

# Dr. Angela S. Rutherford

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## Education

- 2003 Auburn University, Auburn, Alabama  
**Ph. D. in Reading Education**
- 1993 University of Southern Mississippi, Hattiesburg, Mississippi  
**M. Ed. In Educational Administration and Supervision**
- 1988 University of Southern Mississippi, Hattiesburg, Mississippi  
**B.S. in Elementary Education (K-8), Highest Honor Graduate**
- 1983 Quitman High School, Quitman, Mississippi  
**Diploma**

## Certified Trainer Language Essentials for Teacher of Reading and Spelling (LETRS)

Foundations (Summer 2010)  
Early Childhood Educators (Summer 2013)  
Modules 1-3 (Summer 2016)

## Professional Experience

Current-beginning August 2004  
The University of Mississippi  
Director, Center for Excellence in Literacy Instruction  
Director, Mississippi Campaign for Grade-Level Reading  
Professor, Department of Teacher Education, EDRD 615, EDEL 402, EDEL 416, EDEL 417, EDRD 350, EDRD 500, EDRD 356, EDRD 400, EDSE 625, EDLT 602, EDLT 605, EDLT 606, EDLT 607, EDLT 608, EDLT 609

Mississippi University for Women  
Assistant Professor of Reading, ED 361, ED 500, ED 534, & ED 527, 7/03 to 8/04.

Developmental and College Prep Reading teacher, Beauregard High School, Lee County Schools, Opelika, Alabama (served as administrative assistant principal for 3 years during one block period of academic day). 8/97 to 5/03.

Instructor, CTRD 571 & CTRD 6710 (Adjunct Position), Auburn University, Auburn, Alabama, Spring Quarter 2000, Fall Semester 2000, Summer Semester 2001, and Fall Semester 2002

Fifth and Sixth-grade, Mathematics teacher, Sanford Middle School, Lee County Schools, Opelika, Alabama. 8/96 to 5/97.

Special Education/Learning Disabled teacher, Beauregard High School, Lee County Schools, Opelika, Alabama. 1/96 to 5/96.

Reading Instructor, RDNG 003 (Adjunct Position), Nicholls State University, Thibodaux, Louisiana. 8/95 to 12/95.

Student Athlete Academic Monitor, Auburn University, Auburn, Alabama. 9/94 to 7/95.

Eighth-grade Mathematics/History teacher, Opelika Middle School, Fourth-grade teacher, West Forest Intermediate, Opelika, Alabama (extended substitute). 9/94 to 6/95.

Sixth, Seventh, and Eighth-grade Mathematics teacher, Farmstead Junior High School, Jasper, Alabama. 11/93 to 6/94.

Seventh and Eighth-grade Mathematics teacher, Summer School Program, Hattiesburg High School, Hattiesburg Mississippi. 6/93 to 7/93.

Graduate Internship in Administration and Supervision, Dr. Ann Harsh, Early Childhood Coordinator, Hattiesburg, Mississippi. 1/93 to 5/93.

Seventh and Eighth-grade Mathematics teacher, Summer School Program, Hattiesburg High School, Hattiesburg, Mississippi. 1/92 to 7/92.

Seventh and Eighth-grade Chapter Mathematics teacher, Rowan Junior High, Hattiesburg, Mississippi. 8/91 to 5/92.

Seventh-grade Mathematics teacher, Summer School Program, Hattiesburg High School, Hattiesburg, Mississippi (Dropout Prevention). 6/91 to 7/91.

Kindergarten teacher, W.H. Jones Elementary School, Hattiesburg, Mississippi. 8/88 to 5/91.

### **Curriculum Development**

Designer, New Degree Program-Master's of Education in Literacy Education, The University of Mississippi, 2008

Designer, Early Literacy Course (EDRD 355-6 hour course) and Other Literacy Course (EDRD 400), The University of Mississippi, 2007

Reviser, Master's Reading/Literacy Degree Program, Mississippi University For Women, 2004

Writer, Special Program Report for the Preparation of Reading Education Professionals, IRA/NCATE, Mississippi University For Women, 2004

Homestyle Learning Math Program for parents and students of three (K-4) centers, Hattiesburg Public School District, Internship

### **Administration and Supervision**

Director, Center for Excellence in Literacy Instruction (CELI), The University of Mississippi, supervise 2 literacy specialists, project managers, and graduate assistants

Director, Willie Price Lab School, supervised 6 teachers, 6 teaching assistants, other staff, and numerous student workers and graduate assistants (2012-2014)

Coordinator, Master's Degree in Literacy Education at The University of Mississippi (2007-2011)

Supervised and evaluated student teachers/interns at The University of Mississippi and Mississippi University for Women

Duties as part-time assistant principal, Beauregard High School

Supervised practicum students from University of Southern Mississippi at W. H. Jones Elementary

Supervised kindergarten assistant teachers at W.H. Jones Elementary School

### **Grants Received**

Jumpstart Mississippi, Jumpstart National, Awarded Summer 2018 (\$141,030)

UM College Corps, Corporation for National and Community Service and the Mississippi Commission for Volunteer Service, Awarded Summer 2018 (\$20,320)

Mississippi Campaign for Grade-Level Reading, North Mississippi Education Consortium, Awarded Summer 2018 (\$93,774)

WKKF, Mississippi Momentum: Bringing the Science of Reading to Teacher Preparation, Awarded July 2017 for 3 years (\$725,450)

Mississippi Campaign for Grade-Level Reading, North Mississippi Education Consortium, Awarded Summer 2017 (\$104,580)

Jumpstart Mississippi, Jumpstart National, Awarded Summer 2017 (\$70,650)

Mississippi Momentum: Bringing the Science of Reading to Teacher Preparation, Phil Hardin Foundation, Awarded Summer 2017 (\$60,000)

UM College Corps, Corporation for National and Community Service and the Mississippi Commission for Volunteer Service, Awarded Summer 2017 (\$20,320)

Mississippi Campaign for Grade-Level Reading, North Mississippi Education Consortium, Awarded Fall 2016 (\$104,580)

Jumpstart Mississippi, Jumpstart National, Awarded Summer 2016 (\$54,970)

Jumpstart Mississippi, Jumpstart National, Awarded Summer 2015 (\$48,273)

Center for Excellence in Literacy Instruction, Hearin Foundation, Awarded Summer 2012, (\$1.5 million)

Center for Excellence in Literacy Instruction (with Dr. Tom Burnham), Hearin Foundation, Awarded Fall 2006. (\$1.5 million)

Teacher Quality Grant. (cooperative with other faculty members) State of Mississippi Institutes of Higher Learning. Awarded 2006.

CISCO Systems (with Dr. Tom Burnham), (\$29,000)

Delta Literacy Initiative Grant, US Congressional Grant, Awarded Fall 2005 (\$233,200)

Teacher Quality Grant. (cooperative with other faculty members) State of Mississippi Institutes of Higher Learning. Awarded 2005.

Woodcock-Johnson III Diagnostic Reading Battery: Awarded 2004, The Woodcock-Munoz Foundation (\$1,500)

### **Other Grant Experiences**

P.I. Angela Rutherford. Co P.I. Marie Barnard, Institute of Education Sciences. *A Replication of the Book Buddies Model in Rural Mississippi: A Tutoring Framework for Struggling Readers Utilizing Community Volunteers*. \$1,230,430. Project to replicate the Book Buddies model in Mississippi. Not Awarded

P.I. Angela Rutherford. Co-P.I. Ray Reutzel (Utah State University), Institute of Education Sciences. *Elementary Fellows: An Alternate Certification Program for Teachers in Rural Schools*. \$1,232,108. Project to develop a residency model for elementary teacher preparation that focuses on rural, high-poverty schools in Mississippi. Not Awarded

P.I. Ashley A. Parker. Co-P.I.s Tamara Hillmer; Angela S. Rutherford; and Michael S. Mott, Barbara Bush Foundation. *Reading and Succeeding: Beating the Odds Together*. \$53,676.00. Project for increasing family literacy in the Mississippi Delta area. Not Awarded

Assisted Mississippi Department of Education in writing Race to the Top application (2010) and Striving Readers Comprehensive Literacy application (2011) Not Awarded.

Teacher Quality Grant. (cooperative with other faculty members) State of Mississippi Institutes of Higher Learning, Institute for U.S. History Teachers, not awarded.

U.S. Department of Education, Striving Readers Grant, Fall 2005, Mississippi Striving Readers Project, approximately \$19 million, not awarded

Graduate Teaching Assistant, Summer 2000, Auburn University, United States Department of Education, Preparing Tomorrow's Teachers to Use Technology Capacity Building Grant Program----"Building A Technology-Supported, Problem-Centered Teaching And Learning Curriculum For Preservice Teacher Education"

Teacher, January-May, 2000, Member of the Reading Education division of the above grant, Planning and implementing a problem-centered teaching and learning model unit in a reading classroom.

### **Committee Service**

*National Level*

Member, International Literacy Association (ILA), ILA/Council for the Accreditation of Educator Preparation Committee, 2009 to present

Member, Special Program Review and Audit Team, International Literacy Association, 2004 to present

Member, International Reading Association Task Force on Teacher Preparation for Literacy Instruction (appointed), May 2014-July 2016

Co-Chair, International Reading Association Professional Standards and Ethics Committee (appointed), 2012-2015.

Member, National Standard Setting for Renaissance STAR, May 2014

Member, The Partnership for Assessment of Readiness for College and Careers (PARCC) Higher Education Leadership Team, 2010-2014.

Co-Editor, *Affective Reading Education Journal*, sponsored by the Concern for Affect in Reading Education, Special Interest Group of the International Reading Association (2010-2012)

Chair, Annual Report and Preconditions Audit Committee, National Council for Accreditation of Teacher Education (2010-2011); Member of Committee (2008-2011)

#### *State Level*

President, Mississippi Higher Education Literacy Council, State of Mississippi, September 2016 to present

Member, Mississippi Reading Panel, Senator Gray Tollison Designee, June 2013 to present

Member, Mississippi Assessment Program Grade 3 ELA Standard Setting Team for the MS Department of Education, March 2017

Member, Mississippi College and Career-Ready Standards Review Team for the MS Department of Education, September 2015.

Member, MKAS<sup>2</sup> 3<sup>rd</sup> Grade Reading Summative Assessment Standard Setting for the MS Department of Education, May 2015

Co-Chair, Statewide Literacy Team, Mississippi Department of Education (2010-2012)

Member, Mississippi Commission on Teacher and Administrator Education, Certification and Licensure and Development (2010-2014)

Member, State Process Review Team: State of Mississippi Board of Education (2004-2009)

#### *University/School Level*

Member, The University of Mississippi, Judicial Council (2007-current)

Member, The University of Mississippi, Undergraduate Council (2007-2013)

Member, The University of Mississippi, Absence Policy Review Task Force (2011-2012 only).

Member, The University of Mississippi, Chancellor Inauguration Service Events Committee (2009-2010 only)

Member, The University of Mississippi, Task Force To Study Alternately Formatted Courses/Programs (2009-2010 only)

Member, The University of Mississippi, Athletic Committee (2008-2009 only)

Chair, Enrollment Committee, University of Mississippi; Co-Chair, Follow-up Graduate Survey Committee (NCATE) (2006-2007)

Member, Faculty Enhancement; Faculty Recruiting and Retention; School of Education Resource Center; Academic

Admissions, University of Mississippi; Member, Teacher Education Committee; Elementary Education Faculty Committee; Graduate Faculty Committee; Doctoral Admission Revision Committee University of Mississippi

Member, Faculty Library Advisory Committee; Teacher Education Faculty Committee; Graduation Education Faculty Committee Mississippi University for Women

Member, College of Education Core Advisory Group, Auburn University

Member, BBST Committee (student support team), Beauregard High School

Chairperson, Measures of Success Committee, Beauregard High School

Member, SACS Steering Committee, Beauregard High School

Member, School Improvement Council, Rowan Junior High School

Member, Discipline Committee, Rowan Junior High School

Member, Climate Committee, W.H. Jones Elementary School

### **Professional Presentations**

Keynote Address—The Correlation Between Poor Attendance and Reading (2018). MS Department of Education Chronic Absenteeism Summit, August 22, Jackson, Mississippi

Rutherford, A. (2018). Involving the Community in Reducing Chronic Absenteeism. MS Department of Education Chronic Absenteeism Summit, August 21, Jackson, Mississippi

Panel Presentation—Moving the Needle: GLR in the Crucible of Practice/State-level perspective (2018). Campaign for Grade-Level Reading Week, July 24, Philadelphia, Pennsylvania

Rutherford, A. (2017). Overview of LETRS for Early Childhood Educators. 2017 Child Care Director Institute, December 6, Jackson, Mississippi

Kern, D., Sanders, K., **Rutherford, A.** & Witherell, N. (2017). Reviewing Reading Specialist/Literacy Coach Reports for ILA/CAEP. International Literacy Association, July 14, Orlando, Florida.

Moon, S., **Rutherford, A.**, O'Neil, C. S., Williamson, L., & Winer, E. S. (2017). Launching new statewide campaigns in Mississippi and North Carolina. Campaign for Grade-Level Reading Week, June 13, Denver, Colorado

Birdyshaw, D., McGriff, M., **Rutherford, A.**, Swaggerty, E., Lewis-Spector, J. (2016). Report of the ILA Task Force on Teacher Preparation in Literacy: Investigations in literacy teacher preparation programs. International Literacy Association. July 10, Boston, Massachusetts.

Rutherford, A., Butler, K., Carter, L., & Riley, M.H. (2016). How one state is addressing teacher preparation in literacy instruction. International Literacy Association, July 9, Boston, Massachusetts.

Kern, D., Sanders, K., **Rutherford, A.** & Witherell, N. (2016). Reviewing Reading Specialist/Literacy Coach Reports for ILA/CAEP. International Literacy Association, July 8, Boston, Massachusetts.

Kern, D., Swan-Dagen, A., **Rutherford, A.** & Witherell, N. (2016). Reviewing Reading Specialist/Literacy Coach Reports for ILA/CAEP. International Literacy Association, July 8, St. Louis, Missouri

Birdyshaw, D., McGriff, M., **Rutherford, A.**, Swaggerty, E., Tancock, S. (2015). Report of the Task Force on Teacher Preparation in Literacy. International Literacy Association. July 19, St. Louis, Missouri.

Kern, D., Swan-Dagen, A., **Rutherford, A.** & Witherell, N. (2015). Reviewing Reading Specialist/Literacy Coach Reports for ILA/CAEP. International Literacy Association, July 17, St. Louis, Missouri

- Rutherford, A. (2014). IRA/CAEP: A partnership for reading professional quality and performance. International Reading Association, May 11, New Orleans, Louisiana.
- Rutherford, A. S. & Parker, A. (2013). Meaningful mentoring: A source of hope in elementary classrooms in the Mississippi delta. University of New Mexico Mentoring Institute, October 30-November 2, Albuquerque, New Mexico.
- Mott, M. S., **Rutherford, A. S.**, McClelland, S., Whitehead, A. & Breneman, J. M. (2013). Interactive video analysis tool: Enhancing early literacy instruction in teacher education. Southeastern Regional Association of Teacher Education, October 10-12, Sarasota, Florida.
- Rutherford, A., Hillmer, T., & Parker, A. (2013). Promoting self-selected reading. Roundtable Presentation, International Reading Association, April 20, San Antonio, Texas.
- Rutherford, A. (2013). IRA/NCATE: A partnership for reading professional quality and performance. Institute Presentation, International Reading Association, April 19, San Antonio, Texas.
- Rutherford, A., Hillmer, T., & Parker, A. (2012). Promote intrinsic reading: Implementing literature circles with intermediate-grade students and pre-service teachers. Roundtable Presentation, International Reading Association, May 2, Orlando, Florida.
- Rutherford, A. (2012). IRA/NCATE: A partnership for reading professional quality and performance. Institute Presentation, International Reading Association, April 29, Chicago, Illinois.
- Rutherford, A. S. (2011). IRA reviewer session, Association of Literacy Educators and Researchers Conference, November 6, Richmond, Virginia.
- Mott, M.S., & Rutherford, A.S. (2011). Technical examination of a measure of phonological sensitivity. Paper presented at The Meadows Center for Preventing Educational Risk, University of Texas at Austin, November 4, Austin, Texas.
- Mott, M.S., & Rutherford, A.S. (2011). Technical examination of a measure of phonological sensitivity. Mid-South Education Research Association, November 2-4, Oxford, Mississippi.
- Rutherford, A. (2011). IRA/NCATE: A partnership for reading professional quality and performance. Institute Presentation, International Reading Association, May 8, Orlando, Florida.
- Mott, M.S., Sumrall, W.J., Rutherford, A.R., Sumrall, K., & Vails, T. (2011). Designing Interactive Whiteboard and Response System Experiences, Creating Futures Through Technology Conference, March 2-4, Biloxi, Mississippi.
- Brenner, D. & Rutherford, A. (Accepted but not presented, 2010). Changing preservice teachers' knowledge of phonics instruction: The complexities of implementing a statewide teacher education policy, American Educational Research Association, May 1, Denver, Colorado.
- Rutherford, A. (2010). IRA/NCATE: A partnership for reading professional quality and performance. Institute Presentation, International Reading Association, April 25, Chicago, Illinois.
- Rutherford, A. (2009). IRA/NCATE: A partnership for reading professional quality and performance. Institute Presentation, International Reading Association, May 2, Minneapolis, Minnesota.
- Rutherford, A., Carter, L., & Chessin, D. (2009). Taking a stand on environmental issues. National Science Teachers Association, March 19, New Orleans, Louisiana.
- Rutherford, A. (2009). IRA/NCATE: A partnership for reading professional quality and performance. Institute Presentation, International Reading Association, February 22, Phoenix, Arizona.
- Rutherford, A., Lee, K., Love, F., Hillmer, T. (2009). Forging innovative partnerships to strengthen undergraduate literacy methods courses for impacting K-6 student learning. Conference Presentation, American Association for Colleges of Teacher Education, February 8, Chicago, Illinois.

- Rutherford, A., Hillmer, T., Parker, A., Kramer, M., & Siebert, S. (2008). Promoting intrinsic reading: Implementing literature circles with intermediate-grade students and pre-service teachers. The Sixth International Conference on the Book, October 25, Washington, DC
- Rutherford, A. (2008). Opportunities and tools for online learning. Presentation at Provost's Faculty Development Luncheon Workshop. The University of Mississippi, April 22, University, Mississippi
- Rutherford, A. (2008). Utilizing private money to build and strengthen literacy education programs and to support literacy education in P-12 settings. Conference Presentation, American Association for Colleges of Teacher Education, February 8, New Orleans, Louisiana
- Rutherford, A. (2007). What do students really want? Conference Presentation at the Southwest International Reading Association Regional Conference, November 15, Little Rock, Arkansas
- Raines, A. (2006). Content area literacy: Strategies for promoting student engagement. Conference Presentation at the Mississippi Department of Education Summer Conference, June 6, Oxford, Mississippi
- Raines, A. (2006). Content area literacy strategies. South Tippah Schools, February 13, Ripley Mississippi
- Raines, A. (2005). Let's ask the students: A study of high school students' instructional preferences for literacy works of art. Research Poster Session at International Reading Association Annual Conference, May 3, San Antonio, Texas.
- Raines, A. (2005). What do students really want? Students' literary instructional preferences. Conference Presentation at the International Reading Association Annual Conference, May 3, San Antonio, Texas.
- Raines, A. (2005). NCATE/IRA Program Review Institute. Panel Discussion at International Reading Association Annual Conference, May 1, San Antonio, Texas
- Raines, A., Ferguson, B., Henke, K., & Pate, H. (2005). Comprehension instruction. Panola County Schools, April 11, Como, Mississippi.
- Raines, A. (2005). Top ten comments overheard by beginning teachers about teaching reading. University of Mississippi, April 8, Oxford, Mississippi.
- Raines, A. (2005). Reading comprehension strategies. Panola County Schools, February 10, Sardis, Mississippi.
- Raines, A. (2005). Scientifically-based reading research: Programs and assessment. Mississippi Department of Education, February 9, Oxford, Mississippi.
- Raines, A. (2004). Reading Comprehension strategies in grades 6-12. DeSoto County Schools, September 21, Hernando, Mississippi.
- Raines, A. (2004). The magic of reading aloud. Presentation at Mississippi Early Childhood Conference (local chapter), January 19, Columbus, Mississippi.
- Raines, A. (2003). The aesthetic stance: High school students choose a bridge to freedom when reading literary works of art. Presentation at the Alabama Reading Association Annual Conference, October 10, Montgomery, Alabama.
- Brabham, E., Villaume, S., Hall, J., & Raines, A. (2001). For the love of reading: Jazz up engagements and enjoyment for expository texts with literature circles. Presentation and Microworkshop at the International Reading Association Annual Convention, May 1, New Orleans, Louisiana.
- Villaume, S., Brabham, E., Brandt, S., Hall, J., Hines, K., & Raines, A. (2001). Spreading the magic of literature circles to informational texts. Presentation at the National Council for the Teachers of English Spring Conference, March 31, Birmingham, Alabama.
- Brabham, E. Murray, B., & Raines, A. (2000). Launching probes for truth: A technology-supported, problem-centered mission to critical literacy. Presentation at the Alabama Reading Association Conference, October 12, Huntsville, Alabama.

Brabham, E., Villaume, S., Raines, A. & Warmack, W. (1999). Developing engaged stances: Teachers' transactions with research readings using a literature discussion group approach. Action Research presented at the Alabama Reading Association Conference, October 7, Birmingham, Alabama

### **Other Professional Presentations**

Rutherford, A. (2016) LETRS for Early Childhood Educators. Mississippi Department of Education, Six sites across the state.

### **Professional Conferences Attended**

Campaign for Grade-Level Reading Week, Philadelphia, PA, July 2018  
Beyond School Hours, Orlando, FL, February 2018  
Foundation for Excellence in Education, National Summit on Education Reform, Nashville, TN, November, 2017.  
LETRS Annual Meeting, Dallas, TX, September 2017.  
LETRS Literacy Symposium, Online platform, July 2017.  
International Literacy Association, Orlando, FL, July 2017  
Campaign for Grade-Level Reading Week, Denver, CO, June 2017.  
Campaign for Grade-Level Reading Southeast Regional Convening, Birmingham, AL, September 2016  
International Literacy Association, Boston, MA, July 2016  
LETRS Literacy Symposium, Online platform, July-November 2016.  
Campaign for Grade-Level Reading State Leads and National Implementation Partners, Baltimore, MD, March 2016.  
Achieve's Annual Meeting for State Leadership Teams and National Partners, Washington DC, December 2015.  
LETRS Literacy Symposium, Online platform, July-November 2015.  
International Literacy Association, St. Louis, Missouri, July 2015  
Achieve's Annual Meeting for State Leadership Teams and National Partners, Washington DC, December 2014.  
International Reading Association, New Orleans, Louisiana, May 2014  
Achieve's Annual Meeting for State Leadership Teams and National Partners, Washington DC, December 2013.  
Mississippi Common Core Institute, Tupelo, Mississippi, October 2013  
Foundation for Excellence in Education National Summit, Boston, Massachusetts, October 2013  
LETRS Summit, Austin, Texas, June 2013  
International Reading Association Conference, San Antonio, Texas, April 2013  
Foundation for Excellence in Education National Summit, Washington, DC, November 2012  
International Reading Association Conference, Chicago, Illinois, April 2012  
Association of Literacy Educators and Researchers, Richmond, Virginia, November 2011  
Mid-South Educational Research Association, Oxford, Mississippi, November 2011  
Common Core Institute, Chicago, Illinois, June 2011  
International Reading Association Conference, Orlando, Florida, May 2011  
LETRS Summit, Nashville, Tennessee, January 2011  
United States Department of Education Reading Institute, Anaheim, California, July 2010  
Achieve, American Diploma Project Network: Supporting College-and-Career-Ready Graduation Requirements Convening, June 2010  
International Reading Association Conference, Chicago, Illinois, April 2010  
International Reading Association Conference, Minneapolis, Minnesota, May 2009  
International Reading Association Conference, Phoenix, Arizona, February 2009  
American Association of Colleges of Teacher Education, Chicago, Illinois, February 2009  
International Reading Association Conference, Atlanta, Georgia, May 2008  
American Association of Colleges of Teacher Education, New Orleans, Louisiana, February 2008  
College Reading Association Conference, Salt Lake City, Utah, November 2007  
International Reading Association Conference, Chicago, Illinois, May 2006  
American Association of Colleges of Teacher Education, San Diego, California, January, 2006  
International Reading Association Conference, San Antonio, Texas, May 2005  
International Reading Association Conference, One-Day Institute for Writing/Reviewing IRA/NCATE Program Review, San Antonio, Texas, May 2005  
Mississippi Department of Education, State Board of Examiners' Training Conference, June 2004 and December 2004  
International Reading Conference, Reno, Nevada, May 2004  
International Reading Conference, One-Day Institute for Writing NCATE Program Review, Reno, Nevada, May 2004  
International Reading Conference, New Orleans, Louisiana, May 2001  
Mid-South Reading and Writing Conference, Birmingham, Alabama, 1999  
Southern Early Childhood Association, Biloxi, Mississippi, 1993  
National Council of Teachers of Mathematics, Nashville, Tennessee, 1992



## Honors

2014 University of Mississippi Change Agent <http://changeagents.olemiss.edu/helping-literacy-instructors-excel/>  
2009-2010, Southeastern Conference Academic Consortium (SECAC) Academic Leadership Development Program Fellow  
2007, Cambridge Who's Who Registry  
2006, Outstanding Teacher of the Year, School of Education, University of Mississippi  
2006, Nominee, Frist Faculty/Staff Service Award, University of Mississippi  
2006, Invitation, Oxford Roundtable, Summer 2006, England (declined participation)  
2005, Invitation, People to People Ambassador Programs, U.S.-China Joint Education Conference, Reading and Literacy Education Delegation (declined participation)  
2000, Who's Who Among American High School Teachers  
2001, Community Service Award, Lee County Schools  
2001, Outstanding Achievement, Lee County Schools  
1999, Creative/Innovative Award, Lee County Schools

## Publications

Birdyshaw, D., Swaggerty, E., McGriff, M., Rutherford, A., Ro, J., Tancock, S., Fine, J., & Leach, A. (2017). Beyond state requirements: Examining teacher preparation for literacy instruction in the United States teacher education programs. *Literacy Practice & Research*, 43(1), 15-25.

Rutherford, A. S., Carter, L., Riley, M., & Platt, S. (2017). Content knowledge reading assessment: A policy change impacting elementary education candidates' preparation. *Research in Higher Education*, 33. Retrieved from <http://www.aabri.com/manuscripts/172629.pdf>

Mott, M.S., Mott, J.M., McClelland, S.S., Thomas, L.H., **Rutherford, A.S.**, Naron, K.Y., & Moore, J.J. (2016). *Early literacy assessment and toolbox*. San Diego: California: Cognella. (first edition)

Mott, M.S., Mott, J.M., McClelland, S.S., Thomas, L.H., **Rutherford, A.S.**, Naron, K.Y., & Moore, J.J. (2016). *Early literacy assessment and toolbox*. Preliminary Edition. San Diego: California: Cognella.

Birdyshaw, D., Swaggerty, E., **Rutherford, A.**, Berne, J., Donaldson, R., Fine, J., McGriff, M., Tancock, S., Tano, C., & Wooten, D. (2015). *Preliminary report on the teacher preparation for literacy instruction*. Newark, DE: International Literacy Association.

Mott, M.S., Mott, J.M., **Rutherford, A.S.**, McClelland, S.S., Williams-Black, T.H., Thomas, L.H., & Moore, J.J. (2015). *Morphological awareness: Assessment and instruction for grades 2-3 and students with reading difficulty*. Boston, Massachusetts: Pearson.

Sheils, A. P., & **Rutherford, A.** (2014). Meaningful mentoring: A source of hope in elementary classrooms in the Mississippi Delta. *Florida Association of Teacher Educators Journal*, 1(14), 1-8. Retrieved from <http://www.fate1.org/journals/2014/sheilsandrutherford.pdf>

Mott, M. S., **Rutherford, A. S.**, & Williams-Black, T. H. (2014). *Assessment of Phonological Awareness*. Boston, MA: Pearson Learning Solutions.

**Rutherford, A. S.** (2013). Common Core State Standards and Louise Rosenblatt's Transactional Theory. *Concern for Affect in Reading Education Newsletter*, Fall(2), 2-5.

Mott, M. S. & **Rutherford, A. S.**, (2012). Technical examination of a measure of phonological sensitivity. *SAGE Open*. doi: 10.1177/2158244012445584.

Mott, M. S., Robinson, D. H., Walden, A., Burnette, J. & **Rutherford, A. S.** (2012). Illuminating the effects of dynamic lighting on student learning. *SAGE Open*. doi: 10.1177/2158244012445585.

**Rutherford, A. S.**, Hillmer, T., & Parker, A. (2011). Overcoming the education challenge of poverty in the Mississippi Delta. *Kappan*, 93(3), 40-43.

Mott, M.S., Sumrall, W.J., Chessin, D., **Rutherford, A.S.**, & Moore, V.J. (2011). Assessing student scientific expression using media: The MESPR-Media enhanced science presentation rubric. *Journal of STEM Education: Innovations & Research*.

Mott, M.S., Sumrall, W.J., **Rutherford, A.R.**, Sumrall, K., & Vails, T. (2010). "Lecture" with interaction in an adult science methods course-session: Designing interactive whiteboard and response system experiences. *Journal of Literacy and Technology*, 11(4). DOI: <http://www.literacyandtechnology.org>.

Mott, M. S. & **Rutherford, A. S.** (2010). *Assessment of Phonological Sensitivity*. Boston, MA: Pearson Learning Solutions.

**Rutherford, A.**, Leland, K. L., & Mott, M. S. (2010). A call for change: Engaging students in Rosenblatt's aesthetic stance to promote lifelong reading. *Concern for Affect In Reading Education*, 25, 34-39.

**Rutherford, A.**, Carter, L., Hillmer, T., Siebert, S., Kramer, M., & Parker, A. (2009). Promoting intrinsic reading: Implementing literature circles with intermediate-grade students and preservice teachers. *The International Journal of the Book*, 6, 43-49.

**Rutherford, A.**, Carter, L., Wolff, L., & Blackwell, S. (2009). Student teachers' early literacy concepts. *Academic Exchange Quarterly*, 13(1), 60-69.

**Rutherford, A.** (2009). Literacy opportunities: Encouraging and supporting independent reading. *The Mississippi Reading Journal*, 8(1), 14-17.

**Raines, A.**, Brabham, E., & Aycocock, A. (2007). High schools students' instructional preferences when reading literary works of art. *The Reading Matrix*, 7(2), 97-116.

**Raines, A.** & Holmes, K. (2007). Assisting students to adopt purposes for reading transactions to promote more meaningful comprehension and enjoyment. *Florida Reading Quarterly*, 43(3), 12-16.

Holmes, K. & **Raines, A.** (2006). Reading Comprehension: The neglected reading skill. *Florida Reading Quarterly*, 42, 10-15.

Oliphant-Ingham, R. & **Raines, A.** (2006). A brief history of civil rights through literature. *Mississippi Reading Journal*, 6(1), 10-14.

**Raines, A.** (2005). Louise Rosenblatt: An advocate for nurturing democratic participation through literary transaction. *Talking Points*, 17(1), 28-31.

**Raines, A.** (2004). Improving comprehension instruction: Rethinking research, theory, and classroom practice. [Review of the book]. *Childhood Education: Infancy Through Early Adolescence*, 80(5), 276-277.

**Raines, A.** & Brabham, E. (2002). Journeys Toward Understanding the Role of Gender in Literature Discussions. *WLLA: Journal for Women's Issues in Literacy and Life Assembly of the National Council of Teachers of English*, 11.

Dissertation: The study was grounded in Louise Rosenblatt's Transactional Theory of the Literary Work of Art. Specifically, the study emphasizes her ideas involving the aesthetic and efferent stances readers take when transacting with a text. The purpose of this study was to determine which instructional method high school students actually prefer—a method promoting students to approach a literary work of art honoring an aesthetic stance or a method promoting students to approach a literary work of art honoring an efferent purpose. An additional purpose was to determine how readers' concepts of reading (the readers' own theory about reading) and how readers' attitudes toward reading (the readers' tendency to react or have a feeling or emotion) influence their instructional preference.

#### **Contracted Development of Professional Training Materials**

Rutherford, A., Hillmer, T. & Parker, A. (2011-2012). Developed professional training materials under contract with the Mississippi Department of Education for teachers in grades K-2, 6-8, and 9-12 related to Common Core State Standards-English Language Arts.

#### **Professional Memberships**

International Literacy Association

Phi Delta Kappa

Association for Supervision and Curriculum Development