

# ROBERT ANDREW GRIFFIN

*Assistant Professor of Literacy Education*  
Department of Literacy and Special Education  
College of Education | University of West Georgia  
1601 Maple Street | Carrollton, Georgia 30118  
678-839-6152 | rgriffin@westga.edu

## OVERVIEW

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Robert A. Griffin is an assistant professor in the Department of Literacy and Special Education at the University of West Georgia, where he teaches graduate-level courses in literacy, TESOL, and diversity/inclusive education. Before moving into higher education full time, he served as a secondary English and English to Speakers of Other Languages (ESOL) teacher for 13 years in rural south and urban north Georgia public schools. Dr. Griffin's primary research interests involve discovering ways to increase reading motivation and achievement for bi/multilingual students and "at-promise" student groups and to challenge deficit discourse among educators related to the skills and talents of diverse learners. Dr. Griffin serves on editorial review boards for several journals in the fields of TESOL and literacy, including *GATESOL in Action*, the *Georgia Journal of Reading*, the *Texas Journal of Literacy Education*, and the *Journal of Teacher Action Research* and has published in peer-reviewed journals such as the *Journal of Adolescent & Adult Literacy*. He also serves as the editor of *GALA Focus*, the quarterly newsletter of the Georgia Association of Literacy Advocates (GALA). For leisure, Dr. Griffin enjoys reading, traveling, visiting family, and spending time with his spouse, Mandi, and their two children, Miriam and Sarah Ruth.

## ACADEMIC ACHIEVEMENT

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July 2016	Post-doctoral Study Reading/Literacy Education (9 graduate course hours) University of West Georgia Carrollton, Georgia
April 2016	<b>Doctor of Education (Ed.D.)</b> School Improvement, Reading/Literacy Education University of West Georgia Carrollton, Georgia  <i>Doctoral Dissertation: Motivating High School Latina/o English Learners to Engage in Reading: An Exploratory Study</i> (Advisor: Dr. Hema Ramanathan)
December 2012	<b>Education Specialist (Ed.S.)</b> Curriculum and Instruction, Reading/Literacy Education Valdosta State University Valdosta, Georgia

Specialist Thesis: *The Effect of Computer-assisted Language Learning on English Language Proficiency Scores* (Advisor: Dr. James Martinez)

July 2007

**Master of Education (M.Ed.)**  
Educational Leadership and Administration  
Valdosta State University  
Valdosta, Georgia

May 2005

**Bachelor of Science in Education (B.S.Ed., *summa cum laude*)**  
Secondary English Education  
Valdosta State University  
Valdosta, Georgia

## **PROFESSIONAL CREDENTIALS**

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May 2005 – present

Georgia Professional Standards Commission (GaPSC)  
Teaching Certificate #669679 (Level 7)

### Certified Fields:

- English (Grades 6–12)
- Middle Grades Reading (Grades 4–8)
- Educational Leadership – Tier II (Grades P–12)
- ESOL Endorsement
- Reading Endorsement

## **ACADEMIC AND PROFESSIONAL APPOINTMENTS**

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### ***Higher Education***

August 2018 – present

**Assistant Professor of Literacy Education**  
Department of Literacy and Special Education  
College of Education  
University of West Georgia  
Carrollton, Georgia

### Responsibilities:

- Design and teach graduate-level courses in reading/literacy, TESOL, and inclusive/multicultural education
- Serve on doctoral dissertation committees
- Conduct research with pre-service and practicing educators
- In the process of reviving the dormant graduate-level ESOL Endorsement program

June 2016 – July 2018

**Part-time Instructor**

Department of Literacy and Special Education  
College of Education  
University of West Georgia  
Carrollton, Georgia

Responsibilities:

- Designed and taught graduate-level courses in reading/literacy and TESOL education
- Conducted research with pre-service and practicing educators

January – May 2016

**Graduate Teaching Assistant**

Department of Learning and Teaching  
College of Education  
University of West Georgia  
Carrollton, Georgia

Responsibilities:

- Designed and taught online, graduate-level course in reading/literacy education as a doctoral candidate under the direction of Dr. Tamra Ogletree

***Secondary Education***

July 2009 – May 2018

**ESOL Lead Teacher**

ESOL Department  
Heritage High School  
Rockdale County Public Schools  
Conyers, Georgia

Responsibilities:

- Analyzed assessment results to focus instruction and improve student performance
- Mentored ESOL endorsement candidates and new ESOL teachers
- Collaborated with mainstream teachers to align curriculum standards and ESOL standards
- Assisted mainstream teachers in meeting the diverse learning needs of English Learners
- Provided professional development to teachers for ESOL teaching strategies
- Taught English to diverse students from various cultures in a sheltered classroom environment
- Supported English Learners in developing mastery of academic vocabulary in core contents

- Organized all federally mandated testing and documentation for English Learners
- Worked to significantly increase graduation rate of English Learners

July 2008 – May 2009

**English Language Arts Teacher**

6<sup>th</sup> Grade Team

Memorial Middle School

Rockdale County Public Schools

Conyers, Georgia

Responsibilities:

- Taught reading support classes and 6th grade ELA
- Developed curriculum and materials for 6th grade English Language Arts
- Conducted regular meetings with parents of at-risk students to promote student achievement
- Affected growth in student learning through implementing research-based instructional strategies
- Supported students in meeting and exceeding standards on standardized assessments
- Mentored caseload of at-risk students from low-SES backgrounds

July 2005 – May 2008

**English Language Arts and ESOL Teacher**

English Department

Tift County High School

Tift County Public Schools

Tifton, Georgia

Responsibilities:

- Developed curriculum and materials for 10th grade World Literature and 11th grade American Literature
- Taught several honors courses to advanced college-prep students
- Assisted mainstream teachers in meeting the diverse learning needs of English Learners
- Provided professional development to teachers to familiarize them with ESOL teaching strategies
- Taught English to diverse students from various cultures in a sheltered classroom environment
- Organized all federally mandated testing and documentation for English Learners
- Involved in strategic planning and policy development at the school level

## TEACHING AND COURSE DEVELOPMENT

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### *Graduate Courses – Designed and Taught*

- READ 7241 – *TESOL: Methods, Materials, and Assessment through Clinical Experience*: This course is an examination of past and current approaches, methods, and techniques for teaching English to speakers of other languages (ESOL). Participants analyze program models and methods of instruction for bi/multilingual English learners; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing bi/multilingual English learners for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments. (Spring 2020; University of West Georgia)
- READ 7271 – *Literacy Theory Development and Practice*: This course is a seminar/discussion course dealing with the teaching of reading and writing (P–Adult) including an introduction to skills, approaches, materials, methods, philosophies, and theories. Significant literature will be reviewed from a current and historical perspective. Further, this course addresses evidenced-based elements of a comprehensive reading and writing program. (Fall 2019; Summer 2019; Spring 2019, Fall 2018, Spring 2018, Fall 2017, Fall 2016, Summer 2016; University of West Georgia)
- READ 7263 – *Comprehensive Literacy Assessment and Intervention*: This course is designed as an introduction toward the implementation of formal and informal assessments to analyze PK–Adult literacy strengths and needs to determine interventions for progress monitoring. As such, this course addresses evidenced-based elements of a comprehensive reading intervention program as suggested by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. (Fall 2019; Summer 2019; Spring 2019, Fall 2016, Summer 2016; University of West Georgia)
- PTED 7239 – *Language and Culture in the Classroom*: This course is designed to give a culturally pluralistic and global perspective to the equitable education of culturally and linguistically diverse student populations. Topics include the historical, philosophical, socio-cultural, and theoretical foundations of multicultural education; the importance of cross-cultural communication, including relationships between nonverbal and verbal language systems; and interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse populations. (Fall 2019; Fall 2018, Fall 2017; University of West Georgia)
- PTED 7240 – *Literature, Linguistics, and Second Language Acquisition*: This course is designed for students who do not have a background in linguistics but who desire an advanced introduction to the topic in order to enhance their professional activity, e.g. teaching English as a second language, teaching advanced courses in composition or grammar, or editing and writing about linguistic phenomena. (Summer 2019; University of West Georgia)

- PTED 7241 – *Teaching English as a Second Language: Methods, Materials, and Assessment*: This course is an examination of past and current approaches, methods, and techniques for teaching English as a second language. Participants analyze program models and methods of instruction for students of limited English proficiency; demonstrate teaching strategies; develop lesson and unit planning skills; evaluate materials, textbooks, and resources available in the field; examine issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation; and analyze current assessment instruments. (Spring 2019, Spring 2018; University of West Georgia)
- ECSE 7500 – *Diverse Classrooms in a Global Society*: This course is designed to examine issues relating to cultural pluralism and global perspectives to provide a richer understanding and appreciation of the social forces that influence the education of diverse student populations. Attention is given to culturally responsive teaching, ethical behaviors, and personal responsibility to affect change. Students examine, evaluate, and develop curricular materials that include techniques to differentiate for diverse populations of P–12 students. (Fall 2018; University of West Georgia)
- READ 7267 – *Culturally Diverse Literature for P–12*: This course is designed to give educators an opportunity to become acquainted with classic and current literature for elementary through high school students. An emphasis is placed on integrating culturally diverse literature into all areas of the curricula. (Spring 2016; University of West Georgia)

### ***Graduate Courses – Designed***

- READ 7262 – *Trends in Literacy Education*: The course includes a thorough examination of theoretical and historical issues as well as current issues confronting the reading professional. (University of West Georgia)
- READ 7201 – *Integrating Language, Literacy, and Technology*: This course is designed to help teachers communicate, integrate, and apply language, literacy, and technology strategies and skills across content areas. (University of West Georgia)
- READ 7261 – *Literacy Engagement through Writing*: This is a pre-school through adult centered in-depth and interactive course that engages in literature-based practices for effective writing instruction and assessment. (University of West Georgia)

### ***Undergraduate Courses – Designed***

- EDUC 2120 – *Exploring Sociocultural Perspectives on Diversity in Educational Contexts*: This course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. (University of West Georgia)

***Selected Secondary Courses – Designed and Taught***

- 9th, 10th, 11th, and 12th Grade Literature and Composition (honors, advanced, college-preparatory, technical-preparatory, and EL-sheltered; Heritage High School, Tift County High School)
- 6<sup>th</sup> Grade Language Arts and Reading Support (Memorial Middle School)
- ESOL Academic Language for English Language Arts, Science, Social Studies, and Math (blended online/face-to-face instruction; Heritage High School, Tift County High School)
- ESOL Communication Skills (blended online/face-to-face instruction; Heritage High School, Tift County High School)

***Dissertation Committees***

- Doctoral Dissertation Committee Member and Content Adviser for Cheri Poole, *The ACCESS for ELLs as a Predictive Measure of English Learner Success on the Georgia Milestones Assessment* (Fall 2018–present)
  - Successfully defended proposal on July 10, 2019
- Doctoral Dissertation Committee Member and Content Adviser for Megan DeVoss, *Student Achievement and ESOL Co-Teacher Content Certification in the Secondary Core Content Classrooms* (Fall 2018–Fall 2019)
  - Successfully defended proposal on February 19, 2019
  - Successfully defended dissertation on August 29, 2019

**SERVICE TO DISCIPLINE, INSTITUTIONS, AND COMMUNITY**

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***Discipline/Field***

- Georgia Professional Standards Commission (GaPSC) ESOL P–12 Teacher Preparation Program Standards and ESOL Endorsement Standards Task Force Member (Invited to participate; October 29, 2019)
- Editorial Review Board, *GATESOL In Action* (Fall 2019–present)
  - Total Reviews: 2
- Editor, *GALA Focus*, the quarterly newsletter of the Georgia Association of Literacy Advocates (GALA; Summer 2019–present)
  - Total Issues Published: 1
- Reviewer, *Journal of Latinos and Education (HJLE)*; (Spring 2019–present)
  - Total Reviews: 1

- Reviewer, *Journal of Teacher Education (JTE)*; Spring 2019–present)
  - Total Reviews: 1
- Editorial Review Board, *Texas Journal of Literacy Education (TJLE)*; Fall 2018–present)
  - Total Reviews: 1
- Editorial Review Board, *Georgia Journal of Reading* (Fall 2018–present)
  - Total Reviews: 1
- Editorial Review Board, *Journal of Teacher Action Research (JTAR)*; Fall 2018–present)
  - Total Reviews: 3
- Editorial Review Board, *Studies in the Social Sciences* (Fall 2018–present)
  - Total Reviews: 1
- Reviewer, Association of Literacy Educators and Researchers (ALER) *Ten-Year History Retrospect* Project (December 2017–present)
  - Total Reviews: 2

### ***Institutions***

- **University of West Georgia**
  - University
    - University Interfaith Council Member (Fall 2019)
    - ESOL Consultant for the UWG English Department (Fall 2019)
    - Institutional Planning Committee COE Representative (September 2018–present)
      - Minutes Taker (September 2019–present)
    - *LEAP West!* Representative for the Department of Literacy and Special Education (Fall 2018)
    - Interfaith Cooperation Planning Committee Member (Fall 2018)
    - Jewish Student Organization Faculty Advisor (August 2018–present)
  - College of Education
    - *Jolabokaflo*d Holiday Book Exchange Co-Organizer (Fall 2019)



- College of Education Personnel Committee Member for the Department of Literacy and Special Education (Fall 2019–present)
- College of Education Scholarship Committee Member for the Department of Literacy and Special Education (Fall 2018–present)
- College of Education Diversity Advisory Committee (COEDAC) Member (Fall 2018–present)
  - Book Club Facilitator for Dag Folger speaker Eboo Patel’s *Out of Many Faiths* (Fall 2019)
- Business Partnership Liaison between UWGLive Simulation Lab and Rockdale County Public Schools (August 2018)
- GaPSC AFI Report Respondent to Revive Dormant ESOL Endorsement Program (Fall 2018)
- Department of Literacy and Special Education
  - GaPSC-SACS 2019 Review Respondent for Reading Endorsement and ESOL Endorsement Programs (Spring 2019)
  - ESOL Endorsement Program Coordinator (Spring 2019–present)
  - ESOL Endorsement Curriculum-Instruction-and-Assessment (CIA) Coordinator (Spring 2019–present)
  - Course Developer for Literacy and TESOL Graduate-level Courses (Spring 2016–present)
  - Examiner for M.Ed. in Reading Instruction Comprehensive Exams (Summer 2018–present)
  - M.Ed. in Reading Instruction, Reading Endorsement, and ESOL Endorsement Graduate Student Advisor (Fall 2018–present)
- **Rockdale County Public Schools**
  - Coordinator, ESOL After-School Tutorial Program, Heritage High School (2009–2018)
  - Teacher Intern Mentor, Alma Campos, Rockdale Career Academy (Fall 2016)
  - Student Assistant Mentor, Wenfang Ouyang, Heritage High School (Spring 2016)

- Member, Positive Behavior Support Initiative (PBSI) Planning Committee, Heritage High School (2014–2015)
- Mentor Teacher for ESOL Endorsement Candidates, Metropolitan RESA and Rockdale County Public Schools Department of Professional Learning (2011–2014)
- Student Teacher Mentor, Lance Foskey, Georgia State University (Spring 2014)
- Teacher Intern Mentor, Maria Sandoval, Rockdale Career Academy (2012–2013)
- **Tift County Public Schools**
  - ESOL Program Coordinator, Tift County High School (2005–2008)
  - School Improvement Committee Member, Tift County High School (2005–2006)

### *Community*

- Writing Center Collaborator, ESOL Literacy Carnival, Carroll County Schools, Carroll County Performing Arts Center, Carrollton, GA (November 12, 2018)
- Planning Committee Member, Readingsos Global Literacy Advocacy Association (November 2018–present)
- Guest Lecturer, Jewish-Christian Interfaith Dialogue and Learning, United Methodist Church of Carrollton (August–September 2018)
- Compensated Consulting Work:
  - Consultant for Graduation Coach Certification Program Candidate Monica Seeley, Conyers, GA (August 2017–present)
  - Consultant for RTI Specialist Cecily Chambers, Improving the RTI Program Project, Conyers, GA (June–December 2017)
  - Tutor, Temima High School for Girls, Atlanta, GA (2008–2010)

### **PROFESSIONAL GROWTH AND DEVELOPMENT**

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#### *Peer-Reviewed Publications* (ORCID #: 0000-0002-3128-7687)

- <sup>9</sup>**Griffin, R. A.** (in press). Co-teaching to bridge achievement gaps for linguistically diverse students. In N. D. Young, A. C. Fain, & T. Citro (Eds.), *Mastering the art of co-teaching: Building more collaborative classrooms*. Wilmington, DE: Vernon Press.

- <sup>8</sup>Allen, J. K., Scullin, B. L., **Griffin, R. A.**, Ogletree, T. W., Calas, M., Pearce, D., . . . & Carden, K. (2019). WIN writing time: Perspectives on worthwhile, interest-based, no-stress writing partnerships. *PDS Partners: Bridging Research and Practice*, 14(2), 27–30.
- <sup>7</sup>DeVoss, M. A., & **Griffin, R. A.** (2019). Surveying the linguistic needs of team members traveling to Puerto Rico for a short-term service-learning trip. *Journal of Teacher Action Research*, 5(3), 61–84.
- <sup>6</sup>**Griffin, R. A.** (2019). Exploring the reading motivation of less-motivated adolescent Latinx English learners. *Georgia Journal of Reading*, 42(1), 18–30. (Acceptance rate: 20%)
- <sup>5</sup>Gonzales, M., & **Griffin, R. A.** (2018). Building comprehension through explicit and organic vocabulary instruction for English learners. *Georgia Journal of Reading*, 41(1), 13–20. (Acceptance rate: 20%)
- <sup>4</sup>Woodruff, A. H., & **Griffin, R. A.** (2017). Reader response in secondary settings: Increasing comprehension through meaningful interactions with literary texts. *Texas Journal of Literacy Education*, 5(2), 108–116. (Acceptance rate: 35%)
- <sup>3</sup>Hendrix, R. A., & **Griffin, R. A.** (2017). “Rooting on” adolescents: Improving morphological knowledge. *Literacy Today*, 35(3), 36–37. (Invited publication)
- <sup>2</sup>Hendrix, R. A., & **Griffin, R. A.** (2017). Developing enhanced morphological awareness in adolescent learners. *Journal of Adolescent & Adult Literacy*, 61(1), 55–63. doi:10.1002/jaal.642 (Acceptance rate: 25%)
- <sup>1</sup>**Griffin, R. A.**, Martinez, J., & Martin, E. P. (2014). Rosetta Stone and language proficiency of international secondary school English language learners. *Engaging Cultures & Voices*, 6(2), 36–73. (Acceptance rate: 60%)

### ***Under Review***

- Griffin, R. A.**, Farran, L. K., & Mindrila, D. (under review). *Reading motivation in bi/multilingual Latinx adolescents: An exploratory structural equation model*. Poster presentation to be presented at the 2020 Eastern Educational Research Association (EERA) Conference, Orlando, FL. (February 19–22, 2020)
- Griffin, R. A.**, Farran, L. K., & Mindrila, D. (under review). *Gender and length of time in U.S. as motivational factors for high school English learners*. Poster presentation under review for the 3rd Annual Instructional Technology (IT) Forum, UWG Department of Educational Technology and Foundations (ETF), Carrollton, GA. (March 14, 2020)

**Griffin, R. A.**, Council, M., Ogletree, T. W., Allen, J. K., & Scullin, B. (under review). Building writing identities: Strategies and authentic writing experiences that engage at-promise writers. *The Reading Teacher*. (Acceptance rate: 25%)

Green, K. B., Ogletree, T. W., **Griffin, R. A.**, & Robbins, S. H. (under review). Culturally responsive family education programs to support early childhood intervention. *International Journal of Multicultural Education*. (Acceptance rate: 13%)

Ogletree, T. W., & **Griffin, R. A.** (under review). Deficit- and asset-based discourse among culturally responsive literacy educators. *Journal of Latinos and Education*. Revision of manuscript under third round of review. (Acceptance rate: 11%)

### ***Works in Progress***

Green, K. B., **Griffin, R. A.**, & Morris, C. T. (work in progress). Early childhood family education: Building parent capacity and promoting pre-academic skills of bi/multilingual families with young children. Manuscript under preparation for submission.

**Griffin, R. A.**, Farran, L. K., & Mindrila, D. (work in progress). Reading motivation in bi/multilingual Latinx adolescents: An exploratory structural equation model. Manuscript under preparation for submission.

**Griffin, R. A.** (work in progress). Latinx bi/multilingual learners: A quantitative inquiry into their social, emotional, and personal struggles toward reading motivation. Manuscript under preparation for submission.

### ***Technical Report***

<sup>1</sup>Dutcher, H., & **Griffin, R. A.** (2006). *Examining the implementation of English Language Learner (ELL) instructional strategies at Tift County High School*. Technical report submitted to the administration of Tift County Public Schools. doi:10.13140/RG.2.2.31888.61443

### ***International and National Presentations***

<sup>4</sup>Ogletree, T. W., & **Griffin, R. A.** (pending). Exploring deficit discourse among pre-service and in-service literacy educators to promote culturally responsive pedagogy. Structured poster session to be presented at the 2020 American Educational Research Association (AERA) Conference, San Francisco, CA. (April 17–21, 2020)

- <sup>3</sup>Ogletree, T. W., Allen, J. K., **Griffin, R. A.**, & Scullin, B. L. (pending). *Teachers as writers: Engaging in a writing marathon to reclaim the neglected R*. Symposium presentation to be presented at the American Reading Forum (ARF) Annual Conference, Sanibel, FL. (December 12, 2019)
- <sup>2</sup>Allen, J. K., Scullin, B. L., Ogletree, T. W., & **Griffin, R. A.** (2019, February 15). *WINning with writing: What we learned about writing instruction through our wondrous writing partnerships*. Presentation at the 2019 National Association for Professional Development Schools (NAPDS) Conference, Atlanta, GA.
- <sup>1</sup>**Griffin, R. A.** (2015, November 11). *Rosetta Stone: An answer to one high school ESOL teacher's dilemma*. Presentation and discussion with board of researchers and software engineers at Rosetta Stone, Inc.

### *State and Regional Presentations*

- <sup>12</sup>**Griffin, R. A.**, Farran, L. K., & Mindrila, D. (2019, October 15). *Reading motivation in bi/multilingual Latinx adolescents: An exploratory structural equation model*. Poster presentation at the College of Education Research, Diversity, and Study Abroad Showcase symposium at the University of West Georgia, Carrollton, GA.
- <sup>11</sup>Ogletree, T. W., & **Griffin, R. A.** (2019, October 15). *Deficit discourse and cultural responsiveness among pre-service and in-service literacy professionals*. Poster presentation at the College of Education Research, Diversity, and Study Abroad Showcase symposium at the University of West Georgia, Carrollton, GA.
- <sup>10</sup>DeVoss, M. A., Mindrila, D., & **Griffin, R. A.** (2019, October 15). *Student achievement and ESOL co-teacher content certification in the secondary core content classrooms*. Poster presentation at the College of Education Research, Diversity, and Study Abroad Showcase symposium at the University of West Georgia, Carrollton, GA.
- <sup>9</sup>**Griffin, R. A.**, & Ogletree, T. W. (2019, May 14). *Implications of deficit thinking for the preparation of culturally responsive literacy educators*. Interactive presentation at the 2019 Innovations in Pedagogy (IiP) Conference, University of West Georgia, Carrollton, GA.
- <sup>8</sup>**Griffin, R. A.**, & Ogletree, T. W. (2019, April 11). *Implications of deficit thinking for the preparation of culturally responsive educators*. Pecha Kucha presentation at the 2019 University System of Georgia Teaching and Learning Conference, University of Georgia, Athens, GA.

- <sup>7</sup>DeVoss, M. A., & **Griffin, R. A.** (2019, February 7). *Helping ESOL teachers become equipped to effectively co-teach core content classes*. Presentation at the 18th Annual ESOL Conference, Kennesaw State University, Kennesaw, GA.
- <sup>6</sup>**Griffin, R. A.** (2019, February 2). *Effect of computer-assisted language learning on English proficiency scores of secondary English learners*. Poster presentation at the 2nd Annual Instructional Technology (IT) Forum, UWG Department of Educational Technology and Foundations (ETF), Carrollton, GA.
- <sup>5</sup>**Griffin, R. A.** (2018, October 2). *Effect of computer-assisted language learning on English proficiency scores of secondary English learners*. Poster presentation at the College of Education Research, Diversity, and Study Abroad Showcase symposium at the University of West Georgia, Carrollton, GA.
- <sup>4</sup>DeVoss, M. A., & **Griffin, R. A.** (2018, October 2). *Surveying the linguistic needs of team members traveling to Puerto Rico for a short-term service-learning trip*. Poster presentation at the College of Education Research, Diversity, and Study Abroad Showcase symposium at the University of West Georgia, Carrollton, GA.
- <sup>3</sup>**Griffin, R. A.** (2017, March 14). *Bridging achievement gaps for English learners and other “at-promise” student groups*. Research presentation to the faculty of the College of Education, University of West Georgia, Carrollton, GA.
- <sup>2</sup>**Griffin, R. A.** (2017, January 30). *Bridging achievement gaps for English learners and other “at-promise” student groups*. Research presentation to the faculty of the Tift College of Education, Mercer University, Atlanta, GA.
- <sup>1</sup>**Griffin, R. A.** (2013, April 5). *Effect of Rosetta Stone on English language proficiency scores of secondary school English Learners*. Presentation at the graduate school research symposium at Valdosta State University, Valdosta, GA.

### ***Guest Lectures***

- <sup>5</sup>**Griffin, R. A.** (2018, October 25). *Teaching writing to English learners: Some things to consider*. Guest lecture presented to undergraduate students taking Dr. Jennifer Allen’s and Dr. Tamra Ogletree’s Integrated Literacy Education/Writing (READ 3263) courses, College of Education, University of West Georgia, Carrollton, GA.
- <sup>4</sup>**Griffin, R. A.** (2018, March 12). *Modifying learning tasks to meet the literacy needs of English learners*. Guest lecture presented to undergraduate students taking Dr. Cindy Head’s Teaching Content and Process in Reading Education (READ 3262) course, College of Education, University of West Georgia, Carrollton, GA.

- <sup>3</sup>**Griffin, R. A.** (2017, March 14). *Writing for social justice: An authentic model for teaching writing*. Guest lecture presented to undergraduate students taking Dr. Jennifer Allen's Integrated Literacy Education/Writing (READ 3263) course, College of Education, University of West Georgia, Carrollton, GA.
- <sup>2</sup>**Griffin, R. A.** (2015, November 5). Guest lecturer on perceptions concerning the afterlife in diverse American immigrant cultures. Presentation and discussion via Skype to students at Kirchdorf Business Academy, Kirchdorf an der Krems, Austria.
- <sup>1</sup>**Griffin, R. A.** (2017, January 30). *Student-centered literacy instruction: Inspiring life-long learning*. Guest lecture presented to graduate students taking Dr. Wynnetta Scott-Simmons' Language & Literacy II (EMAT 635) course, Tift College of Education, Mercer University, Atlanta, GA.

### ***P-12 Professional Development Presentations***

- <sup>6</sup>**Griffin, R. A.** (2017, December 7). *Reading and English learners (ELs): What's different about teaching reading to ELs*. Professional learning session and electronic newsletter presented at Heritage High School, Conyers, GA.
- <sup>5</sup>**Griffin, R. A.** (2017, October 18). *Overview of the ESOL program for parents of English Learners*. Parent outreach seminar presented at Heritage High School, Conyers, GA.
- <sup>4</sup>**Griffin, R. A.** (2016, October 13). *Overview of the ESOL program for parents of English Learners*. Parent outreach seminar presented at Heritage High School, Conyers, GA.
- <sup>3</sup>**Griffin, R. A.** (2015, October 14). *Overview of the ESOL program for parents of English Learners*. Parent outreach seminar presented at Heritage High School, Conyers, GA.
- <sup>2</sup>**Griffin, R. A.** (2014, August 4). *Overview of the ESOL program and common instructional strategies for English Learners*. Professional learning session presented at Heritage High School, Conyers, GA.
- <sup>1</sup>**Griffin, R. A.** (2013, July 27). *How to implement common instructional strategies for English Learners*. Professional learning session presented at Heritage High School, Conyers, GA.

**Grants Requested**

- <sup>3</sup>Allen, J. K., Scullin, B. L., Ogletree, T. W., & **Griffin, R. A.** (2019, July 31). *Read West: A community approach for building literacy motivation*. White paper submitted to the Community Foundation of West Georgia for Community Impact Grant FY 2020 [External]. \$7,000. Not funded.
- <sup>2</sup>**Griffin, R. A.**, & Ogletree, T. W. (2019, January 30). *Exploring home literacy practices among local Latinx families*. University of West Georgia Faculty Research Grant FY 2020 [Internal]. \$4,280. Not funded.
- <sup>1</sup>**Griffin, R. A.**, & Ogletree, T. W. (2018, September 24). *Family literacy fiesta: A social network approach to literacy advocacy among Latino families*. 2018–2019 University of West Georgia College of Education Seed Grant [Internal]. \$3,000. Not funded.

**Graduate and Professional Recognitions/Achievements**

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|---------|---|
| 2019    | GaPSC ESOL Task Force Contribution Recognition <ul style="list-style-type: none"> <li>• EdDSI Program Alumni Spotlight</li> <li>• College of Education (COE) Points of Pride: Faculty Accomplishments</li> <li>• University Points of Pride: Academic Success</li> </ul>  |
| 2019    | Notable Alumni Recognition, College of Education and Human Services (COEHS), Valdosta State University  |
| 2018    | Georgia Association of Teacher Educators (GATE) Distinguished Dissertation in Teacher Education Award <ul style="list-style-type: none"> <li>• EdDSI Program Alumni Spotlight</li> <li>• College of Education (COE) Points of Pride: Faculty Accomplishments</li> <li>• University Points of Pride: Academic Success</li> </ul> |
| 2015–18 | Rated <i>Exemplary</i> (Level IV) on TKES Annual Evaluation, Heritage High School   |
| 2015    | Teacher of the Year Finalist, Heritage High School  |
| 2013    | Most Outstanding Ed.S. Student Award for the Department of Middle, Secondary, Reading, and Deaf Education, Valdosta State University  |
| 2006    | Rated <i>Distinguished</i> on GTOI Annual Evaluation, Tift County High School   |
| 2005    | Georgia Power New Teacher Award Grant   |



***Undergraduate Recognitions/Achievements***

- 2005 Annie Powe Hopper Award, Valdosta State University's Most Prestigious Academic Award
- 2005 Highest Academic Achievement Award for Valdosta State University's College of Education
- 2005 Most Outstanding Student Teacher Award for Middle Grades and Secondary Education, Valdosta State University
- 2005 Most Outstanding Secondary Education Electronic Portfolio Award, Valdosta State University
- 2004 Educational Testing Service's Recognition of Excellence for High Praxis II Score
- 2001–05 Dean's List & National Dean's List
- 2004 Charles McDaniel Memorial Scholarship Recipient
- 2003–04 Who's Who Among American University and College Students
- 2001–05 State of Georgia Governor's Scholarship Recipient
- 2001 Valedictorian of Cook County High School's Class of 2001, Adel, GA

***Membership in Professional Associations***

- American Educational Research Association (AERA)
- Association of Literacy Educators and Researchers (ALER)
- American Reading Forum (ARF)
- International Literacy Association (ILA)
- Georgia Association of Literacy Advocates (GALA)
- Georgia Teachers of English to Speakers of Other Languages (GATESOL)
- Georgia Council of Teachers of English (GCTE)
- Georgia Association of Teacher Educators (GATE)

***Selected Professional Conferences, Seminars, and Workshops Attended***

- August 2019      Darkness to Light's Stewards of Children, Sexual Abuse Prevention Training, Carroll County Child Advocacy Center (Presented by Jennifer Heidorn), Carrollton, GA
- July 2019        Georgia Association of Literacy Advocates (GALA) Annual Leadership Summit, Augusta University, Augusta, GA
- May 2019        Innovations in Pedagogy (iP) Conference, University of West Georgia, Carrollton, GA
- April 2019      University System of Georgia (USG) Teaching and Learning Conference, University of Georgia, Athens, GA
- March 2019     University of Georgia (UGA) 2019 Annual Conference on Children's Literature, Athens, GA
- March 2019     *Analyzing Qualitative Data*, UWG College of Social Science Research Workshop (Presented by Dr. Emily McKendry-Smith), Carrollton, GA
- February 2019   National Association for Professional Development Schools (NAPDS) Conference, Atlanta, GA
- February 2019   *Using ICPSR Data for Research: Resources, Search, Download, and Analysis*, UWG College of Social Science Research Workshop (Presented by Dr. ShooHo Lee), Carrollton, GA
- October 2018   Understanding Interfaith Cooperation Seminar, Center for Diversity and Inclusion, University of West Georgia, Carrollton, GA
- August 2018     New Faculty Seminar, Center for Teaching and Learning, University of West Georgia, Carrollton, GA
- September 2017 Center for Applied Linguistics (CAL) English Learner Literacy Workshop, Conyers, GA
- December 2016   Grand Canyon University Best Practices in Online Teaching Course
- February 2010–19 Kennesaw State University (KSU) 9<sup>th</sup>–18<sup>th</sup> Annual ESOL Conference, Kennesaw, GA

***Related Professional Skills***

- Learning Management Systems:
  - CourseDen, LoudCloud, Desire2Learn, Brightspace, Blackboard, Edmodo, My Big Campus, itsLearning
  
- Technology Applications:
  - SPSS, Nvivo, Microsoft Office, Google Drive, Office365, SMART Board, iPads and other tablets, website creation and editing, wiki creation, GoToMeeting, and numerous other Web 2.0 tools