

**Carla K. Meyer, Ph.D.**

Duquesne University  
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**A. Educational History**

- Ph.D. Literacy Development and Learning Problems, University of Delaware, 2009  
Dissertation: *An Assessment of middle and high school content-area teachers' knowledge of adolescent literacy.*
- M.S. Reading Education, McDaniel College, 2002
- B.S. Elementary Education, Pennsylvania State University, 1997

**B. Employment History**

- 1. Academic Appointments
  - a. July 2017-present, ***Associate Professor of Literacy Education***  
Program Director of the Graduate Reading Education  
Director of the Duquesne Reading Clinic  
Coordinator Secondary English Education  
Department of Instruction and Leadership Education  
School of Education, Duquesne University
  - b. July 2014-June 2016, ***Assistant Professor of English and Literacy Education***  
Coordinator Secondary English Education.  
Program Director of Middle Level Education.  
Department of Instruction and Leadership in Education  
School of Education, Duquesne University, Pittsburgh, PA
  - c. July 2009-June 2014, ***Assistant Professor of Reading Education***  
Department of Reading Education and Special Education  
Appalachian State University, Boone, NC
  - d. June 2010-June 2011, ***Instructor***  
Department of Education  
York College, York, PA
  - e. January 2004-July 2009, ***Instructor***  
Department of Literacy  
University of Delaware, Newark, De.
- 2. Education Consulting
  - a. Spring 2006, **Read Write Think**  
International Reading Association Newark, Delaware
  - b. Summer 2005, **Read Write Think**

International Reading Association Newark, DE

3. Fall 2007-Spring 2008, **Research Assistant**  
Dr. Sharon Walpole, University of Delaware  
Newark, DE.
4. Fall 2003-Spring 2005, **Literacy Coach**, Middle School Reading Project  
Johns Hopkins University  
Baltimore, MD.
5. Fall 1997-Spring 2003, **Public School Teacher**  
Spring Grove Area School District  
Spring Grove, PA

## II. SCHOLARSHIP

### A. Scholarly publications

1. Articles published or accepted for publication in scholarly journals (Total of 12)
  - a. Jiménez, L. M., Roberts, K. L., Brugar, K. A., & Meyer, C. K. (2017). Moving our can(n)ons: Toward an appreciation of multi-modal text in the classroom. *The Reading Teacher*, 71, 363-368.
  - b. Brugar, K. A., Roberts, K. L., Jiménez, L. M., & Meyer, C. K. (2017). More Than Mere Motivation: Learning Specific Content Through Multimodal Narratives. *Literacy Research and Instruction*, 1-26.
  - c. Meyer, C. K., & Jiménez, L. M. (2017). Using Every Word and Image: Framing Graphic Novel Instruction in the Expanded Four Resources Model. *Journal of Adolescent & Adult Literacy*, 61, 153-161.
  - d. Morris, R.D., Meyer, C.K., Trathen, W., McGee, J., Vines, N.A., Stewart, T.T., Gill, T., & Schlagal, R. (2017). The “simple view,” instructional level and the plight of struggling fifth/sixth grade readers. *Reading & Writing: Overcoming Learning Difficulties* 33, 278-279.
  - e. Jiménez, L., & Meyer, C.K. (2016). First impressions matter: Mapping expert readers’ attention across the initial pages of graphic novels. *Journal of Literacy Research*, 48, 423-444.
  - f. Hughes, E., Evering, L.C., & Meyer, C.K. (2016). Making space for multimodal storytelling: A formative case study. *Reading Matters [Online]*, Vol. 16.
  - d. Meyer, C.K., Stewart, T.T., & Vines, N.A. (2015). Empowering writers: Revisiting literary anthologies as a means of engaging middle grade boys in the writing process. *Reading in the Middle*. [Online]
  - e. Wilson, N.S., Meyer, C.K., & Ramirez, L.A., (2014). Do the CCSS support developmentally responsive teaching of Young Adolescents? *American Reading Forum Annual Yearbook [Online]*, Vol. 33.

- f. Meyer, C.K. (2013). Meeting the literacy needs of adolescents: Do content-area teachers know enough? *Action in Teacher Education*, 35, (1), 56-71.
  - g. Meyer, C.K., Stewart, T.T., Moorman, G.B., & Brozo, W.G. (2012). Discipline literacy: Looking back to move forward. *American Reading Forum Annual Yearbook* [Online], Vol. 31.
  - h. Meyer, C.K., Vines, N.A. & Shankland, R.K. (2012). Designing high-quality professional development to scaffold secondary content-area teachers' discipline literacy instruction. *American Reading Forum Annual Yearbook* [Online], Vol. 31.
  - i. Blamey, K.L., Meyer, C.K., & Walpole, S. (2008). Middle and high school literacy coaches: An initial survey. *Journal of Adolescent and Adult Literacy*, 52, 310-323.
2. Invited articles published or accepted for publication in scholarly journals (Total of 4)
    - a. Wilson, N.S., Ramirez, L.A., & Meyer, C.K., (2015). This We Believe and the Common Core. *AMLE*, 2, (7), 13-15.
    - b. Moorman, G.B., & Meyer, C.K. (2014). Rethinking plagiarism in the digital age: A theoretical perspective. *Media Commons* [Online].
    - c. Moorman, G.B., & Meyer, C.K., (2014). Rethinking Plagiarism in the digital age: Implications for Instruction. *Media Commons* [Online].
    - d. Brozo, W.G., Moorman, G.B., Meyer, C.K., & Stewart, T.T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent and Adult Literacy*, 56, 353–357.

## **B. Publications by major academic publishing companies**

1. Books (Total of 1)
  - a. Brozo, W.G., Moorman, G.B., & Meyer, C.K. (2013). *Wham! Teaching with graphic novels across the curriculum*. New York: Teachers College Press.
2. Book chapters (6)
  - a. Meyer, C.K. (2018). My journey as a teacher educator: A literacy researcher's conceptualization of S-STEP. In Ritter, J.K., Lunenberg, M., Pithouse-Morgan, K., Amaras, A.P., & Vanassche, E. (eds.). *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay*.
  - b. Ritter, J.K., Ayieko, R.A., Chao, X., Khalil, O., Mahalingappa, L., Meidl, C.J., Meyer, C.K., Quinones, S., & Williams, J.A. (2018). Insight gleaned from our participation in a faculty self-study learning group. In Ritter, J.K., Lunenberg, M., Pithouse-Morgan, K., Amaras, A.P., & Vanassche, E. (eds.). *Teaching, learning, and enacting of self-study methodology: Unraveling a complex interplay*.
  - c. Meyer, C.K., Mahalingappa, L., & Brugar, K.A. (in press). In L.C. de Oliveira, K. Obenchain, R. Chenney, & A. Oliverira (eds.). *Approaches to teaching the content areas to English Language Learners in secondary school*.

- d. Meyer, C.K. & Wilson, A., (2016). Peer tutoring: A case for middle school. In S. B. Mertens, M. M. Caskey, & N. Flowers (eds.). *The encyclopedia of middle grades education*. Charlotte, NC: Information Age Publishing
- e. Meyer, C.K., & Cook, L.S. (2012). Gender, multimodal practices, and global citizenship in rural settings. In T. Bean, B. Guzzetti, & T. Rogers (eds.). *(Re) constructing gender through global literacy*. Practices. New York: Routledge.
- f. Blamey, K.L., Meyer, C.K., & Walpole, S. (2010). Middle and high school literacy coaches: An initial survey. In R.M. Bean, N. Heisey, & C.M. Roller (Eds). *Preparing reading professionals* (2<sup>nd</sup> ed). Newark, DE: International Reading Association.
- g. Walpole, S., & Meyer, C.K. (2007). Models for coaching: Making them work for preschools. In L. M. Justice & C. Vukelich (Eds.), *Achieving excellence in preschool literacy instruction*. New York: The Guilford Press.

## **B. Grants Awarded**

### 1. National and State Level (Peer Reviewed)

- a. Meyer, C.K. (Co-PI) with \*Alleghany County Schools, NC (2014-2016).  
\*Alleghany County Schools Cradle to Career. The Innovative Approaches to Literacy Program. United States Department of Education.  
**Total Awarded: \$724,916**  
**Duquesne Subcontract Awarded: \$57,000**
- b. Meyer, C.K. (PI) with Shankland, R.K., Cook, L.C., & Vogel, M (2011-2012).  
Developing Adolescents' Discipline Literacy through a Multifaceted Approach to Instruction II. North Carolina State Department of Instruction.  
**Awarded \$149,967**
- c. Meyer, C.K. (PI) with Shankland, R.K., Cook, L.C., & Vogel, M (2010-2011).  
Developing Adolescents' Discipline Literacy through a Multifaceted Approach to Instruction. North Carolina State Department of Instruction.  
**Awarded \$281,807**

### 2. University and School Level (Peer Reviewed)

- a. Meyer C.K. with Elizabeth Hughes (2016). Is a Picture Worth a 1,000 Words? Graphic Novels, Science and Reluctant Readers. School of Education Research and Development Grant.  
**Awarded \$2,860**
- b. Meyer, C.K. with Middle School PLC (2012-2013). The Common Core and Literacy in the Disciplines: Who's Responsible Anyway? Appalachian State University Public School Partnership  
**Awarded \$800**
- c. Meyer, C.K. with Reed, C. (2010-2011). Student Publications and Motivation. Appalachian State University Public School Partnership.  
**Awarded \$1,000.**

\*Alleghany County, North Carolina spelling differs from Allegheny county, Pennsylvania.

## C. Scholarly Presentations

1. International Conference Presentations (Total of 21)
  - a. Meyer, C.K., Hughes, E.M., Jiménez, L.M., & Ezzo, D. (2018, April). The femur is the biggest one: Using graphic novels to teach science. Poster presented at the American Education Research Association Annual Conference, New York, NY.
  - b. Meyer, C.K., Hughes, E.M. Mast, B., Jiménez, L.M., & Ezzo, D. (2017, November). Graphic novels: Making science texts meaningful. Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.
  - c. Roberts, K.L., Jiménez, L.M., Meyer, C.K., & Brugar, K. A. (2017, November). Graphic novels as a bridge to historical learning. Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.
  - d. Meyer, C.K., & Jiménez, L.M. (2016, November). Accessing canonical literature: Creating a bridge to Beowulf. Paper presented at the Literacy Research Association Annual Conference, Nashville, TN.
  - d. Meyer, C.K., Botzakis, S., Brozo, W.G., Gavigan, K., Jiménez, L.M., & Moorman, G.B. (2016, July). Kapow! Tapping the Potential of Graphic novels in Literacy Learning. Workshop presented at the International Literacy Association Annual Conference, Boston, MA.
  - e. Meyer, C.K. (2016, April). Using young adult literature as widows and mirrors: Building empathy and Agency in preservice teachers. Poster presented at the American Educational Research Association Annual Conference, Washington, D.C.
  - f. Meyer, C.K. & Mast, B. (2015, December). Moving beyond the boat. Using young adult literature to scaffold teacher candidates' understanding of the immigrant experience. Paper presented at the Literacy Research Association Annual Conference, Carlsbad, California
  - g. Meyer, C.K., Moorman, G., & Kozerski, K. (2015, July). Kapow! Using graphic novels in the content classroom. Paper presented at the International Literacy Association Annual Conference, St. Louis, Missouri.
  - h. Meyer, C. K., Wilson, N. S., & Rameriz, L. A. (2015, March). CCSS and Middle Grades Literacy. Paper presented at the American Educational Research Association Annual Conference (AERA), Chicago, Illinois.
  - i. Brozo, W. G., Moorman, G. B., & Meyer, C. K. (2014, May). Graphic novels in the disciplines: Engaging texts, engaging practices. Paper presented at the International Reading Association Preconference Institute New Orleans, Louisiana
  - j. Meyer, C.K., Dooley, C.M., O'Byrne, I. (2014, December). Professors, we need you!!! Public intellectuals, advocacy, and activism. Paper presented at Literacy Research Association Annual Conference, San Marco, FL.

- k. Meyer, C.K., Morris, D., Trathen, W., McGee, J., Stewart, T.T., Vines, N.A., & Gill, T. (2013, November). Reading profiles of struggling readers in 5th and 6th grades: What does it mean in the era of the Common Core State Standards? Paper presented at the Literacy Research Association Annual Conference, Dallas, TX.
- l. Dooley, C.M., Long, Richard, M., Bass, T., Johnson, L.L., Reinking, D., Smith-Burke, T., & Boling, E. (2013, November). Social media and literacy-related policy advocacy. C.K. Meyer (Session Organizer). Paper presented at Literacy Research Association Annual Conference, Dallas TX.
- m. Meyer, C.K, Stewart, T.T., & Vines, N.A. (2012, November). Traditional literacy tools and 21st century learners: Helping adolescent boys plug in and turn-on to writing. Paper presented at the Literacy Research Association, San Diego, CA.
- n. Meyer, C.K. Cook, L.S., & Vines, N.A. (2011, November). Multimodal literacies implementation and integration in a rural school system. Paper presented at the Literacy Research Association Annual Conference, Jacksonville, FL.
- o. Meyer, C.K., Shankland, R.K., & Price, C. (2011, May). Scaffolding middle and high school teachers' understanding and implementation of disciplinary literacy through high-quality, long-term professional development. Paper presented at the International Reading Association Annual Conference, Orlando, FL.
- p. Meyer, C.K. & Walpole, S. (2010, November). Developing a literacy knowledge measure for teachers of adolescents. Paper presented at the Literacy Research Association, Fort Worth, TX.
- q. Meyer, C.K. Blamey, K.L., & Walpole, S. (2008, November). What are secondary literacy coaches doing? Paper presented at the National Reading Conference, Orlando, FL.
- r. McCraw, S.B., Meyer, C.K., Moore, N.S., Najera, K., Davis, S.G., Gray, E.S., & Williams, B. (2008, November). Doctoral Students as Researchers: Preparing for the job interview process at research one and teaching universities. Study group session at the National Reading Conference, Orlando, FL.
- s. Meyer, C.K. & Blamey, K.L. (2008, March). The Roles of Secondary Literacy Coaches as School Reformers: The Results of a National Survey. Paper presented at the American Educational Research Association, New York, NY.
- t. Meyer, C.K. & Blamey, K.L. (2008, May). What are secondary literacy coaches doing? The results of a national survey. Paper presented at the International Reading Association Annual Conference, Atlanta, GA.
- u. McCraw, S., Blamey, K.L., Meyer, C.K., Moore, N., & Najera, K. (2007, November). *Doctoral students as researchers*. Study group session at the National Reading Conference, Austin, TX.
- v. Blamey, K.L., McCraw, S.B., Meyer, C.K., Najera, K., & Runk, M.K. (2006, December). *Doctoral students as researchers*. Study group session at the National Reading Conference, Los Angeles, CA.

- w. Walpole, S., Kaplan, D., Blamey, K.L., & Meyer, C.K. (2006, December). Characteristics of high- and low-impact reforms: Evidence from REA in Georgia. In S. Walpole (Chair), *Studying School-Level Literacy Reforms: Methods and Results*. Symposium presented at the National Reading Conference, Los Angeles, CA.
2. National Conference Presentations (Total of 10)
- a. Zygouris-Coe, V., Meyer, C. & Wilson, N.S., (2015, December). Disciplinary literacy: Addressing the language and literacy of all learners in Grades 6-12. Paper Presented at American Reading Forum, Sanibel, FL.
  - b. Meyer, C.K., Moorman, G.B., & Botzakis, S. Sequential Art: From Cave Drawings to Renaissance Manuscripts to Graphic Novels. (2014, December). Paper Presented at American Reading Forum, Sanibel, FL.
  - c. Zygouris-Coe, V, Meyer, C.K., Stewart, T.T., & Moorman, G.B. Disciplinary literacy: Providing perspective on practice and policy. (2014, December). Paper Presented at American Reading Forum, Sanibel, FL.
  - d. Moorman, G.B., Meyer, C.K., Stewart, T.T., & Zygouris-Coe, V. (2013, December). The Common Core State Standards, disciplinary literacy, and implications for content area teachers. Paper Presented at American Reading Forum, Sanibel, FL.
  - e. Moorman, G.B., Meyer, C.K., Stewart, T.T., & Zygouris-Coe, V. (2012, December). Disciplinary literacy discussions: Repositioning literacy in the disciplines to support student literacy and content learning. Paper Presented at American Reading Forum, Sanibel, FL.
  - f. Moorman, G.B., Meyer, C.K., Kozerski, K., & Harris, K. (2012, December). Common Core State Standards: Expanding or limiting curricular boundaries? Paper Presented at American Reading Forum, Sanibel, FL.
  - g. Stewart, T.T., Meyer, C.K., & Vines, N.A. (December, 2012). Engaging writers: Exploring the role of the literary anthology as a means of creating dynamic texts. Paper Presented at American Reading Forum, Sanibel, FL.
  - h. Werts, M. G. & Meyer, C. K. (October, 2012). Survey research designs. Paper Presented Council for Learning Disabilities, Austin, TX.
  - i. Brozo, W.G., Meyer, C.K., Moorman, G.B., & Stewart, T.T. (2011, December). New perspectives on disciplinary literacy. Paper presented at the American Reading Forum Annual Conference, Sanibel, FL.
  - g. Meyer, C.K., & Vines, N.A., (2011, December). Designing high-quality professional development to scaffold secondary content-area teachers' discipline literacy instruction. Paper presented at the American Reading Forum Annual Convention, Sanibel, FL.

#### **D. Honors and Awards**

##### 1. International Level

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- a. *Chair*, Middle Grades Reading Special Interest Group, International Literacy Association 2013-2016.

## 2. National Level

- a. *Chair of the Board of Directors* American Reading Forum, 2015-16
- b. *Board of Directors* American Reading Forum Board of Directors, 2014-2017

## 3. University and School Level

- a. Phi Kappa Phi Honor Society Inductee, 2018 (Duquesne)
- b. Phi Kappa Phi Academic Honorary, academic book recognition, 2015 (Duquesne)
- c. The Richard L. Venezky Award for Creative Dissertation Research, 2009 (University of Delaware)

### **E. Manuscripts in Progress**

1. Meyer, C.K., & Mast, B. (Beyond the Boat. Using young adult literature to address the complexities of immigrant students.
2. Meyer, C.K., Hughes, E., & Mast, B. Graphic novels transforming instruction: Using multimodal text to foster content learning.
3. Meyer, C.K., & Jiménez, L. Harnessing the potential of multimodal text: Graphic novels in the English classroom.

### **F. Memberships in Professional Organizations**

1. Research Organizations
  - a. American Educational Research Association (AERA)
  - b. Literacy Research Association (LRA)
  - c. American Reading Forum (ARF)
2. Professional Organizations
  - a. International Literacy Association (ILA)
  - b. Association for Middle Level Educators (AMLE)

## **III. TEACHING**

### **A. Graduate Courses Taught**

1. GRLA 628: *Reading Tutorial in Reading and Language Arts*  
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2. GRLA 525: *The Teaching of Writing K-12*
3. GLRA 529: *Reading in the Secondary School*
4. RE 5730: *Reading and Writing for Intermediate and Advanced Learners*
5. RE 5140: *Advanced Study of Children's Literature*
6. RE 5130: *Teaching the Language Arts*
7. RE 5111: *Issues, Trends and Practices of Reading*
8. EDL 7110: *Survey of Research Methodologies in Education*

#### **B. Undergraduate Courses Taught**

1. EDLS 301W / GSCE 501/LTML 410 W: *Content Area Reading*
2. EDLS 343/GSCE 637: *Teaching English and Communications in the Secondary School*
3. EDLS 340/GSCE 540: *Adolescent Literature*
4. LTML 313: *Young Adolescent Literature*
5. RE 4630: *Reading in the Content Areas*
6. RE 4030: *The Development of Literacy for Learning*
7. RE 3240: *World Literature for Children*
8. RE 3150: *Language Arts in the Middle Grades*
9. RE 3070: *Media for Young People*

#### **C. Honors & Awards**

1. State-Level
  - a. Nominated for the PAC-TE Teacher Educator of the Year, 2016 (Awaiting notification)
2. School-Level
  - a. Nominated for Reich College of Education Mentor/Service Award, Appalachian State, 2012

### **IV. SERVICE**

#### **A. University, School, or Department Engagement**

1. University Level Engagement
  - a. *Member*, SOE Representative IRB Committee, 2016-Current
  - b. *Member*, SOE Representative to the Faculty Senate 2016-2018
  - c. *Member*, Subcommittee III for the Middle States Self-Study Committee 2016-2017
  - d. *Member*, Summer Reading Committee, 2012-2013
  - e. *Member*, Writing Across the Curriculum Committee 2011-2012
  - f. *Member*, Children's Literature Symposium Committee, 2009-2014
2. School and Department Level Engagement
  - a. Program Director, Graduate Reading Language Arts Program, 2017-Current

- b. Director Duquesne Reading Clinic 2017-Current
- c. Content Coordinator, Secondary English Language Arts, 2014-Current
- d. Program Director, Middle Grades Program, 2016-2018
- e. Member, The Leading Teacher Quality Committee, 2016-Current
- f. Faculty Professional Development Committee, 2013-2014
- g. Reich College of Education Assessment Committee, 2013-2014
- h. Teacher Education Council 2012-2013
- i. Reading Education and Special Education Promotion and Tenure Committee 2009-2011
- j. Dissertation Committees

Member of Dissertation Committee for Nora A. Vines, Reading, *Identifying Predictors of Young Children's Reading Achievement*, Defended in Spring 2015

Member of Dissertation Committee for Caroline Beam, Educational Leadership, *Perceptions and Enactment of Instructional Coaching in North Carolina*, in Fall 2014

Member of Dissertation Committee for Nicole Schneider, Reading, *Reading Fluency Assessment: The Role of Word-Level Automaticity*, Defended in Spring 2014

Member of Dissertation Committee for Jennie McGuire, Educational Leadership, *Exploring the Use of Cooperative Teaching Models among Student Teachers*, Defended in Spring 2014

## **F. Professional Engagement in the Academy**

1. Founding Member and Board of Directors When Sara Smiles
2. Board of Directors American Reading Forum Board of Directors, 2014-2017
3. Chair of the Middle Grades Reading Special Interest Group, International Literacy Association, 2013-2017
4. Chair of Board of Directors American Reading Forum, 2015-16
5. Editorial Board Member,
  - a. Journal of Adolescent and Adult Literacy, 2010-2012
  - b. Reading in the Middle, 2012-Current
  - c. American Reading Forum Year Book 2014-present

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- d. Annual Yearbook of the Literacy Research Association, 2010-2013
- 6. Ad-Hoc Reviewer for Academic Journals, 2012-current:
  - a. Journal of Literacy Research and Instruction
- 7. Program co-chair with Trevor Stewart, American Reading Forum Conference, 2013
- 8. Grant Reviewer, Georgia State Department of Education Striving Reader Grant Competition 2012-2014
- 9. Policy and Legislative Committee Member, Literacy Research Association 2010-2012
- 10. Founding Member and Co-Chair Doctoral Students Innovative Community Group, Literacy Research Association, 2009
- 11. Field Council Committee Member, Literacy Research Association, 2008
- 12. Program Reviewer
  - a. Literacy Research Association
  - b. American Research Association
  - c. International Literacy Association
  - d. American Reading Forum

**G. Engagement in the Community**

- 1. *Director*, Pine-Richland School District School Board 2017 Current
- 2. *Chair*, Academic Achievement Committee, Pine-Richland School Board 2017-Current
- 3. *Member*, Pine-Richland Marching Band Boosters 2016-Current
- 4. *Member*, Pine-Richland Orchestra Boosters 2014-Current