

# Todd Reynolds

School of Teacher Education  
College of Education  
University of Wyoming  
Laramie, WY 82071  
email: [treynol6@uwyo.edu](mailto:treynol6@uwyo.edu)

1045 Marie Lane  
Cheyenne, WY 82009  
Home: (307) 514-5224  
Cell: (303) 710-1448

## EDUCATION

Ph.D. in Literacy Education, University of Wyoming, Laramie, WY, 2015.

Dissertation Title: 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. Chair: Dr. Leslie Rush.

Ed.S. in Educational Leadership, University of Northern Colorado, Greeley, CO, 2008.

MA in English, University of Northern Colorado, Greeley, CO, 2004.

BA in English, University of Northern Colorado, Greeley, CO, 1998.

## AWARDS AND HONORS

Recipient, Faculty Award for Outstanding Advising, College of Education, University of Wyoming, 2021-2022.

Recipient, Mary Garland Early Career Fellowship, 2020-2022.

Recipient, Faculty Award for Outstanding Teaching, College of Education, University of Wyoming, 2016-2017.

## PROFESSIONAL EXPERIENCE

### College and University Teaching

#### University of Wyoming

Literature for Young Adults, 2020-2023

Faculty Student Teacher Supervisor, 2013-2023.

English Methods II, Literature and Literacy, 2013-2022.

English Methods I, Writing, 2013-2020.

Literature, Reading, and Writing Instruction, 2016-2018.

Elementary Literacy Methods, 2015-2017.

English Methods I, Writing, Co-Taught with Dr. Leslie Rush, 2012.

#### Colorado Mountain College

Dual-Enrollment English, Adjunct Instructor, 2004-2005.

#### University of Northern Colorado

Freshman Composition, Teaching Assistant, 2000-2001.

### Public School Teaching

5<sup>th</sup> Grade Teacher, Madison Elementary School, Greeley, CO, 2011-2012.

Elementary Literacy Coach, Weld County School District 6, Greeley, CO, 2009-2011.

English Teacher, Weld Central High School, Keenesburg, CO, 2007-2009.

English Teacher, Rangeview High School, Aurora, CO, 2006-2007.  
English Teacher, Eagle Valley High School, Gypsum, CO, 2004-2006.  
English Teacher, Abraham Lincoln High School, Denver, CO, 2004.  
English Teacher, Green Mountain High School, Lakewood, CO, 2001-2003.  
English Teacher, Cheyenne Central High School, Cheyenne, WY, 1998-2000.

## PUBLICATIONS

### Books and Chapters

- #Lampi, J. P., Holschuh, J. P., Rush, L. S., & **Reynolds, T.** (2023 – in press). Methodologies in research on disciplinary literacy in ELA. In E. Ortlieb, B. D. Kane, & E. H. Cheek, Jr., (Eds.), *Unpacking disciplinary literacies: From research to practice*. Guilford.
- Reynolds, T.** (2020). Beyond content or skills: Navigating the English dilemma through disciplinary literacy. In Marshall, B., Manuel, J., Pasternak, D.L., & Rowsell, J. (Eds.). *Handbook of Reading Perspectives and Practices* (pp. 235-248). Bloomsbury Academic.
- Rush, L. S., & **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., pp. 249-265). Guilford Press.

### Refereed Articles

#### Published

- #**Reynolds, T.**, Lampi, J. P., Holschuh, J. P., Rush, L. S. (2022 – in press). Antiracist reading in English language arts classrooms: A disciplinary literacy response to Inoue (2020). *Journal of College Reading and Learning*. doi: 10.1080/10790195.2022.2116128
- #**Reynolds, T.**, Burrows, A., & Borowczak (2022). Confusion over models: Exploring discourse in a STEM professional development, *SAGE Open*, 12(2), 1-11. Doi: 10.1177/21582440221097916
- #**Reynolds, T.**, Rush, L. S., Holschuh, J. P., & Lampi, J. L. (2022). Generating, weaving, and curating: Disciplinary processes for reading literary text. *English Teaching: Practice and Critique*, 21 (1), 29-43. <https://doi.org/10.1108/ETPC-06-2021-0070> (Q1 in Linguistics and Language)
- #Burrows, A. C., Swarts, G., Hutchison, L., Katzmann, J., Thompson, R., Freeman, L., \*Schanke, A., \*Kilty, T., & **Reynolds, T.** (2021). Finding Spaces: Analysis of Technology Use and the Teacher Education Technology Competencies (TETCs) in Secondary Education Teaching Methods Courses. *Education Sciences*. (Q2 in Education). <https://www.mdpi.com/2227-7102/11/11/733/htm>
- #**Reynolds, T.** (2021). Striving for improvement in dialogic teaching: A self-study of the dialogic practices in an English methods classroom. *Studying Teacher Education*, 17 (3), 311-329. <https://doi.org/10.1080/17425964.2021.1960499> (SJR: Q2 in Education).
- #**Reynolds, T.**, Rush, L. S., Lampi, J. & Holschuh, J. P. (2021). Moving beyond interpretive monism: A disciplinary heuristic to bridge literary and literacy theory. *Harvard Educational Review*, 91 (3), 382-401. (SJR: Q1 in Education)

- Reynolds, T.,** Rush, L. S., Lampi, J., & Holschuh, J. (2020). English disciplinary literacy: Enhancing students' literary interpretive moves. *Journal of Adolescent and Adult Literacy*, 64, 201-209. (SJR: **Q1** in Education).
- Reynolds, T.** (2019). Like a conductor: whole-class discussion in English classrooms. *English Teaching: Practice & Critique*, 18, 478-491. (SJR: **Q1** in Language and Linguistics).
- Lampi, J., Holschuh, J., **Reynolds, T.**, & Rush, L. S. (2019). Using disciplinary approaches for reading literary texts in developmental literacy courses. *Journal of College Reading and Learning*, 49, 244-251. (**Q1** in Linguistics and Language).
- Reynolds, T.** & Townsend, B. (2018). To speak or remain silent: An examination of two English teachers' styles of whole-class discussion. *English in Education*, 52(3), 200-212. doi: 10.1080/04250494.2018.1509672 (SJR: **Q1** in Literature and Literary Theory)
- Reynolds, T.** (2018). Understanding and embracing contradictions: An exploration of high school English teachers' beliefs about whole-class discussion. *Language and Education*, 34(4), 371-385. doi: 10.1080/09500782.2018.1445265 (SJR: **Q1** in Education).
- \***Reynolds, T.** (2017). Mapping dialogic tendencies: A four-quadrant method of analyzing dialogic instruction. *Journal of Language and Literacy Education*, 13(2), 1-22. Retrieved from [http://jolle.coe.uga.edu/wp-content/uploads/2015/04/Reynolds\\_JoLLE2017\\_45.pdf](http://jolle.coe.uga.edu/wp-content/uploads/2015/04/Reynolds_JoLLE2017_45.pdf)
- \***Reynolds, T.** & Rush, L. S. (2017). Experts and novices reading literature: An analysis of disciplinary literacy in English Language Arts. *Literacy Research and Instruction*, 56, 199-216. doi: 10.1080/19388071.2017.1299820 (SJR: **Q1** in Language and Linguistics)
- \***Reynolds, T.** (2016). Striving for dialogic whole-class discussion: An analysis of a teacher's utterances in classroom discussions. *Studying Teacher Education*, 12(2), 205-221. doi: 10.1080/17425964.2016.1192035 (SJR: **Q2** in Education)

Submitted for Review

Non-referred publications

Published

- #**Reynolds, T.** (2022). Affordances and constraints of mobile phone use in English Language Arts classrooms. [Review of the book *Affordances and Constraints of Mobile Phone Use in English Language Arts Classroom* by C. Moran]. *Teachers College Record*.  
<https://www.tcrecord.org/Content.asp?ContentID=24039>
- #**Reynolds, T.** (2021). Assignments and a partial map: Utilizing rhetorical reading to move toward disciplinary literacy [Review of the book *Rethinking reading in college: An across-the-curriculum approach* by A. Wilner]. (Re)Viewing the Field: *English Education Book Reviews*.  
<https://ncte.org/resources/journals/english-education/reviewing-the-field/>

- Lampi, J. P., & **Reynolds, T.** (2018). Connecting practice & research: From rote composition skills to academic involvement. *Journal of Developmental Education*, 42(1), 28-30.
- Lampi, J. P., & **Reynolds, T.** (2018). Connecting practice & research: From tacit to explicit disciplinary writing instruction. *Journal of Developmental Education*, 41(2), 26-28.

Works in progress

## CONFERENCE PRESENTATIONS

### National/International Presentations and Papers

#### Refereed

- #Holschuh, J. P., Rush, L. S., **Reynolds, T.**, Lampi, J. P. (2022, November). Comparing expert and novice literary reading through an equity lens: The Bray-Curtis dissimilarity metric as a methodological approach. Paper to be presented at the Literacy Research Association Annual Conference. Phoenix, AZ.
- #**Reynolds, T.**, & Rush, L. (2022, November). Supporting Interpretation During Student Teaching: Lighting the Way toward Student-led Interpretations of Literary Texts. Roundtable to be presented at the National Council of Teacher of English Annual Convention. Anaheim, CA.
- #Rush, L., Holschuh, J., Lampi, J., & **Reynolds, T.** (2022, July). Say something interpretive: A disciplinary approach for reading literary texts. Paper to be presented at the 22<sup>nd</sup> European Conference on Literacy. Dublin, Ireland
- #**Reynolds, T.**, Rush, L., Lampi, J., & Holschuh, J. (2021, December). Moving beyond interpretive monism: Disciplinary literacy as a bridge between literary and literacy theory. Paper presented at the Literacy Research Association Annual Conferences, Atlanta, GA.
- #**Reynolds, T.**, & Rush, L. (2021, November). Enacting, Complicating, and Critiquing Our Belief Statement: Practices and Pedagogies to Support Teaching the English Language Arts Methods Course. Roundtable presented at the National Council of Teachers of English Annual Convention, Virtual.
- #Welsh, K. M., Spiker, A., **Reynolds, T.**, Montgomery, J., Kniss, K. (2021). Leveraging an Instructional Laboratory and Practicum for Enhancing Preservice Teacher Professional Practice. Paper presented at the American Educational Research Association Virtual Annual Meeting.
- Reynolds, T.**, Rush, L. S., Lampi, J., Holschuh, J. (2020). Low-Stakes Instructional Techniques That Produce High-Impact Results for Reading Literature. Paper was to be presented at the National Council of Teachers of English Annual Convention, Denver, CO.
- Reynolds, T.** (2020). English disciplinary literacy. Enacting, Complicating, and Questioning Our Belief Statement: Practices and Pedagogies to Support Teaching the English Language Arts Methods Course. Roundtable was to be presented at the National Council of Teachers of English Annual Convention, Denver, CO.

- Hutchison, L. S., & **Reynolds, T.** (2019, October). *Implementing literacy strategies to teach Common Core mathematics standards in graphing techniques for mathematical understanding*. Presented at *National Network of Educational Renewal*. Ft. Collins, CO: University of Wyoming, Colorado State University, Ft. Collins.
- Holschuh, J., Lampi, J., **Reynolds, T.**, & Rush, L. (2019, August). Supporting high-quality literacy instruction: Disciplinary processes for Reading Literary Text. Paper presented at the 18<sup>th</sup> Nordic Literacy Conference & the 21<sup>st</sup> European Conference on Literacy, Copenhagen, Denmark.
- Reynolds, T.** (2019, July). Curating or reporting: Examining how preservice lead and direct whole-class discussion. Paper presented at the 2019 ELATE Summer Conference, Fayetteville, AK.
- Reynolds, T.**, and Rush, L. (2019, July). Voice and Choice: Making Space for Diverse Perspectives through Young Adult Literature. Paper presented at the 2019 ELATE Summer Conference, Fayetteville, AK.
- Lampi, J., Holschuh, J., **Reynolds, T.**, & Rush, L. S. (2019, March). *Examining the disciplinary processes for reading literary text used by first-year students*. Paper presented at the 2019 National Association for Developmental Education Conference, Atlanta, GA.
- Reynolds, T.**, Lampi, J., Rush, L.S., Holschuh, J., Rainey, E., & Storm, S. (2018, November). *Disciplinary Literacy in English Language Arts: Creating Communities to Empower Students as Disciplinary Experts*. Panel presentation at the 2018 National Council of Teachers of English Annual Convention, Houston, TX.
- Lampi, J., **Reynolds, T.**, Holschuh, J., & Rush, L. S. (2018, October). *Tracing the 'D' in DL: Disciplinary Literacy's Theoretical Precursors*. Paper presented at the 2018 College Reading and Learning Association Annual Conference, Albuquerque, NM.
- \***Reynolds, T.**, Lampi, J., Rush, L. S., & Holschuh, J. (2017, November). *Bringing English disciplinary literacy to the classroom*. Paper presented at the 2017 National Council of Teachers of English Annual Convention, St. Louis, MO.
- \*Lampi, J., Holschuh, J., **Reynolds, T.**, & Rush, L.S. (2017, November). *Disciplinary Literacy: How do experts and novices approach literary text*. Paper presented at the 2017 College Reading and Learning Association Annual Conference, Pittsburgh, PA.
- \***Reynolds, T.**, & Townsend, B. (2016, December). *Is student-led discussion always better? An analysis of two opposing methods of whole-class discussion*. Paper presented at the 2016 American Reading Forum Conference, Sanibel Island, FL.
- \***Reynolds, T.**, Lampi, J., Holschuh, J., Rush, L. S. (2016, December). *In pursuit of equity: Disciplinary literacy in English/language arts*. Paper presented at the 2016 Literacy Research Association Annual Conference, Nashville, TN.
- \***Reynolds, T.** (2015, December). *Comparing beliefs and actions: Analyzing whole-class discussions in high school English classrooms*. Paper presented at the 2015 Literacy Research Association Annual Conference, Carlsbad, CA.

- Reynolds, T., & Rush, L. S.** (2014, December). *Experts and novices reading literature: An analysis of disciplinary literacy in English/language arts*. Paper presented at the 2014 Literacy Research Association Annual Conference, Marco Island, FL.
- Mielke, T., Rush, L., VanWig, A., Marshall, M., & **Reynolds, T.** (2014, November). *Young adult literature teaching as story: Literary theory meets pedagogy*. Paper presented at the National Council of Teachers of English National Conference, Washington, D.C.
- Gillis, V. R., Rush, L. S., Marshall, M. C., Alvermann, D., Headley, K., Wehunt, M. D., **Reynolds, T.**, Maitra, D., & Ford, J. G. (2013, December). *Adolescent literacy conversation circles: Looking back to see ahead*. Paper presented at the 2013 Literacy Research Association Annual Conference, Dallas, TX.
- Reynolds, T.** (2013, December). *Finding the theories behind the words: A rhetorical and discourse analysis of the Common Core State Standards*. Paper presented at the 2013 American Reading Forum Conference, Sanibel, FL.

#### State/Local Presentations and Papers

- #Reynolds, T.** (2022, April). “We are formed primarily by what we imagine”: Developing student-led interpretation through disciplinary literacy. To be presented at 5<sup>th</sup> Annual Wyoming ESL and DLI Conference. Gillette, WY.
- #Reynolds, T.** (2021, October). Critical race theory and education. Presented at Delta Kappa Gamma Shop Talk, Cheyenne, WY.
- #Reynolds, T.** (2021, September). Student created curations: Incorporating English Language Arts disciplinary literacy into the classroom. Presented at the 2021 UW Literacy Conference.
- Reynolds, T. & Rush, L. S.** (2019, April). *Low-stakes, high-impact: English disciplinary literacy for emerging bilingual learners*. Presented at 4<sup>th</sup> Annual Wyoming ESL Conference, Casper, WY.
- \*Hutchison, L., & **Reynolds, T.** (2017, September). *Reading mathematics: Literacy matters!* Presented at AdvancED Fall 2017 Continuous Improvement Conference, Laramie, WY.
- Reynolds, T.** (2013). *Examining the effectiveness of DIBELS: A review of research on the predictive qualities of the DIBELS subtests*. Presented at College of Education Research Symposium, University of Wyoming, Laramie, WY.

#### GRANT ACTIVITY

- 2021, Literacy Research Center and Clinic Internal Seed Grant, Researcher (PI, Dr. Leslie Rush), Funded \$10,000
- 2016, Literacy Research Center and Clinic Internal Seed Grant, Researcher (PI, Dr. Leslie Rush), Funded \$8500.

#### PROFESSIONAL AFFILIATIONS

- National Council of Teachers of English (NCTE)  
 English Language Arts Teacher Educators (ELATE)  
 Assembly on Literature for Adolescents of NCTE (ALAN)  
 Colorado License

Elementary Education, 1998-2017.  
Secondary English, 2001-2017.  
Principal, K-12, 2009-2014.

#### Wyoming License

Elementary Education, 1998-2019.  
Secondary English, 2013-2019.  
Principal, K-12, 2009-2019.

### SERVICE

#### National/International

Reviewer, 2022, *Journal of Literacy Research*  
Reviewer, 2022, *Language and Education*  
Reviewer, 2021, *English Teaching: Practice and Critique*  
Reviewer, 2020, *English Education*  
Reviewer, 2020, 2017, *Language and Education*  
Reviewer, 2020, *Journal of Research in Childhood Education*  
Reviewer, 2019, *Journal of Literacy Research*  
Policy analyst, National Council of Teachers of Education, 2017-2018.  
Reviewer, 2017 Literacy Research Association Annual Conference.  
Reviewer, 2016 Literacy Research Association Annual Conference.  
Reviewer, 2015 Literacy Research Association Annual Conference.  
Reviewer, 2014 Literacy Research Association Annual Conference.

#### State/Regional/Local

Co-Presenter, Converse County School District #1 Professional Development, English Language Arts, 2019-2020.  
Member, District Reconsideration Committee, Laramie County School District #1, 2020.  
Member, Laramie County Community College Education Program Advisory Committee, 2017.  
Participant, ACT Performance Level Descriptor Workshop, Wyoming Department of Education, 2016

#### University

Faculty Representative, English Education, Wyoming Articulation Summit, University of Wyoming, 2015-2018.

#### College and Department

Chair, Advisory Council for Teacher Education, University of Wyoming, 2021-2024.  
Chair, Student Appeals Committee, College of Education, 2020-2022.  
Program coordinator, Graduate certificate program, College of Education, University of Wyoming, 2020-2022.  
Member, Albany County School District Facilitator Search Committee, University of Wyoming, 2020.  
Participant, CLASS Certification Professional Development, School of Teacher Education, University of Wyoming, 2020.  
Member, Advisory Council for Teacher Education, University of Wyoming, 2016-2021.

Member, Student Appeals Committee, College of Education, 2019-2020.  
Member, Assistant Professor of Secondary Social Studies Education Search Committee, University of Wyoming, 2020.  
Member, Post Baccalaureate Program Review, School of Teacher Education, University of Wyoming, 2019-2020.  
Member, PhD in Literacy Education Review of Program, School of Teacher Education, University of Wyoming, 2018-2020.  
Member, Laramie County School District Facilitator Search Committee, University of Wyoming, 2019.  
Member, Trustees Education Initiative Design Team – E4 Entry into Profession, College of Education, 2019.  
Member, Agricultural Education Assistant Professional Lecturer Search Committee, University of Wyoming, 2018.  
Member, Literacy Education PhD Program Review Committee, University of Wyoming, 2018-2019,  
Member, Albany County School District Facilitator Search Committee, University of Wyoming, 2018.  
Participant, Deans for Impact Professional Development, University of Wyoming, 2018.  
Member, Curriculum Review Task Force, School of Teacher Education, University of Wyoming, 2017-2018.  
Member, Literacy Endowed Chair Search Committee, University of Wyoming, 2016.  
Participant, Trainer of Trainers Workshop, Co-Teaching as Best Practice in Student Teaching, The Academy for Co-Teaching & Collaboration, St. Cloud State University, 2016.  
Member, Performance Assessment Group, College of Education, University of Wyoming, 2016.  
Member, Doctoral Program Assessment Committee, Literacy Education, University of Wyoming, 2016.  
Student Representative, Student Appeals Committee, University of Wyoming, 2013-2015.

## GRADUATE COMMITTEES

Member of Masters Committee, Kim Kost (completed)  
Chair of Masters Committee, Taunalee Flickiger (completed)  
Co-chair of Masters Committee, Tracy McArthur (completed)  
Member of Doctoral Committee, Darian Thrailkill (completed)  
Chair of Masters Committee, Katlyn Young (completed)  
Member of Doctoral Committee, Josh Montgomery (completed)  
Chair of Masters Committee, Kaitlyn Koepp (completed)  
Chair of Doctoral Committee, Cherilyn Smith  
Member of Doctoral Committee, April Heaney  
Co-Chair of Doctoral Committee, Joyce Stewart  
Member of Doctoral Committee, Chris Sherwood



Note. # = New research activity since last review. \* = Research activity completed while on faculty as a Temporary Assistant Lecturer, 2015-2018.