



**Curriculum Vita
September 2024**

Instructor: Michele R. Anderson, Clinical Instructor

Academic Department: Curriculum and Instruction

University Address: Sowers Education South
Texas A&M University-Commerce
PO Box 3011
Commerce, TX 75429-3011

Office Phone: 903-886-5537

University Email Address: michele.goady@tamuc.edu

Faculty Web Page Address: faculty.tamuc.com/manderson

EDUCATION

Master of Arts, Education
Early Childhood Education
The George Washington University, 1997

B. A. Child Development, Christian Education
Ottawa University- Kansas, 1975.

Certifications:
Mid Management-Education Pk-12- Texas
Teacher of Young Children -Texas

TEACHING EXPERIENCE

2016-Present, Center Coordinator and Instructor Curriculum and Instruction 2016-present- Texas A&M Commerce

Organizes and supervises clinical teachers and interns throughout their field-based experiences within TEA /EPP guidelines. Teaches undergraduate early childhood education courses

2015-2018, Reading Coach/Interventionist Dallas Independent School District, Texas

Provided coaching and instructional support to teachers. Led professional development and Professional Learning Communities for staff. Designed reading instructional activities to meet individual student needs and provided intervention services to students reading below grade expectations in grades k-5.

2010-2015, Director- Special Initiatives- Division of Early Childhood Development, Maryland State Department of Education, Maryland

Developed the statewide Early Childhood Breakthrough Center which provides support to children, families, and schools to increase the readiness skills of young children in Maryland.

- Initiated district wide pilot collaboration (The Breakthrough Center) with nonpublic and community early childhood programs to improve instruction and readiness skills of children in Maryland.
- Provided professional development to teachers and leaders.
- Developed a regional early childhood resource center.
- Provided coaching, professional development and technical assistance to resource centers throughout the state.
- Developing a state-wide guide to early childhood pedagogy that describes current research, best practices, and program implementation guidelines for early childhood/elementary professionals.
- Led the State Bridge to Excellence (State Improvement Plan) review team and reviewed plans for several local education agencies (LEAs).
- Led Restructuring, Implementation, Transformation Assessment (RITA) teams to assess needs of high needs/high poverty schools

2003-2010, Director and Coordinator of Reading First (Office of the State Superintendent), Maryland State Department of Education, Maryland

Directed the \$66 million state grant which provided instructional, professional development and assessment services to local school agencies (LEAs) implementing Scientifically Based Reading Research – (Science of Teaching Reading). The Maryland Reading First Initiative was recognized by the US Department of Education for program implementation and grant management.

- Ensured the compliance of LEA sub grants to meet the federal Reading First requirements.
- Directed the statewide Maryland Institutes of Beginning Reading for coaches, teachers and principals serving over eight hundred staff persons.

- Directed the Maryland State Reading Research Conference for school administrators and leaders informing them of current reading research and instructional practices.
- Reviewed state, local and student data and led schools in interpreting data to inform and modify instruction, instructional programs, and materials.
- Coordinated the external evaluation effort.
- Directed a staff and collaborated with teachers, principals, and district leaders to implement the Initiative.
- Led the first statewide selection/recommendation of reading materials for school districts.
- Led the review and revision of State required reading courses to include scientifically based reading instructional practices.
- Led the higher education reading course revision process with higher education institutions in Maryland. Organized the professional development for reading/early childhood faculty and revised elementary courses to reflect current research.

1999-2003, Language Development Coordinator (Language Arts, Reading, World Languages, English Language Learners) - Division of Instruction, Maryland State Department of Education, Maryland

Led the curriculum and assessment development for grades 3-8.

Interpreted statewide data, monitored research, and provided training and technical assistance to school systems liaisons and staff to improve instruction in the core subjects.

- Developed policies for implementing the Reading/English Language Arts, World Language and English Language Learner programs.
- Directed the selection of statewide Reading and English Language Learner assessments.
- Coordinated the Maryland Reading Network, a staff development institute, for upper elementary, middle, and high school teachers.
- Coordinated the Statewide Family Reading Plan- family engagement program.
- Managed the Maryland Reading Excellence Act grant award which provided funds to evaluate instructional programs and provide resources for lower achieving schools.
- Led school teams in selecting assessments and utilizing this data to inform instruction.
- Served as the State liaison with the Center for Reading Excellence (research foundation) at Johns Hopkins University.
- Coordinated the development and approval of reading courses for the recertification of teachers (in all content and grade levels) with higher education institutions and school system officials.

1999-2003, Faculty Associate, Johns Hopkins University, Maryland

Taught elementary and secondary graduate reading courses required for certification and recertification of Maryland teachers:

884.501	Processes and Acquisition of Reading
884.507	Instruction in Reading
884.502	Diagnosis and Assessment of Reading Instruction
884.508	Reading in the Content Areas I (Secondary)

1997-1999, Center Director-Child Development Center – Easter Seals, Washington, D.C.

Directed an early childhood education program which provided inclusive early intervention services. Provided an early learning program, therapy, transportation, family services and referral services to children.

- Directed education and social activities for staff and families.
- Directed the IFSP/IEP process in accordance with state and federal guidelines.
- Provided staff development and family development activities.
- Directed staff, budget, and support services for the center.

1994-1997, Director of Early Childhood Education (Prek-grade3) Dallas Independent School District, Texas

Directed the curriculum and instruction programs which served elementary campuses. Directed district wide and campus-based staff development activities for three thousand teachers including conferences, workshops, specialized training, individualized teacher assistance, and observation/appraisal services.

- Directed district wide training for new teachers including alternative certification teachers. Developed curriculum guides including technology based instructional materials and provided training to teachers in the use of these materials.
- Developed district Reading Initiative materials and served on the Reading Task Force.
- Managed and directed the early childhood (grades Prek-3) textbook adoption process.
- Developed the early childhood component of the proposal and received the Urban Systemic (USI) National Science Foundation Grant.
- Developed technology-based reading instructional materials for teachers.
- Led district wide textbook adoption process for Prek-3 teachers and schools

1992-1994, Director Texas Head Start Public School Transition Project, Dallas

Independent School District, Texas Directed a federally funded demonstration project with local school districts and Head Start grantees to provide reading/literacy instruction, training, intervention services, and family services for children and school staff.

- Directed program and professional development activities with partners (Head Start, School Districts and Dallas schools).
- Managed budget and staff to implement the grant
- Coordinated the external evaluation component of the grant external evaluator.

1989-1992, Assistant Principal/Principal David G. Burnet Elementary School, Dallas Independent School District, Texas

Provided leadership to a school staff of one hundred and multilingual student body of 1400.

- Coordinated campus curriculum efforts, staff development and student discipline.
- Served as a Dallas school district trainer in the Texas Teacher Appraisal System and conducted teacher appraisals.
- Coordinated the School Improvement Plan development and monitoring.
- Provided leadership to students, parents, and teachers in conflict management.
- Directed Prek-3 activities instructional activities.

1988-1989, Staff Development Specialist- Dallas Independent School District, Dallas, Texas

Researched, developed, and presented workshops and training for Dallas school's professional staff. Developed materials for teachers to implement a "balanced literacy" reading program.

- Retooled teachers in appropriate reading instructional practices.
- Coordinated district wide New Teacher Orientation (induction) and alternative certification training for Prek-3 teachers.
- Developed district wide staff development catalog.
- Trained Dallas school administrators in the Texas Teacher Appraisal System.

1985-1988, Elementary classroom teacher- John Q. Adams Elementary School, Dallas Independent School District, Dallas, Texas

Provided instruction to kindergarteners in a diverse school. Served as a model/demonstration teacher for the Early Childhood Education department. Coordinated the work of a student teacher and served as grade-level chairperson.

1977-1985, Teacher Prek-3-grade 6 Oakland Public Schools and Christian Community School Fremont, California

Classroom teacher, grade level chairperson and lead teacher. Provided daily instruction in all content areas and served on the special education review panel. Coordinated grade level activities for staff development and planning.

1978-1980, Instructor/Coordinator, Ottawa University, Kansas Taught post baccalaureate courses for elementary teachers, in curriculum development, instruction methods and child development.

PUBLICATIONS

2002, Maryland State Department of Education- Family Reading Plan-*Family Reading Kits*

Annenberg Learner Foundation (Producer). (2003), Engaging in Literature Video Library Grades 3-5, Available from <https://www.learner.org/series/engaging-with-literature-library-a-video-library-grades-3-5/>Closed Captioning

Anderson-Goady, M. (2003) Strategic Reading. Council on Legal Opportunity, (1), Winter 23-25

Goady, M. et.al (2008), Maryland Final Report for Reviewing Core Reading Programs

Goady, M. et. al. (2009), Maryland Final Report for Reviewing Supplemental Reading Programs

Stark, D., Goady, M. et.al (2015), Supporting Young Learners: Maryland's Guide to Early Childhood Pedagogy Birth to 8 – 2015, Maryland.

RESEARCH GRANTS AND AWARDS

1992-1995, Texas Head Start Transition Demonstration Project, ACYF-Office of Head Start, \$650,000., 2003-2010 Reading First, Maryland State Department of Education,

