

ERIN HOGAN

Curriculum Vitae

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Updated: September 2023

UNIVERSITY APPOINTMENTS

2023-Present **Assistant Professor of Literacy**, Department of Elementary, Middle, and Secondary Teacher Education, College of Education and Human Development
University of Louisville, Louisville, KY

EDUCATION

Postdoctoral **IES Postdoctoral Research Fellow**, Multitiered Systems of Support
Principal Investigators: Drs. Sharon Vaughn, Greg Roberts, Elizabeth Swanson
Meadows Center for Preventing Educational Risk, University of Texas at Austin
(2021-2023).

Ph.D. **Literacy Instruction & Applied Linguistics**. University of Maryland, College Park,
Department of Teaching and Learning, Policy and Leadership (2021).

Dissertation: Factors that Impact Preservice Teachers' Planning and Leading of Text-Based Discussions: A Mixed Methods Study

Committee: Miriam Jean Dreher, Co-Chair; John O'Flahavan, Co-Chair; Peter Afflerbach; Terry Salinger; Jade Wexler

M.Ed. **Reading Specialist**. University of Maryland, College Park (2015).

B.A. **Philosophy, with Minor in Italian**. University of Maryland, College Park (2003).

Certifications

- **Certified Reviewer: Group Designs (4.1; 5.0)**. What Works Clearinghouse (2022).
- **Statistical Methodology**. University of Maryland, College Park (2021).
- **K-12 Reading Specialist**. University of Maryland, College Park (2015).
- **Reading Recovery**. George Mason University (2011).
- **K-12 Special Education**. University of Virginia (2006).

Research Training

- **Cluster-Randomized Trials**. Institute of Education Sciences, National Center for Educational Research. Summer Training Institute (2022).
Principal Investigators: Larry Hedges & Beth Tipton

PROFESSIONAL EXPERIENCE

Institute of Education Sciences Postdoctoral Education Research Fellow, Multi-Tiered Systems of Support and Methodological Skill Development, The Meadows Center for Preventing Educational Risk, The University of Texas, Austin, Institute of Education Sciences,

U.S. Department of Education, (R324B200012) August 2021-present

Principal Investigators: Sharon Vaughn, Nathan Clemens, Greg Roberts

Collaborated on multiple projects including:

- *Center for Success of English Learners*, Institute of Education Sciences, U.S. Department of Education, (R305C200016)
Principal Investigators: David Francis, Sharon Vaughn, Michael Kieffer
- *Texas Center for Learning Disabilities*, Eunice Kennedy Shriver National Institute of Child Health and Human Development, (P50 HD052117)
Principal Investigators: Jack Fletcher & Sharon Vaughn
- *Project i-SMART: Intervention to Support Mindset and Reading Together*, Institute of Education Sciences, U.S. Department of Education, (R324A210013)
Principal Investigators: Eunsoo Cho, Phil Capin, Sharon Vaughn
- *Examining the Efficacy of a Content Area Reading Comprehension Intervention for Students with Disabilities*, Institute of Education Sciences, U.S. Department of Education, (R324A210013)
Principal Investigators: Sharon Vaughn, Greg Roberts, Leticia Martinez, Jeanne Wanzek

Research Assistant, University of Maryland, College Park, August 2017-August 2021

Supported projects:

- *Improving Content-Area Literacy Instruction in Middle Schools (Project CALI)*, Institute of Education Sciences, U.S. Department of Education, (R324A150181)
Principal Investigator: Jade Wexler
- *Promoting Adolescents' Comprehension of Text (PACT) Plus*, Office of Special Education Projects, U.S. Department of Education (H326M150016)
Principal Investigators: Jade Wexler, Elizabeth Swanson, Sharon Vaughn
- *Developing an Instructional Leader Adaptive Intervention Model (AIM) for Supporting Teachers as They Integrate Evidence-Based Adolescent Literacy Practices School-Wide (Project AIM)*, Institute of Education Sciences, U.S. Department of Education, (R324A200012)
Principal Investigators: Jade Wexler, Elizabeth Swanson, Greg Roberts

Graduate Assistant, University of Maryland, College Park, August 2015-August 2017

6th grade English Language Arts teacher, E.L. Haynes Public Charter School, Washington D.C, 2012 - 2014

Reading Recovery teacher, Fairfax County Public Schools, Fairfax, Virginia, 2010- 2012

K- 5 Special Education teacher, Fairfax County Public Schools, Fairfax, Virginia, 2005-2010

English as a Foreign Language instructor, Hainan University, Haikou, China, 2003 – 2004

PEER- REVIEWED PUBLICATIONS

Shelton, A., Swanson, E., Wexler, J, Barrows, B, & **Hogan, E.** (2023). An Exploration of Middle School Literacy Coaching: A Multi-Survey Study of Teachers and Instructional Coaches. *Teacher Education and Special Education*. doi: 10.1177/08884064231172733

Hogan, E. Gannon, C., Anthony, M., Byrne, V., & Dhingra, N. (2022). Transfer, Adaptation, and Loss in Practice-Based Teacher Education Amidst COVID-19. *The New Educator*, 18(3), 256-279. doi: 10.1080/1547688X.2022.2098438

Shelton, A., **Hogan, E.**, Wexler, J., Chow, J. (2022). A Synthesis of Teacher Professional Development Targeting Literacy Instruction and Intervention for English Learners. *Review of Educational Research*. doi: 10.3102/00346543221087718

Wexler, J., Swanson, E., Vaughn, S., Shelton, A., Bray, L., **Hogan, E.**, & Kurz, L. A. (2022). Sustaining the Use of Evidence-Based Tier 1 Literacy Practices. *Journal of Learning Disabilities*. doi: 10.1177/00222194211065499

Wexler, J., Kearns, D. K., Lemons, C. J., Shelton, A., Pollack, M., Stapleton, L. M., Clancy, E., **Hogan, E.**, & Lyon, C. (2022). Improving Instruction in the Co-taught Middle School Classroom to Support Reading Comprehension. *Contemporary Educational Psychology*, 68, 1-14. doi: 10.1016/j.cedpsych.2021.102040

Landa, M., & **Hogan Rapp, E.** (2021). Using the Children's Literature Course to Promote Teacher Candidates' Cultural Competence. In D. E. Hartsfield (Ed.) *Handbook of Research on Teaching Diverse Youth Literature to Pre-Service Professionals* (pp. 460-481). IGI Global.

Byrne, V. L., **Hogan, E.**, Dhingra, N., Anthony, M., Gannon, C. (2021). An Exploratory Study of How Novice Online Instructors Pivot to Remote Assessments Strategies. *Distance Education*, 42(2), 184-199. doi: 10.1080/01587919.2021.1911624

Gannon, C., Anthony, M., Byrne, V., **Hogan, E.**, Dhingra, N. (2021). High Tensions: How Novice Online Instructors Navigate Teaching Decisions. *Journal of the Professoriate*, 12(1), 122-149.

Lyon, C., Kearns, D. M., & **Hogan, E. K.** (2021). Individualizing literacy instruction in co-taught classrooms through a station teaching model. *Intervention in School and Clinic*, 56(4), 224-232. doi: 10.1177/1053451220944376

Wexler, J. A., Kearns, D. M., **Hogan, E. K.**, Clancy, E., Shelton, A. E. (2021). Preparing to Implement Evidence-Based Literacy Practices in the Co-Taught Classroom. *Intervention in School and Clinic*. 56(4), 200-207. doi: 10.1177/1053451220944369

Hogan, E. K., & Dreher, M. J. (2019). Cognitive Apprenticeships in Reading Classrooms. *Primer: The Journal of the Massachusetts Reading Association*, 46(1), 26.

Hogan, E. K., & Dreher, M. J. (2017). Using Biographies to Motivate Disengaged Adolescent Readers. *Primer: The Journal of the Massachusetts Reading Association*, 45(1), 22, 36.

WORKS IN PROGRESS

Hogan, E., Sun, Y. & Croninger, R. (in revision). How Classroom Dialogic Interaction Patterns Affect Student Reading Performance: A Mixed Methods Study. *The Elementary School Journal*.

- Hogan, E.,** Vaughn, S., Capin, P, Francis, D., Roberts, G., & Fall, A-M. (in revision). Determining the Impact of English and Spanish Language Proficiencies on Student Reading Outcomes. *Journal of Educational Psychology*.
- Hogan, E. &** Salinger, T. (in revision). Text Analysis, Text-Based Discussion, and Preparing Elementary Teachers for Disciplinary Literacy in English Language Arts Classrooms. *Action in Teacher Education*.
- Hogan, E.** Vaugh, S., & Payne, B. (full manuscript invited). A Mixed Methods Study of Teachers' Use of Feedback within Middle School Social Studies Classrooms to Promote Reading Comprehension. *Learning and Instruction*.
- Hogan, E. &** Bae, C. (full manuscript invited). The Role of Organizational Context in Urban Middle School Science Teachers' Enactment of Professional Development. *Science Education*.
- Hogan, E.,** Shelton, A., & Wexler, J. (under review). Professional Development and Coaching for Co-Teaching Pairs: A Theory of Action. *The International Journal of Inclusive Education*.
- Stark, K., **Hogan, E.,** & Payne, B. (under review). A Discourse Analysis of Coaching Conversations between Practicing Teachers and their Coaches. *Teacher Education Quarterly*.
- Hogan, E.,** Gesel, S., & Foreman-Murray. Teachers' Experiences within Professional Learning Communities: A Nationally-Representative Survey Study. Manuscript in preparation.
- Hogan, E.,** Cho, E., & Capin, C. What Growth Mindset Intervention Components are Associated with Positive Academic Outcome in Students with or At-Risk for (Learning) Disabilities: A Meta-Analysis & Synthesis. Manuscript in preparation.
- Hogan, E.,** Hamilton, B., Swanson, E., & Scammacca, N. How Individual and School-Level Socio-Economic Status Impact Student Response to Intervention: A Bayesian Analysis. Manuscript in preparation.
- Sealy, M., Bae, C., & **Hogan, E.** Teachers' and Students' Identities, Languages, and Lived Worlds in Historically Minoritized Middle School Classrooms. Manuscript in preparation.
- Hogan, E.,** Andress, T. & Woulfin, S. Observing Professional Learning Committee Meetings: A Systematic Review. Manuscript in preparation.
- Hogan, E.,** Fishstrom, S., Andress, T., Martinez, L., & Vaughn, S. Instructional Practices for Secondary Teachers: Improving Language, Content, and Literacy Outcomes. Manuscript in preparation.
- Andress, T., **Hogan, E.,** & Clemens, N. A Systematic Review of Writing Interventions for English Learners with Writing Difficulties. Manuscript in preparation.
- Hogan, E.,** Fluhler, S., Payne, B., Wanzek, J., & Vaughn, S. Does Use of Differentiation Support Students' Social Studies Content Acquisition of Students? Manuscript in preparation.

PEER-REVIEWED PRESENTATIONS

Hogan, E. (November, 2023). *Professional Learning Communities for Teachers of Reading* [Paper Session]. Literacy Research Association, Atlanta, GA.

August, D. & **Hogan, E.** (February, 2023). *A Social Studies and Science Intervention that Builds Middle-Grades English Learners' Academic Language and Disciplinary Knowledge* [Paper Session]. National Association of Bilingual Education, Portland, O.

Hogan, E., Cho, E., Bourget, J., Yoon, N., & Capin, P. (February, 2023). *What Growth Mindset Intervention Components are Associated with Positive Academic Outcome in Students with or At-Risk for (Learning) Disabilities: A Meta-Analysis & Synthesis* [Poster Session]. Pacific Coast Research Conference, San Diego, CA.

Hogan, E., Ghafgazi, S., McGraw, L., Payne, B., & Wexler, J. (March, 2023). *Schoolwide Adolescent Literacy Models: Ingredients for a Successful Launch* [Paper Session]. Council for Exceptional Children, Louisville, KY.

Stark, K., **Hogan, E.,** & Payne, B. (March, 2023). *Talking with Teachers: A Synthesis of Coaching/Mentoring Discourse Studies*. [Poster Session]. Council for Exceptional Children, Louisville, KY.

Hogan, E., Anthony, M., Byrne, V., & Dhingra, N. (April, 2023). *Graduate Students' and Early-Career Faculty's Experiences of Stress in Pandemic-Era Teaching: A Longitudinal Case Study* [Roundtable Session]. American Educational Research Association, Chicago, IL.

Sealy, M., Bae, C., & **Hogan, E.** (April, 2022). *Teachers' and Students' Identities, Languages, and Lived Worlds in Historically Minoritized Middle School Classrooms* [Roundtable Session]. American Educational Research Association, San Diego, CA.

Shelton, A., **Hogan, E.,** Wexler, J., & Chow, J. (February, 2022). *Synthesis of Professional Development Targeting Literacy Instruction and Intervention for English Learners* [Poster Session]. Pacific Coast Research Conference, San Diego, CA.

Payne, B., **Hogan, E.** Swanson, E., & Wexler, J. (January, 2022). *Survey Study: Status of Literacy Coaching in Middle Schools Across the Nation* [Poster Session]. Council for Exceptional Children, Orlando, FL.

Hogan, E., Payne, B., Stark, K. (2021, November). *Targeting Teacher Professional Growth through AIM Coaching* [Poster Session]. Teacher Education Division, Ft. Worth, TX.

Hogan, E. (2021, November). *Factors that Impact Preservice Teachers' Learning About and Leading Text-Based Discussions* [Paper Session]. Literacy Research Association, Atlanta., GA

Byrne, V., **Hogan, E. K.,** Dhingra, N., Dunsworth, M., & Gannon, C. (2021, April). *How Novice Online Instructors Learn Assessment Strategies: A Conceptual Model* [Paper Session]. American Educational Research Association, virtual conference.

Dunsworth, M., Gannon, C., **Hogan, E. K.,** Byrne, V., & Dhingra, N. (2021, April). *Online Practice-Based Teacher Education: Barriers and Possibilities* [Paper Session]. American

Educational Research Association, virtual conference.

Grifenhagen, J., Jones, J., **Hogan, E.**, Wexler, J., Maloch, B., & Bambrick, J. (2020, November). *Perspectives on Literacy Coaching for Co-Teachers* [Symposium Session]. Literacy Research Association, virtual conference.

Hogan, E. K., Clancy, E. & Wexler, J. (2020, Apr 17 - 21) *Improved Inclusion Classrooms From Professional Development and Coaching for Co-Teachers* [Roundtable Session]. American Educational Research Association, San Francisco, CA <http://tinyurl.com/r3z85oy> (Conference Canceled)

Hogan, E. (2019, December). *Lessons from Middle-School Co-Teachers' Experiences with Literacy Coaching* [Paper Session]. Literacy Research Association, Tampa, FL.

Hogan, E., Sun, Y., & Croninger, R. (2018, April). *How Classroom Dialogic Interaction Patterns Affect Student Reading Performance: A Mixed Methods Study* [Poster Session]. American Educational Research Association, New York, NY.

Hogan, E. & Landa, M. (2018, November). *Honoring Children through Cultural Competence*. [Paper Session]. National Association of Multicultural Education, Memphis, TN.

Hogan, E. Gannon, C., & Landa, M. (2017, November). *Creating Cultural Competence through Multicultural Literature* [Roundtable Session]. National Association of Multicultural Education, Salt Lake City, UT.

GRANT WRITING

Professional Learning Communities and the Relationship between Literacy Policy and Teachers' Practice. University of Louisville. \$15,000.

Principal Investigator: Erin Hogan

Status: Submitted

A Mississippi Miracle? The Effect of Mississippi's Science-of-Reading Reforms on Elementary Reading Skills. The Smith Richardson Foundation. \$155,284.

Principal Investigator: Paul Von Hippel

Role: Lead qualitative research; Subaward: \$24,999

Status: Funded

How Middle Schools Support English Learners with Reading Difficulties and Disabilities through Response to Intervention Models: The Spencer Foundation Small Grant. \$50,000.

Principal Investigators: Alex Shelton, Erin Hogan, and Doris Baker.

Status: Submitted

Texas Center for Learning Disabilities: National Institute of Child Health and Human Development. \$9,000,000.

Principal Investigators: Jack Fletcher, David Francis, Sharon Vaughn.

Role: Project 3 researcher

Status: unfunded

A Culturally Responsive Reading Intervention Including Multisyllabic Word Reading for Upper Elementary Students: W.T. Grant Foundation Research Grant on Reducing Inequality. \$600,000.

Principal Investigators: Elizabeth Swanson, Erin Hogan, and Sharon Vaughn.

Status: Invited to submit full proposal, unfunded

Regional Education Lab Southwest Region, 2022-2027. Total award: \$27,500,000

Principal Investigator: Elizabeth Swanson

Role: Partnership Lead; Partnership total: \$1,000,000

Status: Unfunded.

Educational Leadership to Optimize Research to Support Opportunities for English Learners:

Project ELSquared Postdoctoral Research Training Program in the Education Sciences: U.S.

Department of Education Institute of Education Sciences, National Center for Education Research, Postdoctoral Research Training Program in the Education Sciences (84.305B). \$780,640.

Principal Investigators: Jade Wexler & Jason Chow.

Status: Unfunded.

TEACHING EXPERIENCE

Instructor **Fall 2023:** Children’s Literature, undergraduate level; Department of Elementary, Middle, & Secondary Teacher Education, University of Louisville

Instructor **Fall 2022:** Foundational Reading Methods, undergraduate level; Department of Special Education, University of Texas, Austin

Instructor **Spring 2021*:** Culturally Relevant Language and Literacy Instruction in Elementary Classrooms, undergraduate level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park
**course delivered online*

Instructor **Fall 2020*:** Assessing Language and Literacy Development in Language Arts Classrooms, undergraduate level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park
**course delivered online*

Instructor **Summer 2020*:** Project RISE (Research Institute for Scholars in Education, Cohort 3) Summer Academy Introduction to Intervention Research, undergraduate level; Department of Counseling, Higher Education, and Special Education, University of Maryland, College Park
**course delivered online*

Instructor **Fall 2018:** Foundations of Reading, Master’s level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park

Instructor **Spring 2017:** Leadership in Schoolwide Reading Programs, Master’s level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park

- Instructor** **Fall 2016:** Language and Literacy Development in Schools and Communities, undergraduate level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park
- Instructor** **Spring 2016, Fall 2020*:** Promoting Skilled and Motivated Readers, undergraduate level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park
**course delivered online*
- Supervisor** **Summer 2018:** Summer Reading Clinic, practicum for Reading Specialists, Master's level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park
- Teaching Assistant** **Summer 2020*:** Reading, Cognition, and Instruction: Reading in the Content Areas, Masters level, Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park
**course delivered online*
- Teaching Assistant** **Fall 2016:** Evaluating, Understanding, and Using Research in School Reading Programs, Masters level, Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park
- Teaching Assistant** **Fall 2016, Spring 2017:** Literature for Children and Youth, undergraduate level; Department of Teaching and Learning, Policy and Leadership, University of Maryland, College Park

SERVICE

- **Graduate Student Government**, University of Maryland, College Park, August 2020-May 2021
- **Doctoral Student Mentor**, Project RISE, Department of Counseling, Higher Education, and Special Education, University of Maryland, College of Education, College Park, MD. January 2020-May 2021
- **Library Student Advisory Group**, University of Maryland, College Park, August 2018-May 2019
- **Graduate Education Committee**, College of Education, University of Maryland, College Park, August 2017-May 2018
- **Department Assembly Representative**, Teaching, Learning, Policy, and Leadership Department, University of Maryland, College Park, August 2017-May 2018, August 2019-present
- **Graduate Student Representative, College of Education Assembly**, University of Maryland, College Park, September 2016-May 2019
- **Graduate Student Association Representative**, Teaching, Learning, Policy, and Leadership Department, University of Maryland, College Park, September 2015-May 2016
- **Graduate Student Organization Secretary/Treasurer, College of Education**, University of Maryland, College Park, September 2016-May 2018
- **Journal Reviewer**, Literacy Research: Theory, Method, Practice; Issues in Teacher Education; Learning Disabilities Quarterly (with Dr. Jade Wexler); Teaching and Teacher Education,

Review of Educational Research

- **Proposal Reviewer**, National Association of Multicultural Education 2017 conference, Literacy Research Association 2020, 2021, 2022 conference

GRANTS AND AWARDS

- **Postsecondary Practitioner Fellowship Award**, Society for Research on Educational Effectiveness, August 2021
- **Outstanding Doctoral Student**, University of Maryland College Park, May 2021
- **American Education Research Association**, Division K (Teacher Education) Doctoral Student Pre-Conference Event, April 2021
- **SPARC Grant Dissertation Award (\$1,000)** University of Maryland College Park, May 2020
- **SIED SIG Travel Grant (\$300)** American Educational Research Association, February 2020
- **TLPL Travel Grant (\$400)** University of Maryland College Park, December 2018, 2019
- **Jacob J. Goldhaber Travel Grant (\$400)** University of Maryland College Park, April 2018
- **Dean's Fellowship (\$25,000)** University of Maryland College Park, August 2015-August 2018
- **Graduate School Scholarship (\$1,000)** University of Maryland College Park, August 2017

PROFESSIONAL MEMBERSHIPS

- Literacy Research Association
- Society for Research on Educational Effectiveness
- American Educational Research Association
- Teacher Education Division, Council for Exceptional Children
- National Association of Bilingual Education

TEACHING CREDENTIALS

Virginia Five Year Professional License, Special Education, K-12

Reading Recovery Certification, George Mason University, May 2011

K-12 Reading Specialist Certification, University of Maryland, College Park, May 2015