

CURRICULUM VITAE

Latisha Hayes

Curry School of Education, University of Virginia
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CURRENT APPOINTMENT

Director, McGuffey Reading Center
Associate Professor, Curriculum, Instruction, and Special Education
Year of appointment: 2013, 2016

AREAS OF SPECIAL INTEREST

Emphases span grade levels, including prekindergarten to high school:

- Diagnosis and intervention of learning difficulties, specifically in literacy
- Development of word knowledge and recognition over the course of one's literacy trajectory
- University-based community partnerships

EDUCATION

2004	Ph.D.	University of Virginia Reading Education Dissertation Topic: A Comparison of Two Systematic Approaches to Phonics and Spelling Instruction in Beginning Reading: A Basal Phonics Program and Word Study Marcia Invernizzi, Chair
1998	M.Ed.	University of Virginia Reading Education
1993	B.A.	Radford University Special Education

PROFESSIONAL EXPERIENCE

University Level

2016 – present Associate Professor, General Faculty
University of Virginia

2013 – present Director, McGuffey Reading Center
University of Virginia

2005 – 2012 Coordinator, McGuffey Reading Center
University of Virginia

2005 – 2016 Assistant Professor, General Faculty
University of Virginia

2003 – 2005 Research Associate, General Faculty
Adjunct Instructor
University of Virginia

Classroom Teaching Experience

2001 – 2002 Jackson-Via Elementary School
Charlottesville, Virginia
Reading Specialist

1998 – 2001 Johnson Elementary School
Charlottesville, Virginia
Learning Resources – serving students, learning disabilities

1997 – 1998 Johnson Elementary School
Charlottesville, Virginia
Reading Intervention

1993 – 1997 Chilhowie Middle School
Chilhowie, Virginia
Learning Resources – serving students, cross-categorical

Administrative Experience

2002-2003 Jackson-Via Elementary School
Charlottesville, Virginia
Reading Excellence Act Grant Coordinator – design and
implementation of school-level reform

UNIVERSITY TEACHING EXPERIENCE

Undergraduate Courses Taught

EDIS 3881	Elementary Education Field Experience (Fall/Spring)	Structured one-on-one tutoring experience with emphasis on the power of teacher language and personal reflection
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EDIS 5221	Reading Development (Fall/Spring)	Developmental stages of literacy development from prekindergarten through the secondary grades
EDIS 5310	Differentiated Reading Instruction (Fall)	Assessment, grouping, and research-based instructional practice for small, differentiated literacy instruction within the Language Arts Block
<i>Graduate Courses Taught – Master’s</i>		
EDIS 5500	Early Reading Development (nontraditional week-long Summer)	Developmental stages of literacy development focusing on the primary grades
EDIS 5411	Reading Tutoring Practicum (Fall/Spring)	One-on-one tutoring practicum designed to give feedback on assessment-based lesson planning & implementation
EDIS 5730	Diagnosis & Remediation I: Grades PK-2 (Fall)	Diagnostic practices for the prekindergarten & primary grades with research-based approaches to intervention
EDIS 5740	Diagnosis & Remediation II: Grades 3-12 (Spring)	Diagnostic practices for the upper elementary – high school grades with research-based approaches to intervention
EDIS 7720	Word Study: Language Structures & Phonics (Fall/Spring)	Word knowledge development spanning prekindergarten through high school
EDIS 7730	Practicum in Reading Diagnosis (Summer)	Advanced diagnostic techniques for the diagnosis of reading difficulties
EDIS 7740	Practicum in Remedial Reading (Summer)	Practicum focused on small group interventions, including goal setting, progress monitoring, lesson planning, and implementation
<i>Graduate Courses Taught – Doctoral</i>		
EDIS 7882	Early Literacy Acquisition Seminar (alternating years)	Seminar surveying current research in the acquisition of literacy with a focus on the prekindergarten and kindergarten years
EDIS 8984	Reading Diagnostic Clinic (Fall/Spring)	Practicum in the McGuffey Reading Center focusing on the assessment and diagnosis of reading difficulties

Online Course Experience

- Developed the online version of EDIS 5221 to serve in the Special Education Program's off-sight endorsement/licensure program
- Developed the online version of both EDIS 5730 and EDIS 5740 to serve in the Reading Program's online degree and certificate programs
- While not directly taught, targeted online modules from the online versions are utilized in both EDIS 5730 and EDIS 5740 courses offered onGrounds
- Developed online modules for EDIS 7730 and EDIS 7740 utilizing the test and quizzes feature, interactive notes with screencasts, and guided practice using videos, audios, artifacts for structured activities with instructor feedback

SCHOLARSHIP

Refereed Articles

Hayes, L., & Flanigan, K. (2017). Avoiding common word study traps with older readers who struggle. *Reading in Virginia, 39*, 47-58.

Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? *Journal of Adolescent and Adult Literacy, 56* (2), 132-140.

Walpole, S., Hayes, L., & Robnolt, V. (2007). Matching second graders to text: The utility of a group-administered comprehension measure. *Reading Research and Instruction, 46* (1), 1-22.

Behnke, M., Hayes, L., Maslin, P., & Abouzeid, M. (2006). Professional Development and Reading First: From Federal Requirements to State Implementation. *Reading in Virginia, 12*, 25-34.

Hayes, L., & Robnolt, V.J. (2006). Data-Driven Professional Development: The Professional Development Plan for a Reading Excellence Act School. *Literacy Research and Instruction, 46* (2), 95-119.

Hayes, L. (2005). Word knowledge instruction for beginning readers: A look at the word study approach. *Reading in Virginia, 11*, 31-39.

Montgomery, J., & Hayes, L. (2005). Literacy transition strategies for older students with language-learning disabilities. *Communication Disorders Quarterly, 26* (2), 85-93.

Invernizzi, M., & Hayes, L. (2004). Developmental-spelling research: A systematic imperative. *Reading Research Quarterly, 39* (2), 216-228.

Books

Flanigan, K, Hayes, L., Templeton, S., Helman, L., & Bear, D. (in progress). *Words Their Way: Vocabulary Activities for American History Part II*, Pearson Education.

Flanigan, K, Hayes, L., Templeton, S., Helman, L., & Bear, D. (2017). *Words Their Way: Vocabulary Activities for American History Part I*, Pearson Education.

Templeton, S., Bear, D., Invernizzi, M., Johnston, F., Flanigan, K., Townsend, D., Helman, L., & Hayes, L. (2015). *Vocabulary their way: Word study with middle and secondary students* (2nd ed.). Boston: Allyn & Bacon.

Hayes, L., & Flanigan, K. (2014). *Developing word recognition*. New York: Guilford Press.

Flanigan, K., Hayes, L., Templeton, S., Bear, D., Invernizzi, M., & Johnston, F. (2010). *Words their way with struggling readers: Word study for reading, vocabulary, and spelling instruction, Grades 4-12*. Boston: Allyn & Bacon.

Book Chapters

Invernizzi, M., & Hayes, L. (2012). Counterpoint: Should the focus of literacy instruction be on “reading to learn” or “learning to read”? In A.J. Eakle (Ed.), *Curriculum and instruction: Debating issues in American education* (pp. 82-89). Thousand Oaks, CA: Sage Publications.

Invernizzi, M., & Hayes, L. (2010). Developmental patterns of reading proficiency and reading difficulties: Word recognition. In R. Allington & S. McGill-Franzen (Eds.) *Handbook of Reading Disability Research* (pp. 196-207). New York: Routledge.

Hayes, L. (2006). Integrating beginning word study into clinical interventions. In L.M. Justice (Ed.) *Clinical approaches to emergent literacy intervention* (pp. 361-389). San Diego, CA: Plural Publishing.

Program Consulting and Authorship

Case Analysis for Effective Teaching: Comprehension Instruction in Third Grade. (in production). Boston: Pearson Education.

Case Analysis for Effective Teaching: Writing Workshop in Second Grade. (in production). Boston: Pearson Education.

Case Analysis for Effective Teaching: Exploring Character Point of View in Sixth Grade. (in production). Boston: Pearson Education.

Case Analysis for Effective Teaching: Word Study in Kindergarten. (in production). Boston: Pearson Education.

Vocabulary Their Way: Words and Strategies for Academic Success: Grade 7. (2014). Boston: Pearson Education.

Vocabulary Their Way: Words and Strategies for Academic Success: Grade 8. (2014). Boston: Pearson Education.

EXTERNAL FUNDING & CONTRACTS

Grant Title: IDEAS Grant (co-PI)

Funding Source: University of Virginia

Funding Period: 2017-2018
Amount Awarded: \$15,000.00

Contract: McGuffey Reading Center tutoring service contract
Community Partner: Albemarle County Schools
Funding Period: 2018-2019
Contract Amount: \$12,500/year

Contract: McGuffey Reading Center tutoring service contract
Community Partner: Albemarle County Schools
Funding Period: 2017-2018
Contract Amount: \$12,500/year

Contract: McGuffey Reading Center professional learning contract – 1st through 8th
Community Partner: Charlottesville City Schools
Funding Period: 2017-2018
Contract Amount: \$4,200/year

Contract: McGuffey Reading Center professional learning contract - elementary
Community Partner: Charlottesville City Schools
Funding Period: 2016-2017
Contract Amount: \$12,000/year

Contract: McGuffey Reading Center professional learning contract - secondary
Community Partner: Charlottesville City Schools
Funding Period: 2016-2017
Contract Amount: \$12,000/year

Contract: McGuffey Reading Center professional learning contract - elementary
Community Partner: Albemarle County Schools
Funding Period: 2016-2017
Contract Amount: \$21,500/year

Contract: McGuffey Reading Center tutoring service contract
Community Partner: Albemarle County Schools
Funding Period: 2016-2017
Contract Amount: \$25,000/year (pending on 21st Century Grant)

Contract: McGuffey Reading Center tutoring service contract
Community Partner: Albemarle County Schools
Funding Period: 2014-2015, 2015-2016
Contract Amount: \$12,500/year

Contract: McGuffey Reading Center tutoring service contract
Community Partner: Charlottesville City Schools
Funding Period: 2013-2014, 2014-2015, 2015-2016
Contract Amount: \$12,500/year

Grant Title:	COFU Grant
Funding Source:	University of Virginia
Funding Period:	2009
Amount Awarded:	\$2,000.00
Grant Title:	Professional Development at a Distance
Funding Source:	Virginia Department of Transportation
Funding Period:	2009
Amount Awarded:	\$8,000.00
Grant Title:	Teachers for a New Era Mini-Grant
Funding Source:	Teachers for a New Era
Funding Period:	2004
Amount Awarded:	\$5,000.00
Grant Title:	Jeanne S. Chall Research Fellowship
Funding Source:	International Reading Association
Funding Period:	2003
Amount Awarded:	\$6,000.00

PRESENTATIONS

International and National Conferences

Flanigan, K., & Hayes, L. (2018). *Engaging vocabulary instruction: Returning to the “roots” of English*. International Literacy Association, Austin, TX.

Hayes, L., & Flanigan, K. (2018). *The million dollar question: Why is transfer so hard?* International Literacy Association, Austin, TX.

Flanigan, K., & Hayes, L. (2017). *Word Study: What really matters for vocabulary instruction*. International Literacy Association, Orlando, FL.

Flanigan, K., & Hayes, L. (2016). *Don't forget the vocabulary in word study*. International Literacy Conference, Chicago, IL.

Hayes, L., & Flanigan, K. (2014). *A developmental approach to building word recognition*. International Reading Association, New Orleans, LA.

Flanigan, K., & Hayes, L. (2013). *Differentiated academic vocabulary instruction: Matching purposes, students, and strategies*. National Council of Teachers of English, Boston, MA.

Hayes, L., & Flanigan, K. (2013). *Building vocabulary through the content area*. International Reading Association, San Antonio, TX.

Hayes, L., & Flanigan, K. (2013). *Teaching academic vocabulary in the content areas*. National Council of Teachers of English, Boston, MA.

- Hayes, L., & Gray, J. (2013). *Going boldly: Virtually delivering the clinical practicum*. (alternative session) National Reading Conference, Dallas, TX.
- Flanigan, K., & Hayes, L. (2012). *Don't know much about history: Using content vocabulary to generate growth in general academic vocabulary*. International Reading Conference. Chicago, IL.
- Welsh, J., Robnolt, V., Jones, J., Hayes, L., Stahl, K., Flanigan, K., & Green, S. (2012). *Response to Intervention: Implementation and support by departments of education in 5 states*. Literacy Research Association, San Diego, CA.
- Welsh, J., Robnolt, V., Jones, J., Hayes, L., Stahl, K., Flanigan, K., & Green, S. (2012). *Response to Intervention: Implementation and support by departments of education in 5 states*. Literacy Research Association, San Diego, CA.
- Hayes, L. (2011). *Engaging adolescents with technology*. International Reading Conference, Chicago, IL.
- Hayes, L., & Flanigan, K. (2011). *Avoiding common word study traps with older struggling readers*. International Reading Conference. Chicago, IL.
- Robnolt, V., Jones, J., Hayes, L., Welsh, J., Green, S., Stahl, K., & Flanigan, K. (2011). *Expanding access, knowledge, and participation through the involvement of faculty with Response to Intervention*. Literacy Research Association. San Antonio, TX.
- Flanigan, K., & Hayes, L. (2010). *Teaching the language of content area learning, generative vocabulary instruction to support academic and content-specific vocabulary with struggling readers*. International Reading Conference, Chicago, IL.
- Hayes, L., Flanigan, K., & Gehsmann, K. (2010). *Word study with struggling adolescent readers: Improving orthographic and vocabulary knowledge through teacher knowledge and expertise*. International Reading Conference, Chicago, IL.
- Hayes, L., Robnolt, V., Jones, J., Welsh, J., & Green, S. (2010). *Response to Intervention: How faculty in four states are supporting paths to implementation*. National Reading Conference, Fort Worth, TX.
- Robnolt, V., Jones, J., & Hayes, L. (2010). *Case studies of department of education stakeholders*. National Reading Conference, Fort Worth, TX.
- Hayes, L., Robnolt, V., & Jones, J. (2009). *Response to Intervention: Virginia results*. National Reading Conference, Albuquerque, NM.
- Hayes, L., & Flanigan, K. (2009). *Word study for struggling adolescents: A two-pronged approach*. International Reading Association, Minneapolis, MN.

- Robnolt, V., Hayes, L., & Jones, J. (2008). *Response to Intervention: A state-wide survey*. National Reading Conference, Orlando, FL.
- Hayes, L. (2007). *Word study for an adolescent striving reader*. National Reading Conference, Austin, TX.
- Hayes, L., Flanigan, K., Robnolt, V.J., & Jones, J. (2007). *Response to Intervention: A development perspective*. International Reading Association Institute, Toronto, Canada.
- Hayes, L., Cabell, S., & Dubeck, M. (2006) *Investigating the implementation of a differentiated word study program through professional development, a Virginia model*. National Reading Conference, Los Angeles, CA.
- Hayes, L., & Flanigan, K. (2006). *Instruction for the emergent reader: Developing a concept of word*. International Reading Association, Chicago, IL.
- Hayes, L., & Robnolt, V.J. (2005). *Five days in the life of a basal: Adapting a basal to fit your students' needs*. International Reading Association, San Antonio, TX.
- Hayes, L. (2004). *A comparison of two systematic approaches to phonics and spelling instruction in beginning reading: A basal phonics program and word study*. International Reading Association, Reno, NV.
- Hayes, L., & Justice, L. M. (2004). *Integrating word study into language intervention: Key principles*. Paper presented at the University of Wisconsin-Eau Claire/Thinking Publications Online Language Conference [online: <http://www.thinkingpublications.com/>].
- Hayes, L., & Lindemann, L. (2004). *Managing word study at the school level: Grades K-4*. International Reading Association, Reno, NV.
- Hayes, L., Robnolt, V.J., & Jones, J. (2004). *A comparison of two professional development models for facilitating teacher and student change*. National Reading Conference, San Antonio, TX.
- Hayes, L., & Robnolt, V. (2003). *Data-driven professional development: The professional development plan for a Reading Excellence Act school*. National Reading Conference, Scottsdale, AZ.
- Walpole, S., Hayes, L., & Robnolt, V. (2002). *Instructional reading level: Is the Scholastic Reading Inventory an effective measure?* National Reading Conference, Miami, FL.

Regional, State, and Local Conferences

- Hayes, L., & Bowling, E. (2018). *Inspiring early readers: Strategies for developing and supporting word recognition*. Virginia State Reading Association Conference, Richmond, VA.

- Hayes, L., & Bowling, E. (2015). *Finding the word knowledge zone for primary grades = Results*. Monticello Reading Council, Charlottesville, VA.
- Hayes, L., (2009). *Phonics and spelling instruction for struggling adolescents*. Virginia State Reading Association Conference, Washington, DC.
- Robnolt, V.J., Hayes, L., & Jones, J. (2007). *Fluency: A developmental perspective*. Virginia State Reading Association Conference, Roanoke, VA.
- Robnolt, V.J., Jones, J., & Hayes, L. (2004). *Professional development models and instructional implications*. Virginia State Reading Association Conference, Richmond, VA.
- Hayes, L. (2003). *Making word study work in an elementary school literacy program*. Virginia State Reading Association Conference, Roanoke, VA.
- Hayes, L. & Robnolt, V. (2003). *Linking assessment to instruction*. Phonological Awareness Literacy Screening Conference, Charlottesville, VA.
- Robnolt, V. & Hayes, L. (2002). *Designing intervention plans*. Phonological Awareness Literacy Screening Conference, Charlottesville, VA.
- Hayes, L. (2000). *Effective reading classrooms: Cross-grade reading program in one Virginia elementary school*. Virginia Association of Elementary School Principals Conference, Williamsburg, VA.
- Lindemann, L. & Hayes, L. (1999). *Word study instruction in a cross-grade grouping program*. Virginia State Reading Association Conference, Richmond, VA.

CONFERENCE PLANNING

2018 – present	George Graham Lecture Curry School of Education, University of Virginia
2004 – 2016	George Graham Lecture Curry School of Education, University of Virginia
2003 – 2005	Reading First in Virginia Academies Curry School of Education, University of Virginia

SERVICE

National

2016 to present	Book reviewer/endorser for various publishers (Guilford Press and Teacher's College Press)
2017 to present	Ad Hoc Reviewer for <i>The Reading Teacher</i>
2016-2017	Barbara Bush Foundation report reviewer (e.g., <i>Supporting Literacy Instruction in Afterschool Programs: A Practice Guide and Overview of Curriculum Models for Practitioners</i>)
2010-2012	Area Reviewer for National Reading Conference

2009 to present Editorial Review Board for Reading & Writing Quarterly
2006 to present Reviewer for Reading Psychology
2005, 2006 Guest Reviewer for Language, Speech, and Hearing Services in Schools
2004 Guest Reviewer for the Journal of School Psychology
2002 Tier II Review Panel for Reading Excellence Act Grants for Georgia
Department of Education

Regional

2015 – present *Reading in Virginia*: Journal of the Virginia State Reading Association,
Editor
2014 – 2015 *Reading in Virginia*: Journal of the Virginia State Reading Association,
Co-Editor
2003 to 2013 *Reading in Virginia*: Journal of the Virginia State Reading Association,
Reviewer

University

2017 – present Title IX Panelist
2015 – present First Generation faculty member/participant

School

2018 Search committee – associate/full tenure-track faculty, department chair for
Human Services
2018 Search committee – open rank tenure-track faculty in Reading Education
Program
2018 – present Reading OnGrounds Program Coordinator
2016 – present Elementary Education Program Coordinator
2014 – present McGuffey Reading Center Director
2005 – 2014 McGuffey Reading Center Coordinator

Professional Memberships

International Literacy Association
Literacy Research Association
Virginia State Reading Association
Virginia College Reading Educators
Monticello Reading Council

Faculty Service

Areas of service with highlighted work:

Active member,
Education Doctorate Committee

- Current highlighted work:
 - Work with other faculty to determine core coursework for the Curriculum & Instruction EdD (with my particular area in reading education)
 - Work with other faculty to outline points of assessment/evaluation throughout the EdD program across program areas

Coordinator,
Elementary Education

- Word with other faculty to create common guidelines and expectations for the EdD program capstone
- Develop coursework for EdD students in reading education
- Develop systematic advising for part- and full-time EdD students
- Previous highlighted work:
 - Worked with faculty to begin a system for reviewing student performance and supporting their work moving forward
 - Worked with staff and faculty involved in teacher internship to support students in the field who are experiencing difficulty
 - Worked with faculty to develop a standard program policy on grades, attendance, and participation across courses
- Current highlighted work:
 - Begin advising with a small number of students who need “high touch”
 - Work with faculty and Teacher Education office to re-envision program to include:
 - Mission of program
 - Core standards of program
 - Coherence across program/courses
 - Work with faculty and Teacher Education office to redesign the PGMT program, creating a one-year intensive experience with integrated clinical practice
 - Begin to explore a BSED in elementary education to offer a four year option

OnGrounds Program Coordinator
Active member,
Reading and Elementary Education

- Previous highlighted work:
 - Worked with Reading Program to develop online courses to move our M.Ed. and reading specialist certificate options fully online
 - Worked with Curriculum, Instruction, and Special Education to create a Reading Focus area
- Current highlighted work:
 - Advise and mentor OnGrounds EdD students (both full-time and part-time), includes serving as chair on capstone committees
 - Advise all onGrounds (both full-time and part-time) M.Ed. and certificate students

- Provide practica experience for onGrounds students (both inservice and preservice students)
- Work on marketing efforts to attract students to the onGrounds full-time degree and certificate
- Work with Elementary Education colleagues in initial efforts to re-envision program
- Work with Elementary Education colleagues to provide a high-quality, intentional entry-level field experience to all Elementary and Special Education students
- Work with Elementary Education colleagues to build a three-course Language Arts sequence

Clinical Service Director,
McGuffey Reading Center

- Administrative duties including personnel recruitment and management, manage phone lines and client needs, schedule appointments, coordinate billing efforts, etc.
- Work on interdisciplinary assessment teams to provide in-depth evaluations for clients
- Provide direct service to diagnostic clients
- Manage all tutoring services
- Maintain and explore new school-based partnerships
- Market overall services and maintain Center website

Faculty Sponsor,
America Reads

- Work with America Reads coordinator to increase enrollment, moving to our current number exceeding 100 tutors
- Work with America Reads coordinator to maintain school placements and expand options
- Supervise the workload and performance of the America Reads coordinator

Advisor,
Elementary Education and Reading
Education

- Advise undergraduate and graduate students in the MT program for Elementary Education
- Advise part- and full-time students in the MEd program for Reading Education
- Co-advise students in the PhD program for Reading Education; serve on program and dissertation committees

- Advise students in the EdD program for Reading Education; serve on program and capstone committees

GRANTS, AWARDS, AND HONORS

2018	Distinguished Honorary Member, National Society of Collegiate Scholars
2018	Scholar in Teaching and Learning
2018	Distinguished Faculty Award
2017	Distinguished Faculty Award
2003	Jeanne S. Chall Research Fellowship, International Reading Association
2002	Jean Butcher Fellowship, University of Virginia
1993	Magna Cum Laude Graduate, Radford University
1993	Phi Beta Kappa (Scholastic Honor Society), Radford University
1991	Alpha Lambda Delta (Scholastic Honor Society), Longwood College
1991	Kappa Delta Pi (Education Honor Society), Longwood College
1991	Psi Chi (Psychology Honor Society), Longwood College

CONSULTANCIES

2017 – present	Dyslexia Consultant Charlottesville City Schools
2017 – present	Professional Learning Consultant Albemarle County Schools
2015 – present	Professional Learning Consultant Charlottesville City Schools
2009-2010	Professional Learning Consultant Rockingham County Schools
2004-2006	Reading First Consultant Providence City Schools, RI
2000 - 2001	Reading Excellence Act Program Consultant Clay Central Schools, IA
2001	Program Consultant Ohio Department of Education