

CAROLYN H. STROM

Visiting Assistant Professor
NYU Steinhardt
Dept. of Teaching and Learning
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EDUCATIONAL BACKGROUND

- 2013 Ph.D. NEW YORK UNIVERSITY
Steinhardt School of Culture, Education and Human Development
Department: Teaching and Learning
Title of Dissertation: *Going Off Script: Learning to Read and Teach in Two Urban First Grades*
Dissertation Committee: Glynda Hull (Chair), P.David Pearson, Pedro Noguera
- 2006 M.Ed. UNIVERSITY OF SOUTHERN CALIFORNIA
Rossier School of Education
Reading Specialization
- 1999 B.A. UNIVERSITY OF PENNSYLVANIA
Magna Cum Laude
Major: English; Minor: History of Art
Dean's List: 1997-1999

RECOGNITIONS AND GRANTS

- 2014 FINALIST, OUTSTANDING DISSERTATION AWARD, International Reading Association
2014 ESTHER ZOLT RESEARCH GRANT RECIPIENT, International Reading Association
2013 OUTSTANDING DISSERTATION AWARD NOMINEE, New York University
2011 DEAN'S RESEARCH GRANT, New York University
2007-2009 TUITION AWARD, New York University (Re-Awarded for a second year of study)
2001 AWARD FOR MULTICULTURAL COMMUNITY OUTREACH, International Bank of Japan
1999 AMERICORPS GRANT RECIPIENT

TEACHING EXPERIENCE IN HIGHER EDUCATION

- 2013-present VISITING ASSISTANT PROFESSOR
New York University, New York, NY
Dual Appointment in Dept. of Early Childhood and Childhood Education
Courses Taught: Literacy Instruction in the Upper Elementary Years (Fall 2013);
Curriculum; Design for Science and Social Studies (Fall 2013, Spring 2014); Integrated
Seminar (Fall 2013); Literacy Instruction in the Early Years (Spring 2014)
- 2009-2013 LECTURER
New York University, New York, NY
Courses Taught: Literacy Instruction in the Elementary Years: Fall 2009, 2010, 2011,
2012, 2013; Language and Literacy in Early Childhood: Spring 2010, 2012, 2013
- 2009-2010 SUPERVISOR AND LEAD INSTRUCTOR
Summer Reading Clinic, New York University, New York, NY

- 2009 SUPERVISOR
New York University, New York, NY
 Lead supervisor of student teachers during their classroom internships: Fall 2009
- 2008 LECTURER
LaGuardia Community College, Queens, NY
 Courses Taught: Literacy Development in the Early Years
- 2007 TRAINER
Teach for America Summer Training Institute, Los Angeles, CA

TEACHING EXPERIENCE WITH CHILDREN

- 2006-2013 FOUNDER
Reading Root, LLC, New York, NY
- 2001-2006 FIRST AND SECOND GRADE TEACHER
Fenton Avenue Charter School, Los Angeles, CA
- 2001-2004 READING INTERVENTION TEACHER
Fenton Avenue Charter School Intersession Program, Los Angeles, CA
- 1999-2001 TEACH FOR AMERICA CORPS MEMBER; FIRST GRADE TEACHER
Ardella B. Tibby Elementary School, Compton, CA

RESEARCH PRESENTATIONS

- Upcoming, 2014 International Reading Association (IRA), New Orleans, LA
 Poster Presentation Accepted: *Sociocultural Approach to Word Identification: A New Approach to Understanding Decoding Processes*
- Upcoming, 2014 American Educational Research Association (AERA), Philadelphia PA
 Paper Accepted: *Situated Phonics: Learning to Read with Linguistically Diverse Students*
- November 2013 Department of Teaching and Learning Research Colloquium, NYU, New York, NY
 Paper Presented: *Beginning to Read in Two First Grades: Scripted and Unscripted Moments*
- April 2013 American Educational Research Association (AERA), San Francisco, CA
 Paper Presented: *Understanding the Social Dimension of Phonics with Novice Teachers*
- April 2013 American Educational Research Association (AERA), San Francisco, CA
 Symposium: *Learning to Read by Learning to Play: Perspectives on Emergent Literacy and Digital Games*
- November 2010 National Council of Teachers of English Conference (NCTE) Orlando, FL.
 Symposium: *Beyond Ability and Towards Social Justice: Redefining Small Group Instruction*
- November 2009 National Council of Teachers of English Conference (NCTE), Philadelphia, PA.
 Paper Presented: *Radical Freedom: Children Empowered to Control Reading Workshop*

- November 2009 International Reading Association Regional Conference, New Orleans, LA
Paper Presented: *Decoding Patterns of Dyslexic Students Using a Multisensory Approach*
- June 2009 New York State Response to Intervention (RtI) Conference, Albany, NY.
Symposium: *Case Studies at the Top of the Triangle: Non-responders or Not Responded To*
- March 2009 International Dyslexia Association Conference, New York, NY.
Paper Presented: *Pictures Create A Thousand Words: A Comparative Study of Integrated Picture Mnemonics*

SCHOOL LEVEL PRESENTATIONS

- August 2013 Peck Slip Elementary School, New York, NY
Staff Training. *Preparing for Word Study Instruction*
- May 2013 Peck Slip Elementary School, New York, NY
Parent Workshop. *Supporting Reading Over the Summer: A How-To Guide*
- March 2012 Red Bank School District, Red Bank, NJ
Staff Training: *Vocabulary and Word Study for English Language Learners*
- July 2012 Red Bank School District, Red Bank, NJ
Staff Training. *Using Assessment to Guide Early Literacy Instruction*
- August 2012 Peck Slip Elementary School, New York, NY
Staff Training. *Play-Based Literacy Instruction*
- July 2011 Metro Center for Urban Education and Equity Summer Institute, New York, NY
Vocabulary and Educational Equity: Research-Based Strategies for grades K-3
- August 2010 The Ethical Community Charter School, Brooklyn, NY
Hip hop and Language Arts Instruction in Middle School
- July 2010 Metro Center for Urban Education and Equity Summer Institute, New York, NY
Supporting English Language Learners' Vocabulary Instruction in the Middle Grades
- May 2010 Kenmore-Tonawanda School District, Buffalo, NY
How to Use Literacy Assessment to Inform Instruction
- March 2010 Kenmore-Tonawanda School District, Buffalo, NY
Culturally Responsive Literacy Instruction

PAID RESEARCH EXPERIENCE

- 2010-2011 Research Assistant, NYU and UC Berkeley Collaboration: Literacy Departments
Project Title: Space 2 Create and Digital Storytelling.
- 2007-2009 Research Assistant, Metro Center for Urban Education at NYU
Worked on a longitudinal, mixed methods study funded by the Gates Foundation.
Title of Study: the Black and Latino Male School Intervention Study.
- 2008 Research Assistant, Department of Early Childhood, NYU
This research was a part of a grant that for a quantitative study which examined variables within teacher-child relationships, as they impact literacy development.

PUBLICATIONS

- In press “Designating the MVP: Facilitating Classroom Discussion About Texts,”
The Reading Teacher

PROFESSIONAL CERTIFICATIONS AND LICENSURE

Literacy Specialist certification, birth-grade 6, New York
Classroom Teacher certification, grades 1-6, New York
Classroom Teacher certification, grades K-8, California
Methods Certification from the Orton-Gillingham Dyslexia Society

PROFESSIONAL MEMBERSHIPS AND SERVICE

New York State Field Council Representative, Literacy Research Association
Literacy Research Association (LRA) 2012-present
National Council of Teachers of English (NCTE) 2009-present
American Educational Research Association (AERA) 2008-present
International Reading Association (IRA) 2006-present