & Aaron, I. (2004). Writing a literacy dissertation: Looking forward, looking back. *American Reading Forum Online Yearbook*. Available: [http://www.americanreadingforum.org/03\\_yearbook/volume03toc.htm#top](http://www.americanreadingforum.org/03_yearbook/volume03toc.htm#top).
- Rush, L.** (2003). I am a science teacher, not a reading teacher: An unfortunate categorization. In T.R. Koballa, & D.J. Tippins, (Eds.), *Cases in middle and secondary science education: The promise and dilemmas* (2<sup>nd</sup> edition). Upper Saddle River, NJ: Merrill.
- Rush, L.** (2002). Ecological literacy. In *Literacy in America: An encyclopedia*. Barbara Guzzetti, Ed. Santa Barbara, CA: ABC-CLIO.

### Refereed Articles (Published)

- Reynolds, T., Lampi, J., **Rush, L. S.**, & Holschuh, J. (2022). Generating, weaving, and curating: Disciplinary processes for reading literary text. *English Teaching: Practice and Critique*.
- Reynolds, T., **Rush, L.**, Lampi, J.P., & Holschuh, J.P. (2021). Moving beyond interpretive monism: A disciplinary heuristic to bridge literary and literacy theory. *Harvard Educational Review*, 91(3), 382-401. <https://doi.org/10.17763/1943-5045-91.3.382>
- Reynolds, T., **Rush, L.**, Lampi, J.P., & Holschuh, J.P. (2020). English disciplinary literacy: Enhancing students' literary interpretive moves. *Journal of Adolescent & Adult Literacy*, 64(2), 201-2099. doi: <http://dx.doi.org/10.1002/jaal.1066>
- Lampi, J. P., Holschuh, J. P., Reynolds, T., & **Rush, L.** (2019). Using disciplinary literacy approaches for reading literary texts in developmental literacy courses. *Journal of College Reading and Learning*. 49(3), 244-251. DOI: 10.1080/10790195.2019.1631231
- Reynolds, T., & **Rush, L.** (2017). Experts and novices reading literature: An analysis of disciplinary literacy in English language arts. *Literacy Research and Instruction*, DOI: <http://dx.doi.org/10.1080/19388071.2017.1299820>
- Caughlan, S., Pasternak, D., Hallman, H., Renzi, L., **Rush, L.**, & Frisby, M. (2017). How English language arts teachers are prepared for 21<sup>st</sup>-century classrooms: Results of a national survey. *English Education*, 49(3), 265-297.
- Pasternak, D. L., Hallman, H., Caughlan, S., Renzi, L., **Rush, L.**, & Meineke, H. (2016). Learning and teaching technology in English teacher education: Findings from a national study. *Contemporary Issues in Technology & Teacher Education*, 16(1). Retrieved from <http://www.citejournal.org//proofing/learning-and-teaching-technology-in-english-teacher-education-findings-from-a-national-study>.
- Mielke, T., & **Rush, L.** (2016). Making relationships matter: Developing co-teaching through the concept of flow. *English Journal*, 105(3), 49-54.

- Kleinsasser, A., Wiley, E., Fisher, R., Heaney, A., & **Rush, L.** (2014). The missing middle: Describing a professional development model convening secondary and postsecondary faculty to examine student writing. *National Network for Education Renewal Journal*, 6.
- Pasternak, D., Caughlan, S., Renzi, L., Hallman, H., **Rush, L.** (2014). Teaching English language arts methods in the United States: A review of the research. *Review of Education*, 2(2), 146-185.
- Rush, L.** (2013). Literacy coaching in Wyoming secondary schools: A situational analysis of roles in context. *Journal of Literacy Research*, 45(3), 267-294.
- Rush, L.**, Ash, G.E., Saunders, J., Holschuh, J., & Ford, J. (2011). Meaningful and significant texts for adolescents: Tensions in text selection policies. *Literacy Research Association 60<sup>th</sup> Yearbook*. Oak Creek, WI: Literacy Research Association.
- Rush, L.**, & Young, S. (2011). Wyoming's instructional facilitator program: Teachers' beliefs about the impact of coaching on practice. *The Rural Educator*, 32(2), 13-22.
- Young, S., **Rush, L.**, & Shaw, D. (2009). Evaluating gender bias in ratings of university instructors' teaching effectiveness. *International Journal for Scholarship of Teaching and Learning*. Available at: <http://digitalcommons.georgiasouthern.edu/ij-sotl/vol3/iss2/19>
- Rush, L.** (2009). Developing a story of theory and practice: A study of multigenre writing in English teacher education. *The Teacher Educator*, 44(3), 204-216.
- Rush, L.**, & Fecho, B. (2008). When figured worlds collide: Improvisation in an inquiry classroom. *Teaching Education*, 19(2), 123-136.
- Rush, L.**, Blair, S., Chapman, D., Codner, A., & Pearce, B. (2008). A new look at mentoring: Proud moments and pitfalls. *The Clearing House*, 81(3), 128-132.
- Rush, L.** (2004). First steps toward a full and flexible literacy: Case studies of the Four Resources Model. *Reading Research and Instruction*, 43(3), 37-55.
- Simpson, M., & **Rush, L.** (2003). College students' beliefs, strategy employment, transfer, and academic performance: An examination across three academic disciplines. *Journal of College Reading and Learning*, 33(2), 146-156.
- Rush, L.** (2002). Multiliteracies and design: Multimodality in the Appalachian Trail thru-hiking community. *International Journal of Learning*, 9. Available: <http://lesliesrush.cgpublisher.com/>
- Bowles, S. N., Commeyras, M., Möller, K. J., Payne, C. & **Rush, L.** (2001). Identifying ideologies through reflective portraits. *Conference Proceedings for Interdisciplinary Qualitative Studies*, Athens, GA. [http://www.coe.uga.edu/quig/proceedings/Quig01\\_Proceedings/bowles.html](http://www.coe.uga.edu/quig/proceedings/Quig01_Proceedings/bowles.html).

## Refereed Articles (Submitted for Review)

## Non-Refereed Publications

- 2019 Editorial Team with Former Editors.** (2019). Fifty years of *English Education*: Former editors speak. *English Education*, 51(3), 216-228.
- Rush, L., & Scherff, L.** (2015). Opening the conversation: Handing over the conversation: Our final editorial. *English Education*, 47(4), 307-313.
- Rush, L., & Scherff, L.** (2015). Opening the conversation: Value-added models and why we should all be worried. *English Education*, 47(3), 195-203.
- Rush, L., & Scherff, L.** (2015). Opening the conversation: We will never get it all done. *English Education*, 47(2), 107-110.
- Rush, L., & Scherff, L.** (2014). Opening the conversation: Taking stock in our final year of editorship. *English Education*, 47(1), 3-5.
- Rush, L., & Scherff, L.** (2014). Opening the conversation: Meeting Mr. Danza. Or not. *English Education*, 46(4), 275-278.
- Rush, L., & Scherff, L.** (2014). Opening the conversation: Reflections on the 2013 NCTE convention. *English Education*, 46(3), 191-194.
- Baker, E. A. & **Rush, L.** (2014, February 3). Literacy coaching: Contextual constraints and opportunities with Dr. Leslie Rush. *Voice of Literacy*. Podcast retrieved from <http://www.voiceofliteracy.org/posts/55786>
- Rush, L., & Scherff, L.** (2014). Opening the conversation: Teacher evaluations that improve teacher practice. *English Education*, 46(2), 87-89.
- Rush, L., & Scherff, L.** (2013). Opening the conversation: Thoughts on transitions. *English Education*, 46(1), 3-4.
- Rush, L., Scherff, L., & Holschuh, J.P.** (2013). Opening the conversation: Connecting across classrooms, communities, and disciplines. *English Education*, 45(4), 315-321.
- Rush, L., Scherff, L., & Maddox Martorana, C.** (2013). Opening the conversation: Thinking deeper about text selection. *English Education*, 45(3), 211-217.
- Rush, L., Scherff, L., Olsen, A., & Nemeth, E..** (2013). Opening the conversation: The Common Core and effective literacy education. *English Education*, 45(2), 99-113.
- Rush, L., Scherff, L., Davis, A., & Pearce, B.** (2012). Opening the conversation: With whom might we partner? For what ends? In what contexts? With what reach?. *English Education*, 45(1), 3-9.
- Rush, L. & Scherff, L.** (2012). Opening the conversation: Looking back at 2011 to inform 2012. *English Education*, 44(4), 323-325.
- Rush, L. & Scherff, L.** (2012). Opening the conversation: Maintaining collegiality in tough times. *English Education*, 44(3), 211-214.

- Rush, L. & Scherff, L. (2012).** Opening the conversation: NCLB 10 years later. *English Education*, 44(2), 91-101.
- Rush, L. & Scherff, L. (2011).** Opening the conversation: Thoughts on English teacher preparation and renewal with Patricia Lambert Stock, Ruth Vinz, and David Schaafsma, past EE editors. *English Education*, 44(1), (3-12).
- Rush, L. & Scherff, L. (2011).** Opening the conversation: What is English? Revisiting the nature of our discipline with past editors Allen Berger and Gordon Pradl. *English Education*, 43(4), 315-320.
- Rush, L. & Scherff, L. (2011).** Opening the conversation: A reflection and commentary with past editor Cathy Fleischer. *English Education*, 43(3), 219-224.
- Rush, L. & Scherff, L. (2011).** Opening the conversation: A dialogue with past editors Ben Nelms and Michael Moore. *English Education*, 43(2), 115-122.
- Rush, L. & Scherff, L. (2010).** Opening the conversation. *English Education*, 43(1), 3-9.
- Rush, L. (2008).** Review of *Celebrating language with adult literacy students: Lessons to engage and inspire*. *Convergence*, 41, (2-3), 211-212.
- Rush, L. (2006).** Review of *Teaching all the children: Strategies for developing literacy in an urban setting*. *Journal of Education for Teaching*, 32(2),
- Rush, L. (2005).** Review of *Embodied literacies: Imageword and a poetics of teaching*. *Journal of Literacy Research*, 37(3).
- Rush, L. (2003, April).** Taking a broad view of literacy: Lessons from the Appalachian Trail thru-hiking community. *Reading Online*, 6(7). Available: [http://www.readingonline.org/newliteracies/lit\\_index.asp?HREF=rush/](http://www.readingonline.org/newliteracies/lit_index.asp?HREF=rush/)
- Rush, L. (as part of the 1999/2000 University of Georgia Doctoral Seminar in Reading Education).** (May, 2000). Reading reading research: A multivocal review. *Reading Research Quarterly*, 36(1), 74-85.

## **Evaluation Reports**

- Rush, L., Perin, D., & Feakes, D. (2018).** Curriculum and Instruction Academic Program Review, Texas State University. Submitted January 2018.
- Rush, L. (2016).** NCATE Self-Study Report Addendum, Continuing Visit, Continuous Improvement Pathway, University of Wyoming. Submitted February, 2016.
- Rush, L., Young, S., Bruce, M., Welsh, K., Moran, P., & Kambutu, J. (2015).** NCATE Institutional Report, Continuing Visit, Continuous Improvement Pathway, University of Wyoming. Submitted July, 2015.
- Rush, L. (2014).** NCTE English Education Program Review, University of Wyoming. Submitted September, 2014.

- Young, S., & **Rush, L.** (2009). Evaluation of Wyoming's instructional facilitator program II: Impact on teacher practice.
- Young, S., & **Rush, L.** (2008). Evaluation of Wyoming's instructional facilitator program: Impact on teacher practice.
- Rush, L.** & Young, S. (2008). Impact of instructional facilitators on teachers in Natrona County School District #1: A follow-up evaluation report.
- Rush, L.,** & Young, S. (2007). Baseline evaluation report: Impact of instructional facilitators on teachers and students in Natrona County School District #1.
- Rush, L.** (2007). NCATE program report: English education at the University of Wyoming.

## CONFERENCE PRESENTATIONS

### National/International Presentations and Papers (Refereed)

- Reynolds, T., Lampi, J., **Rush, L.S.**, & Holschuh, J.P. (2021). Moving beyond interpretive monism: Disciplinary literacy as a bridge between literary and literacy theory. Literacy Research Association, Atlanta, GA.
- Reynolds, T., & **Rush, L.S.** (2021). Using disciplinary literacy to enhance anti-racist teaching in English methods classes. Roundtable presentation at National Council of Teachers of English, Virtual.
- Rush, L.,** Moran, S., Moritz, S., & Hughes, P. (2021). Past, present, future of the Wyoming School-University Partnership: Seeking impact through collaboration. National Network for Educational Renewal, Cincinnati, OH.
- Rush, L.** (2021). The future is now: Exploring 21<sup>st</sup> century teaching ideas with the next generation of English teachers. Roundtable presentation at National Council of Teachers of English, Virtual.
- Rush, L.** (2020). The future is now: Exploring 21<sup>st</sup> century teaching ideas with the next generation of English teachers. Roundtable presentation at National Council of Teachers of English, Denver, CO.
- Rush, L.,** Reynolds, T., Lampi, J., & Holschuh, J. (2020). Low-stakes instructional techniques that produce high-impact results for reading literature. Paper presentation at National Council of Teachers of English, Denver, CO.
- Rush, L.** & Scherff, L.S. (2019). Doing inquiry: Teachers and students empowered through research. Panel presentation at National Council of Teachers of English, Baltimore, MD.
- Rush, L.,** Reynolds, T., Holschuh, J., Lampi, J., Rainey, E. & Storm, S. (2018). Disciplinary literacy in English language arts: Creating communities to empower students as disciplinary experts. Paper presentation at National Council of Teachers of English, Houston, TX.



- Reutzler, R., **Rush, L.**, Watts, R, & Young, S. (2018). Pushing the innovation envelope: Meeting funder expectations for fast-paced innovations. Panel presentation at American Association of Colleges for Teacher Education, Baltimore, MD.
- Scherff, L., & **Rush, L.** (2017). Doing research: Empowering teachers and students. Panel presentation at National Council of Teachers of English, St. Louis, MO.
- Pasternak, D., Caughlan, S., Hallman, H., Renzi, L., & **Rush, L.** (2017). Commitment to change within English Language Arts teacher education: Using our knowledge to promote dialogue about program vision. Panel presentation at National Council of Teachers of English, St. Louis, MO.
- Reynolds, T., Lampi, J., Holschuh, J., & **Rush, L.** (2017). Critical disciplinary literacy. Paper presentation at National Council of Teachers of English, St. Louis, MO..
- Reynolds, T., Lampi, J., Holschuh, J., & **Rush, L.** (2017). Disciplinary literacy: How do experts and novices approach literary text. Paper presentation at the College Reading and Learning Association, Pittsburgh, PA.
- Reynolds, T., Lampi, J., Holschuh, J., & **Rush, L.** (2016). In pursuit of equity: Disciplinary literacy in English/language arts. Paper presentation at the Literacy Research Association, Nashville, TN.
- Pasternak, D., Caughlan, S., Hallman, H., Renzi, L., & **Rush, L.** (2016). A vision for English education: Transcending current reforms and advocating for our profession. Panel presentation at National Council of Teachers of English, Atlanta, GA.
- Reynolds, T., & **Rush, L.** (2014). Experts and novices reading literature: An analysis of disciplinary literacy in English/language arts. Paper presentation at the Literacy Research Association, Marco Island, FL.
- Caughlan, S., Hallman, H., Pasternak, D., Renzi, L., & **Rush, L.** (2014). A new era of English teacher preparation: Findings from a national study. Roundtable presentation at the National Council of Teachers of English, Washington, D.C.
- Mielke, T., **Rush, L.**, VanWig, A., Marshall, M., & Reynolds, T. (2014). Young adult literature teaching as story: Literary theory meets pedagogy. Paper presentation at the National Council of Teachers of English, Washington, D.C.
- Caughlan, S., Pasternak, D., Hallman, H., Renzi, L., & **Rush, L.** (2014). The current state of United States English teacher preparation: Results of a nation-wide survey. Paper presentation at the American Educational Research Association, Philadelphia, PA.
- Rush, L.** (2013). Junior high school literacy coaching: Coaches' roles and student achievement. Paper presentation at the Literacy Research Association, Dallas, TX.
- Reynolds, T., Wehunt, M., Ford, J., Gillis, V., **Rush, L.**, (2013). Adolescent literacy conversation circles: Looking back to see ahead. Alternative format presentation at the Literacy Research Association, Dallas, TX.

- Hallman, H., Pasternak, D., Renzi, L., & **Rush, L.** (2013). A new era: How English teacher preparation is changing in the twenty-first century. Paper presentation at the National Council of Teachers of English, Boston, MA.
- Mielke, T., & **Rush, L.** (2013). (Re)Inventing young adult literature for preservice teachers: Literary theory meets pedagogy. Paper presentation at the National Council of Teachers of English, Boston, MA.
- Pasternak, D., Caughlan, S., Hallman, H., Renzi, L., & **Rush, L.** (2013). The complexities of meeting the literacy and language needs of students in the 21st century: A research report on the practices and policies of educating future English teachers. Roundtable presentation at the Conference on English Education, Fort Collins, CO.
- Pasternak, D., Caughlan, S., Hallman, H., Renzi, L., & **Rush, L.** (2012). Connecting past, present, and future: A review of the state of the English education methods course. Paper presentation at the National Council of Teachers of English, Las Vegas, NV.
- Punches, D., & **Rush, L.** (2012). Writing to learn in content area classrooms: Labeling teacher practice. Paper presentation at the Literacy Research Association, San Diego, CA.
- Ash, G., **Rush, L.**, & Saunders, J. (2011). The politics of text: Close and critical reading(s) of the Stotsky report. Paper presentation at the Literacy Research Association, Jacksonville, FL.
- Rush, L.** & Punches, D. (2011). School structures and coaches' roles: A case study of middle school literacy coaching. Paper presentation at the Literacy Research Association, Jacksonville, FL.
- Ash, G., **Rush, L.**, Hrubby, A., Saunders, J., Holschuh, J., & Ford, J. (2010). *Meaningful and significant texts for adolescents in middle and high school: Mediating tensions between students' needs and gatekeeping texts.* Alternative format session at the National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Rush, L.**, & Ford, J. (December, 2010). *Wyoming's instructional facilitator program: Roles and responsibilities of secondary-level literacy coaches.* Paper presentation at the National Reading Conference/Literacy Research Association, Fort Worth, TX.
- Rush, L.**, & Young, S. (December, 2009). *Wyoming's instructional facilitator program: An in-progress evaluation of instructional coaching and secondary level literacy coaching.* Round table presentation at the National Reading Conference, Albuquerque, NM.
- Young, S., **Rush, L.**, & Bruce, M. (April, 2009). *Effective and sustained professional development in content area literacy through peer coaching.* Individual paper discussion presented at the American Educational Research Association national conference, San Diego, CA.
- Young, S., Bruce, M., & **Rush, L.** (April, 2009). *Classroom community and student engagement in online courses.* Paper presented at the American Educational Research Association national conference, San Diego, CA.
- Rush, L.**, & Young, S. (December, 2008). *Sustained professional development: Content area literacy and peer coaching with secondary school educators.* Paper presentation at the National Reading Conference, Orlando, FL.

- Rush, L., Eakle, J., & Berger, A.** (November, 2007). *Secondary school literacy*. Panel presentation at the National Council of Teachers of English, New York, NY.
- Rush, L.** (November, 2007). *Diversity in rural teacher education: Problems of distance and density*. Panel presentation at the National Council of Teachers of English, New York, NY.
- Berger, A., Rush, L., & Eakle, J.** (November, 2006). *Secondary school reading and writing: What research reveals for classroom practices*. Panel presentation at the National Council of Teachers of English, Nashville, TN.
- Rush, L.** (December, 2005). *Making thirdspace connections: Multimodality, design, and other fields*. Paper presentation at the National Reading Conference, Miami, FL.
- Rush, L.** (November, 2005). *A newbie "goes" to Washington*. Paper presentation at the National Council of Teachers of English, Pittsburgh, PA.
- Rush, L.** (December, 2004). *Connecting theory and practice through creative writing: Multigenre writing in the English methods class*. Paper presentation at the National Reading Conference, San Antonio, TX.
- Rush, L., Currie, C., Young, S., Bruce, M.A., & Dexter, R.** (November, 2004). *An evaluation of the Wyoming Writing Project and its impact on educational professionals as writers*. Paper presentation at the National Writing Project Conference, Indianapolis, IN.
- Rush, L.** (November, 2004). *Making significant theory/practice connections through creative writing: multigenre writing experiences in the English methods class*. Paper presented at the National Council of Teachers of English, Indianapolis, IN.
- Rush, L.** (December, 2003). *Reflective multigenre reading and writing in pre-service teacher education*. Paper accepted for presentation at the National Reading Conference, Scottsdale, AZ.
- Rush, L.** (November, 2003). *Preparing secondary English teachers through reflective multigenre portfolios*. Paper presented at the National Conference of Teachers of English, San Francisco, CA.
- Rush, L.** (January, 2003). *Analyzing multiple forms of literacies: Transforming a theoretical framework into an analytical model*. Paper presented at the Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
- Rush, L.** (December, 2002). *Body/language/culture: Thru-hikers' gestural literacies*. Paper presented at the National Reading Conference, Miami, FL.
- Rush, L.,** (December, 2002). *Full circle: A personal/research story*. Paper presented at the American Reading Forum, Sanibel Island, FL.
- Rush, L.** (July, 2002). *Multiliteracies and design: Multimodality in the Appalachian Trail thru-hiking community*. Virtual presentation at the Learning Conference 2002, Beijing, China.
- Rush, L. & Tomaszewski, L.** (January, 2002). *Undertaking participant observation research: Dilemmas, decisions, and directions*. Presentation at the Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA.

- Rush, L.** (December, 2001). *Ecological literacy: Reading bodies and nature*. Paper presented at the National Reading Conference, San Antonio, TX.
- Rush, L.** (December, 2001). *Postmodern ethnography for literacy researchers: Problems and possibilities*. Paper presented at the National Reading Conference, San Antonio, TX.
- Rush, L.** (March, 2001). *Critical literacy, interest, and comprehension in a tutoring program*. Paper presented at the 22<sup>nd</sup> Annual Ethnography in Education Forum, Philadelphia, PA.
- Rush, L.** (January, 2001). *Conversation analysis: Puzzling out what went wrong in a tutoring session*. Presentation at the Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
- Rush, L.** (January, 2001). *Experimental ethnography: The postmodern literary turn*. Presentation at the Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
- Bowles, S., Payne, C., Commeyras, M., **Rush, L.**, Sandlin, J., & Moller, K. (January, 2001). *Identifying ideologies through reflective portraits*. Paper presentation at the Conference on Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
- Fecho, B., & **Rush, L.** (December, 2000). *Getting beyond the "Grr, grr, grr, grr stage": Working through threat in a critical inquiry classroom*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Hynd, C., Hubbard, B., **Rush, L.**, & Francis, M. (December, 2000). *Student and professor perceptions of learning in large lecture classes*. Presentation at the National Reading Conference, Scottsdale, AZ.
- Rush, L.**, Moller, K., Norwood, R., & Heron, A. (December, 2000). *Wading into the academic stream: Graduate students talk about collaborative research and writing with professors*. Symposium presentation at the National Reading Conference, Scottsdale, AZ.
- Rush, L.** (December, 2000). *Teaching, research, and writing in tandem: Where do I stand in all of this?* Paper presented at the National Reading Conference, Scottsdale, AZ.
- Rush, L.** (December, 2000). *Reading between the lines: Critical literacy in a tutoring session*. Presentation at the National Reading Conference, Scottsdale, AZ.
- Rush, L.**, & Alvermann, D.E. (November, 2000). *Strategies for struggling readers: Implications for teacher educators*. Presentation at the College Reading Association, St. Pete Beach, FL.
- Alvermann, D.E., & **Rush, L.** (May, 2000). *Breaking through barriers to adolescent literacy*. Paper presented at the International Reading Conference, Indianapolis, Indiana.
- Fecho, R. & **Rush, L.** (December, 1999). *Getting beyond the "grr, grr, grr, grr, grr" stage: Working through threat in a critical inquiry classroom*. Presentation at the National Reading Conference, Orlando, FL.
- Sandlin, J., Moller, K., & **Rush, L.** (December, 1999). *Reclaiming the "critical" in critical literacy*. Presentation at the National Reading Conference, Orlando, FL.

Heron, A. & **Rush, L.** (November, 1999). *How can we help high school students to become avid readers?* Panel presentation at the national conference of the National Council of Teachers of English, Denver, CO.

**Rush, L.** (November, 1999). *To read or not to read: The literacy choices of adolescents.* Paper presented at the national conference of the National Council of Teachers of English, Denver, CO.

### **State/Regional Presentations and Papers (Refereed)**

Dreon, O., Gull, C., Mercier, A. & **Rush, L.** (2021). Infusing ethics into UW preservice teacher education: An intentional curricular approach. Virtual presentation at Wyoming Education Summit.

**Rush, L.** & Reynolds, T. (March, 2019). *Low stakes – high impact: English disciplinary literacy for emerging bilingual learners.* Featured Presentation at ESL Conference, Casper, WY.

**Rush, L.**, & Reynolds, T. (April, 2013). *Moving past comprehension to synthesis/evaluation.* Workshop presentation at Teaching Writing in Wyoming Conference, Casper, WY.

**Rush, L.**, Hall, D., Breining, B., Rochin, L., Ford, J. (April, 2010). *Teaching grammar in the context of writing: Voices of new teachers.* Paper session presented at the Colorado Language Arts Society Regional Conference, Denver, CO.

**Rush, L.**, Duncan, H., & Young, S. (November, 2010). *Wyoming's instructional facilitators: What are their roles and professional development needs?* Paper session presented at the Northern Rocky Mountains Educational Research Association, Big Sky, MT.

**Rush, L.**, Honstein, S., Long, J., Sween, A., & Walker, A. (March, 2009). *The tech savvy teacher: Technology applications in English/language arts classrooms.* Paper presentation at the Colorado Language Arts Society Regional Conference, Denver, CO.

**Rush, L.** & Young, S. (October, 2007). *Effects of sustained professional development on grades 5-12 teachers' beliefs about reading and writing strategies.* Paper presentation at the Northern Rocky Mountains Educational Research Association, Jackson, WY.

**Rush, L.**, Young, S., Dexter, R., & Bruce, M. (October, 2004). *An evaluation of the Wyoming Writing Project and its impact on educational professionals as writers.* Paper presentation at the Northern Rocky Mountains Educational Research Association, Custer State Park, SD.

**Rush, L.**, Christenson, M., Rothaupt, J., & Krupp, M. (October, 2004). *Understanding theoretical frameworks and their connections to qualitative research design.* Symposium presentation at the Northern Rocky Mountains Educational Research Association, Custer State Park, SD.

**Rush, L.** (October, 2003). *Literacy as a social practice: A study of community writing among long-distance backpackers.* Presentation at the Northern Rocky Mountain Educational Research Association 21<sup>st</sup> Conference. Jackson, WY.

Alvermann, D. E., & **Rush, L.** (February, 2000). *Breaking through barriers to adolescent literacy.* Paper presented by D.E. Alvermann at the Utah Reading Conference, Salt Lake City, UT.

## State/Regional Presentations and Papers (Invited/Non-Refereed)

- Rush, L.,** Holschuh, J. P., & Shanahan, C. (2013, July). *Disciplinary literacy, Part I*. Paper presented at the annual meeting of the High Schools that Work Staff Development Conference, Charlotte, NC.
- Rush, L.,** Holschuh, J. P., & Shanahan, C. (2013, July). *Disciplinary literacy, Part II*. Paper presented at the annual meeting of the High Schools that Work Staff Development Conference, Charlotte, NC.
- Rush, L.,** Holschuh, J. P., & Shanahan, C. (2013, July). *Disciplinary literacy, Part III*. Paper presented at the annual meeting of the High Schools that Work Staff Development Conference, Charlotte, NC.
- Rush, L.,** Holschuh, J. P., & Shanahan, C. (2013, July). *Disciplinary literacy, Part I*. Paper presented at the first annual meeting of the Common Core State Standards Networking Conference, Charlotte, NC.
- Rush, L.,** Holschuh, J. P., & Shanahan, C. (2013, July). *Disciplinary literacy, Part II*. Paper presented at the first annual meeting of the Common Core State Standards Networking Conference, Charlotte, NC.
- Rush, L.,** Holschuh, J. P., & Shanahan, C. (2013, July). *Disciplinary literacy, Part III*. Paper presented at the first annual meeting of the Common Core State Standards Networking Conference, Charlotte, NC.
- Kleinsasser, A., **Rush, L.,** Sheridan-Rabideau, M., Heaney, A., (March, 2009). *Redressing the reading readiness gap at the University of Wyoming*. Wyoming School Improvement Conference. Casper, WY.
- Rush, L.** (November, 2002). *It's the place that counts: Teaching English in public, private, and overseas schools*. Wyoming Future Teachers Second Statewide Conference. Laramie, WY.
- Alvermann, D. E., & **Rush, L.** ( March, 2000). *Breaking through barriers to adolescent literacy*. Paper presented by D.E. Alvermann at the High School Reading Symposium sponsored by the National Center on Education and the Economy, Reston, VA.
- Labbo, L., Eakle, J., & **Rush, L.** (November, 2000). *Enhancing beginning reading instruction with technology: An overview of the IERI sponsored grant*. First Monday Seminar Series, Department of Reading Education, The University of Georgia, Athens, GA.

## GRANTS

- Summer 2021. *Disciplinary literacy in English/Language Arts and literacy classrooms: Application of a heuristic*. University of Wyoming Literacy Research Center and Clinic, SEED Grant, \$10,000. (Co-PI) Funded.
- Fall 2015. *Experts and novices reading literature: An analysis of disciplinary literacy in English language arts*. University of Wyoming Literacy Research Center and Clinic, SEED Grant, \$7990. (Co-PI).
- Fall 2013. *Experts and novices reading literature: An analysis of disciplinary literacy in English Language*

Arts. International Literacy Association Elva Knight Research Grant, \$9000. (Co-PI) Unfunded.

Fall 2013. *How are English teacher preparation programs educating English teachers to teach into the 21st century? A study of the current practices used to educate English teachers in a time of teacher accountability.* University of Michigan –Milwaukee, Research Growth Initiative. (Consultant/co-PI). \$250,000 (funded).

Fall 2013. *A New Era of English Teacher Preparation: Findings from a National Survey.* Conference on English Education Research Initiative Award. (Co-Principal Investigator). \$4000 (funded).

Summer 2013. *Teaching English Language Arts in the 21<sup>st</sup> Century: A Study of English Teacher Education's Impact on Teacher Candidates' Approaches to Teaching.* Spencer Foundation. (Co-Principal Investigator). \$500,000 (not funded).

Summer 2012. *Evaluating the Conditions of English Teacher Preparation into the 21st Century: Examining the SEP English Language Arts Methods Course.* Effective Teachers and Effective Teaching Award. Institute for Education Sciences Education Research Program. (Co-Principal Investigator) \$1,565,141 (not funded).

May 2009. International Reading Association Elva Knight Grant. Principle Investigator. \$9200 (funded).

### GRADUATE ADVISING In-Progress

<i>Name</i>	<i>Program</i>	<i>Role</i>	<i>Student Status</i>
<b><i>April Heaney</i></b>	Ph.D. Curriculum & Instruction/Literacy Education	chair	collecting data
<b><i>Joyce Stewart</i></b>	Ph.D. Curriculum & Instruction/Literacy Education	co-chair	collecting data
<b><i>Allison Gernant</i></b>	Ph.D. Curriculum & Instruction/Literacy Education	chair	taking courses
<b><i>Abby Markley</i></b>	Ph.D. Curriculum & Instruction/Literacy Education	chair	taking courses
<b><i>Erin Silcox</i></b>	Ph.D. Curriculum & Instruction/Literacy Education	co-chair	writing prospectus
<b><i>Chris Sherwood</i></b>	Ed.D. Education/Curriculum & Instruction	chair	taking courses
<b><i>Kailyn Washakie</i></b>	M.A. Education/Curriculum & Instruction	advisor	taking courses
<b><i>Allison Gernant</i></b>	Ph		

### Graduated

<i>Name</i>	<i>Program</i>	<i>Role</i>	<i>Dissertation/Thesis Title</i>
<b><i>Debbie Ochsner</i></b>	Ed.D. Higher Education	chair	"I Like to Wear the Cap and Gown": Revealing the Experiential Consequences of Dual Graduates
<b><i>Kara K Smith</i></b>	Ed.D. Education/Curriculum & Instruction	chair	Songwriting and the 6 <sup>th</sup> Grader: A Creative Endeavor toward Enhanced Student Engagement in 6 <sup>th</sup> Grade General Music

<b><i>Rick Fisher</i></b>	Ph.D. Literacy Education	co-chair	Disciplinary Literacy in Undergraduate Physics: Exploring the Lab Report as a Rhetorical Genre within Laminated Activity
<b><i>Lori Howe</i></b>	Ph.D. Literacy Education	co-chair	Writing to Exhale: An Existential Phenomenological Exploration of Creative Writing Workshop Pedagogy with At-risk, First-year Writing Students
<b><i>Jessie Allen</i></b>	Ph.D. Literacy Education	chair	Teaching with Narrative Nonfiction Podcasts: #BestHomeworkEver
<b><i>Todd Reynolds</i></b>	Ph.D. Literacy Education	co-chair	Searching for Nuance in Analysis of Whole-Class Discussion: Analyzing what High School English Language Arts Teachers Believe about Discussion and How They Create Discussion in Their Classrooms
<b><i>Jeana Byrne</i></b>	Ph.D. Curriculum & Instruction	chair	Elementary Teachers' Perceptions of Autonomy in Light of the Standards Movement and No Child Left Behind
<b><i>Karen Delbridge</i></b>	Ph.D. Curriculum & Instruction	co-chair	"They Don't Know What They Are Missing!": Eighth Grade Students Read and Respond to Multicultural Text

<b><i>Name</i></b>	<b><i>Program</i></b>	<b><i>Role</i></b>	<b><i>Dissertation/Thesis Title</i></b>
<b><i>Carrie Bozym</i></b>	M.A. Education	chair	Compassionate Rebellion in the Classroom: Critical Literacy Lesson Analysis
<b><i>Carissa Camp</i></b>	M.A. Education	co-chair	The Effects of Literature Circles vs. Sustained Silent Reading (SSR) among Eleventh Grade English Students
<b><i>Nate Demonja</i></b>	M.A. Education	chair	Reflections on a Self-Selected Reading Unit
<b><i>Caroline Hickerson</i></b>	M.A. Education	chair	Science Writing Heuristic Effects on Students' Understanding of the Nature of Science
<b><i>Troy Kavanagh</i></b>	M.A. Education	chair	Student Research Writing in Collaborative Contexts: Engaging New Literacies in Classrooms of Participatory Culture
<b><i>Rita Koch</i></b>	M.A. Education	chair	Mind Map Guide
<b><i>Rebecca Murray</i></b>	M.A. Education	chair	NTSB Certification Portfolio



<i>Terrin Musbach</i>	M.A. Education	chair	In a Sea of White: Students' Perceptions of Race and Racism in a Monoculture
<i>Margaret Pesch</i>	M.A. Education	chair	A Multiple Perspectives Approach to Literature: An Exploration of Curriculum Development
<i>Neil Petrie</i>	M.A. Education	chair	Writing Pedagogy and Practice: An Examination of Secondary Writing Instruction and the Influence of Technology
<i>Paul Primrose</i>	M.A. Education	chair	Student Perceptions of Technology's Influence on the Writing Process
<i>Darcie Punches</i>	M.A. Education	chair	Writing-to-Learn in Content Area Classrooms: Labeling Teacher Practice
<i>Theresa Robinson</i>	M.A. Education	chair	Effective Professional Development for the Integration of SMART Boards into Instructional Practice
<i>Kara Sweet</i>	M.A. Education	chair	NTSB Certification Language Arts Portfolio
<i>Andrea Tuttle</i>	M.A. Education	chair	Metacognition in the Secondary Literacy Classroom: An Exploratory Case Study
<i>Carina Yanda</i>	M.A. Education	co-chair	Fluency in Narrative Discourse in Teacher Education

I also serve as a committee member for approximately 15 graduate students.

## CONSULTING

From 2011-2014, I served as a consultant on the Transitional Course project undertaken by the Southern Regional Education Board (SREB), with funding from the Gates Foundation. This project is designed to help high school seniors who may be accepted for college, but who are not sufficiently academically prepared. I worked with English faculty members from high schools and colleges in SREB member states to develop disciplinary literacy units in English that will help students be prepared for the rigors of college work. Sixteen states have signed on to the project. The finished curriculum, which includes an academic year's worth of instruction in disciplinary literacy in English, science, and history, can be found [here](#).

## SERVICE

### National/International

#### Editorship

*English Education*, the journal of the Conference on English Education, with Lisa Scherff, University of Alabama, Co-editor. 2009-2014

### **Professional Memberships**

International Reading Association (IRA)  
Literacy Research Association (LRA)  
    LRA Technology Committee  
National Council of Teachers of English  
    Conference on English Education (CEE)  
        Ex-Officio member of the CEE Executive Committee, 2010-2015  
        Elected member of the CEE Executive Committee, 2016-2020  
        CEE Nominating Committee, 2005-2006  
        CEE English Methods Commission  
        CEE Government Relations Subcommittee

### **Editorial Advising**

Editorial Review Board, *English Education*, *Journal of Literacy Research*, *The Qualitative Report*, and *Journal of Adolescent & Adult Literacy*  
Guest Reviewer, 2006, *Leisure Science* Special Issue on Creative Analytic Practice (CAP)  
Reviewer, 2002, *College Reading Association Yearbook* and *American Reading Forum Yearbook*  
Reviewer, 2002 National Reading Conference presentation submissions  
Reviewer, 2001 *Research in the Teaching of English*  
Reviewer, 2001 Conference on Interdisciplinary Qualitative Studies (QUIG)  
Editorial Assistant, *College Reading Association Yearbook*, 1995-1996

### **State/Regional/Local**

Member of Wyoming State Literacy Team  
Membership Officer, Northern Rocky Mountains Educational Research Association, 2010-2012  
Program Co-Chair, Northern Rocky Mountains Educational Research Association Conference, Jackson, Wyoming, October, 2009  
Member, Secondary School Redesign Team, Wyoming Department of Education  
Co-instructor of Natrona County School District Secondary Literacy Grant, 2005-2006.

### **College**

Coordinator (with George Kamberelis) of the 2<sup>nd</sup> Annual Fall Literacy Education Conference, 2009.  
Chair, Curriculum & Instruction Graduate Admissions Committee  
Mentor, College of Education Mentoring Program  
Member, College Tenure and Promotion Committee.

### **University**

Member, English Department Curriculum Committee  
College of Education representative on UW Assessment Coordinators  
College of Education representative on UW Course Review Committee  
College of Education representative on UW Athletics Planning Committee

## **PROFESSIONAL CREDENTIALS**

Professional Reading Specialist, Texas, Grades K-12

Life Certification, History and English, Texas, Grades 6-12

Certification in Qualitative Research, The University of Georgia, May 2002