

Gail E. Lovette

405 Emmet Street
Charlottesville, VA 22904
434-924-2872

EDUCATION

University of Virginia, Charlottesville, VA

Ph.D., Reading Education, 2014

Dissertation: *Reading preparation of principals: A review of U.S. initial principal licensure requirements*

Advisor: Michael C. McKenna, Ph.D.

The George Washington University, Washington, DC

M.A., Educational Leadership and Administration, 2006

State University of New York, College at Geneseo, Geneseo, NY

B.S. in Education, Elementary Education, 2000

PROFESSIONAL EXPERIENCE

Associate Professor, General Faculty, 2026-present

University of Virginia, School of Education and Human Development, Charlottesville, VA

Program Coordinator, Curriculum and Instruction Ed.D. Program 2026- present

Core Faculty, Curriculum and Instruction Ed.D. Program

Assistant Professor, General Faculty, 2022-2026

University of Virginia, School of Education and Human Development, Charlottesville, VA

Core Faculty, Curriculum and Instruction Ed.D. Program

Title 1 Elementary Reading Specialist, 2021-2022

Charlottesville City Schools, Charlottesville, VA

Lecturer, 2021-2022

University of Virginia, School of Education and Human Development, Charlottesville, VA

Research Assistant Professor, 2016-2021

University of Virginia, School of Education and Human Development, Charlottesville, VA

Core Research Faculty, Supporting Transformative Autism Research (STAR) Initiative, 2018-2021

Facilitator and Co-Lead: UVA ECHO in Education for Caregivers during COVID: Challenging Behaviors, 2020, 2021

Facilitator and Co-Lead: UVA ECHO in Education: Autism for Special Education Teachers, 2019, 2020

Facilitator and Co-Lead: UVA ECHO in Education: Autism for K-12 School Leaders, 2019

Director of Turnaround Partnerships, 2016-2018

Total overall funding: \$3.3 million

Principal Investigator and Director of Curry Turnaround Partnerships with five Virginia Department of Education (VDOE) priority-identified elementary schools. Sustainably built leadership and instructional capacity in literacy, mathematics, and school and classroom climate through iterative coaching, modeling, and collaborative professional learning

Directly supervised 4 university staff positions; collaborated with several faculty members to provide support to schools

Instructor, 2015-2017

Longwood University, College of Education, Farmville, VA

University of Virginia, School of Education and Human Development, Charlottesville, VA

Research Specialist, 2015-2016

University of Virginia, School of Education and Human Development, Charlottesville, VA

Clinician and Education and Outreach Specialist, 2014-2015

McGuffey Reading Center, University of Virginia, Charlottesville, VA

Doctoral Student Clinician, 2011-2012

McGuffey Reading Center, University of Virginia, Charlottesville, VA

Graduate Research and Teaching Assistant, 2010-2014

University of Virginia, Curry School of Education, Charlottesville, VA

K-12 Administrator, 2007-2010

Falls Church City Public Schools, Falls Church, VA

Alexandria City Public Schools, Alexandria, VA

Elementary Grades Classroom Teacher, 2001-2007

Alexandria City Public Schools, Alexandria, VA

PROFESSIONAL LICENSURE, CERTIFICATION, TRAINING

Virginia Postgraduate Professional License (expires June 30, 2033):

Administration and Supervision, PK-12

Elementary Education, PK-6

English as a Second Language, PK-12

Reading Specialist

GRADUATE AND UNDERGRADUATE COURSE TEACHING EXPERIENCE

University of Virginia

EDIS 8970: Field Study, doctoral, online

Fall 2026, Spring 2027

Developed all course materials

EDIS 8082: Advanced Seminar in Curriculum, doctoral, online

Developed all course materials

Supervised adjunct instructor: Summer 2026, Summer 2025

EDIS 8060: Advanced Seminar in Instruction, doctoral, online

Spring 2026, Spring 2025, Fall 2024, Spring 2024, Fall 2023, Fall 2022

Developed all course materials

EDIS 9810: Capstone Proposal Seminar, *doctoral*, online

Spring 2026, Fall 2025, Spring 2025, Fall 2023

Developed all course materials

Supervised adjunct instructor: Fall 2026, Fall 2025, Fall 2024, Spring 2024, Spring 2023

EDIS 8084: Advanced Seminar in Assessment, *doctoral*, online

Spring 2027, Fall 2026, Fall 2025, Spring 2025, Fall 2024, Spring 2024

Developed all course materials

EDLF 8382: Introduction to Educational Inquiry, *doctoral*, online

Fall 2025, Fall 2024, Fall 2023, Fall 2022, Fall 2020

Co-Developed and co-revised all course materials

EDLF 5301: Academic Writing (1 credit), *doctoral*, online

Fall 2025, Fall 2024, Fall 2023, Fall 2022

EDLF 8383 & 8384: Qualitative Inquiry (3 credits) & **Lab of Practice** (1 credit), *doctoral*, online

Spring 2023, Spring 2021

Supervised adjunct instructor: Spring 2023

EDIS 5410: Young Adult Literature, *graduate*, online

Spring 2022, Fall 2021, Summer 2021, Spring 2021, Fall 2020, Summer 2020, Spring 2020, Fall 2019, Summer 2019, Spring 2019, Fall 2018, Summer 2012, Summer 2011

Developed all course materials

EDIS 5993: Independent Study (3 credits), *graduate*, online

Spring 2019

Developed all course materials- published co-authored OpEd in EdWeek as final product

EDIS 5230: Diagnosis & Remediation for Reading Instruction- Special Education, *undergraduate*

Spring 2018

Developed all course materials

EDIS 5740: Reading Diagnosis & Remediation I: Grades 3-12, *graduate*

Spring 2018, Spring 2017

EDIS 5730: Reading Diagnosis & Remediation I: PreK-2, *graduate*

Fall 2017, Fall 2016

EDIS 7700: Foundations of Reading Instruction, *graduate*, online

Summer 2016, Spring 2016

EDIS 7720: Word Study: Language Structures and Phonics, *graduate*, online

Summer 2018, Summer 2016, Spring 2016, Fall 2015

EDIS 5310: Differentiating Reading Instruction, *undergraduate*

Spring 2015, Fall 2014

Developed all course materials

EDIS 7710: Reading in the Content Areas, *graduate*, online

Summer 2014

EDIS 5740: Reading Diagnosis and Remediation II (co-instructor), *graduate*

Spring 2014

EDIS 5710: Reading in the Content Areas (co-instructor), *undergraduate*

Fall 2013

EDIS 7710: Reading in the Content Areas (co-instructor), *graduate*, online

Spring 2013

EDIS 3881: Elementary Education Field Experience (co-instructor), *undergraduate*
Fall 2012

EDIS 5010: Curriculum & Instruction for Elementary/Special Education,
undergraduate

Fall 2011

Co-developed all course materials

EDIS 2010 & 2881: Teaching as a Profession (3 credits) **& Field Experience** (1
credit), *undergraduate*

Spring 2011, Fall 2010

Developed all course materials

Longwood University

READ 550: Literacy and Learning in the Content Classroom, *graduate*, online
Summer 2017, Summer 2016, Summer 2015

READ 530: Adolescent Literacy, *graduate*, online
Summer 2016

Developed all course materials

ADVISING

Ed.D. Students Advised: 21

2026: 3

2025: 4

2024: 2

2023: 4

2022: 8

Ed.D. Capstone Chair:

Hannah Tadenev (in progress)

Tina Poole Takach (capstone proposal defended)

Christina Erland, Ed.D. (2026). *Transferring Learning into Practice: A Program
Evaluation Examining the Effectiveness of an Elementary School's Professional
Learning Model.*

Nathan Haines, Ed.D. (2026). *Teacher Professional Learning in a Small School Context:
Exploring a Model of Guided and Reflective Cycles Embedded in Teacher
Practice.*

Allyson Wharam, Ed.D. (2026). *Formative Evaluation of a Competency-Based
Curriculum for BCBA® Fieldwork Supervision: An Exploratory Case Study.*

Matthew Pitman, Ed.D. (2025). *Reimagining Family–School Engagement in a Post-
COVID-19 Pandemic Context.*

Ed.D. Capstone Committee Member:

Rehab Ali (in progress)

Jesse Brennan (capstone proposal defended)

Benjamin Cottingham (capstone proposal defended)

Lindsay DeHartchuck (in progress)

Scott Grisso (capstone proposal defended)

- Robyn Ford (in progress)
Carly McClelland-Richards (in progress)
Jenny Mills (in progress)
Courtney Reynolds (capstone proposal defended)
Tori Sparks (in progress)
Dakota Willis (capstone proposal defended)
Alisa Barrett, Ed.D. (2026). *Formative Assessment That Matters: Exploring Elementary Mathematics Teachers' Implementation of Learning Intentions, Success Criteria, and Questioning*.
Jessica Douglass (2026). *A Foundation for Restoration: A Case Study Investigation of Successful Restorative Justice and Practice Implementation in an Independent School*.
Erica Ford, Ed.D. (2026). *Using Advising Technology to Deliver Holistic Support for Undergraduate Students at a 4-Year Public Institution*.
Angelique Wynkoop, Ed.D. (2026). *Building Durable Vocabulary: An Exploration of High School Teachers' Implementation of a School-Wide Vocabulary Initiative*.
***Winner of 2026 Gansneder Award for Outstanding Capstone**
Sara Amato, Ed.D. (2025). *Evidence-based Feedback Practices: A Case Study of English Composition I Courses at a Tennessee Community College*.
Nicole Cotton, Ed.D. (2025). *From Theory to Practice: Pre-Service Teachers' Perceptions of Microteaching for Reading Instruction Development*.
Lucian Mirra, Ed.D. (2025). *Emergency Medical Services (EMS) Instructor & Student Perspectives on Instructional Practices: A Case Study of a Fire Department EMS Education Program*.
John Scott Biola, Ed.D. (2024). *Aligning Means and Ends: Developing Technology Integration Skills and Digital Competencies Within an Educator Preparation Program*.
Jessica Bonnem, Ed.D. (2023). *Standards-Based Grading: Teacher Perceptions of the Implementation of an Educational Innovation at the Green School*.
***Winner of 2024 Gansneder Award for Outstanding Capstone**
Lauren Hauser, Ed.D. (2023). *Building Tutor Capacity for Implementing Curriculum-Based Measures of Oral Reading Fluency*.
Adam Johnson, Ed.D. (2023). *Toward Empowerment and Inclusion: Improving Performance and Removing Barriers for Supported Education Clients in Postsecondary Education*.

PROFESSIONAL DEVELOPMENT AND TECHNICAL SUPPORT

Provided professional learning and technical support to teachers and school and district leaders in English Language Arts (PreK-12), including PreK-12 literacy audit, literacy assessment, core ELA curricula, literacy interventions, MTSS in literacy, reading fluency, writing, literacy data analyses, and leadership in literacy:

Burlington Public Schools, Burlington, MA, 2024-present

Provided professional learning and technical support to teachers and school and district leaders in effective literacy instructional practices, literacy assessment, data analyses, and literacy intervention:

Queen Anne's County Public Schools, Centreville, MD, 2025, 2026

Oradell School District, Oradell, NJ, 2026
Asbury Park School District, Asbury Park, NJ, 2025
Stafford County Public Schools, Stafford, VA, 2024, 2025
UVA Darden/School of Education Partnership for Leaders in Education, 2024
Danville Public Schools, Danville, VA, 2024
Burke County Public Schools, Burke, GA, 2024
Alexandria City Public Schools, Alexandria, VA, 2022- 2024
Charlottesville City Schools, Charlottesville, VA, 2022-2024
Sacred Heart Catholic School, Danville, VA, 2023, 2024
Albemarle County Public Schools, Charlottesville, VA, 2023, 2024
Jefferson Township Public Schools, Lake Hopatcong, NJ, 2023
Resurrection- St. Paul School, Ellicott City, MD, 2023
Wall Township Public Schools, Wall, NJ, 2023
Oneida Herkimer Madison BOCES, Oneida, NY, 2022, 2023
Frontier Regional and Union 38 School District, South Deerfield, MA 2022, 2023
Zachary Community Schools, Zachary, LA, 2019-2021

Completed a comprehensive literacy audit (K-8) and provided professional learning and technical support to teachers and school and district leaders in literacy assessment, data analyses, and literacy intervention:

Nelson County Public Schools, Lovington, VA, 2018-2020

Provided professional learning and technical support to teachers in literacy and administered literacy assessments to students:

Seven Rivers Independent School, Charlottesville, VA, 2017-2019

Provided professional learning to school academic leaders and support teachers in the areas of ELA support for students in grades 9-12, literacy assessment, and literacy interventions:

Virginia Episcopal School, Lynchburg, VA, 2017-2019

NATIONAL & LOCAL SERVICE & ADVOCACY

Educational Expert (pro bono), DR, et al. v. MDE (Flint Community Schools), et al.,
Education Law Center, American Civil Liberties Union-Michigan, and White and Case LLP., 2017- present

Advisory Board, Family Council, *Albemarle County Public Schools*, 2024-present

Vice-Chair, Long Range Planning Advisory Committee, *Albemarle County Public Schools*, 2017- 2023

National Center on Improving Literacy, Targeted Technical Assistance, 2023

Invited Presenter: *3rd Grade Reading*, Forward Albemarle, 2022

Facilitator: ECHO in Education for Caregivers: Challenging Behaviors, 2022

Co-Chair, Parent Council, *Albemarle County Public Schools*, 2018- 2021

Co-Chair, *Doctoral Students Innovative Community Group, Literacy Research Association*, 2010- 2013

UNIVERSITY SERVICE

UVA RUVA-IRB Faculty Advisory Committee, 2026-present

UVA School of Education and Human Development: Curriculum & Instruction Ed.D.
 Program Milestones Subcommittee, 2025
 UVA School of Education and Human Development: Curriculum & Instruction Ed.D.
 Program Steering Committee, 2022-present
 UVA School of Education and Human Development: Curriculum & Instruction Ed.D.
 Program Admissions Committee, 2023- present

PUBLICATIONS

Peer Reviewed Publications

- Doabler, C. T., Gersib, J., Gonclaves, B., Ghafghazi, S., Longhi, M. A., Martinez, L. R., Uy, J., Eiser Hess, A., Sutton, B. N., **Lovette, G. E.**, & Therrien, W. J. (under review). Science is a social enterprise: Ways to involve students with learning disabilities. *Teaching Exceptional Children*.
- Gersib, J. A., Doabler, C. T., Fall, A-M., Longhi, M., Uy, J., **Lovette, G. E.**, Brafford, T., Johnson, K., McLucas, A., Ghafghazi, S., Johnston, K., Roberts, G. & Therrien, W. (in press). The impact of instructional guidance on science learning in second-grade classrooms. *The Elementary School Journal*.
- Doabler, C. T., Rojo, M., Gersib, J., Fall, A-M., Longhi, M. A., **Lovette, G. E.**, Roberts, G., Uy, J., Johnson, K., Ghafghazi, S., Phelps, J., Powell, S. R. & Therrien, W.J. (in press). Do initial mathematics and reading skills impact second-grade science outcomes? *Journal of Learning Disabilities*.
- Wilson, S.E., Therrien, W.J., Gersib, J., Rojo, M., VanUitert, V.J., **Lovette, G. E.**, Longhi, M.A., Benson, S., Powell, S.R., & Doabler, C.T. (2025). Inquiry-based science instruction for students with disabilities: A systematic and meta-analytic review. *Science Education*, 0, 1-15. <https://doi.org/10.1002/sce.70029>
- Nevill, R. E., **Lovette, G. E.**, Bateman, K. J., Badgett, N., Fuhrman, E., Bohac, G., Orlando, K., & Page, K. (2025). Caregiver ECHO: A model for delivering virtual behavior consultation to families during the COVID-19 pandemic. *American Journal of Intellectual and Developmental Disabilities*, 130(2), 104-115.
- Rojo, M., Doabler, C.T., Gersib, J., Fall, A.M., Longhi, M.A., Roberts, G., Kimmel, G.L., Uy, J., **Lovette, G.E.**, Ghafghazi, S., Powell, S.R., & Therrien, W.J. (2024). Challenging educational inequities in early STEM instruction: A case for urgency. *Elementary School Journal*, 125(2), 211-232.
- McLucas, A.S., Wilson, S.E., **Lovette, G. E.**, & Therrien, W.J. (2023). Lead exposure in children: What special educators need to know. *Teaching Exceptional Children*, 55(6), 412-421.
- Benson, S. K, **Lovette, G. E.**, Therrien, W., Doabler, C., & Longhi, M. (2022). Rubrics: Useful beyond assessment, *Science and Children*, 59(5), 52-56.
- Doabler, C.T., Therrien, W.J., Longhi, M.A., Roberts, G., Hess, K. E., Maddox, S. A., Uy, J.; Benson, S., **Lovette, G. E.**, VanUitert, V. J., Powell, S.R., Sampson, V.S., & Toprac, P. (2021). Efficacy of a Second-Grade Science Program: Increasing Science Outcomes for All Students. *Remedial and Special Education*, 42(3), 140-154.
- Lovette, G. E.** (2013). Reading preparation of secondary ELA teachers: A U. S. survey of state licensure requirements. *Journal of Adolescent and Adult Literacy*, 57, 193-203.

Ruday, S., Conradi, K., Heny N., & **Lovette, G. E.** (2013). “You can’t put the genie back into the bottle”: English teachers’ beliefs and attitudes regarding digital literacies in the classroom. *Literacy Research, Theory, Method and Practices*, 198-214.

Opinion

Lovette, G. E., & Alden, K. M. (2019, December 17). It’s not just teachers who need a lesson in the science of reading. *Education Week*.

Invited Commentary

Willingham, D. T., & **Lovette, G. E.** (2014, September 26). Can reading comprehension be taught? *Teachers College Record*.

Book Chapters

Lovette, G. E., & Walpole, S. (2018). Reading fluency: Helpful handout for the school. In G.G. Bear & K. Minke (Eds.), *Supporting students at school and at home*. National Association of School Psychologists.

McKenna, M. C., Franks, S., & **Lovette, G. E.** (2011). Using reading guides with struggling readers in grades 3 and above. In R. L. McCormick & J. R. Paratore (Eds.), *After early intervention, then what?: Teaching struggling readers in grades 3 and beyond* (2nd ed.). International Reading Association.

MEDIA FEATURES

[Q&A: How Did Two UVA Professors Help Win the Flint Water Settlement?](#) UVA

Today (2024, October 14)

[Lead Exposure has Plagued Special Education in Flint. Can \\$10 Million Fix it?](#)

Education Week (2024, September 26)

[to be great and good in all we do](#) (2022)

[Help Coming for Caregivers of Developmentally Delayed Kids, Thanks to these Professors.](#) *UVA Today*, (2021, August 10)

[How Two Professors Helped Secure Flint’s Water Crisis Settlement.](#) *UVA Today*, (2020, August 24).

[How to get your kids to do their schoolwork while getting your own work done.](#) UVA Today (2020, March 18).

[Q&A: We Know How to Teach Reading. Why Aren’t Students Getting Better at It?](#) *UVA Today*, (2020, January 21).

[U.Va. Professors Assist in Flint Class Action Suit.](#) *The Cavalier Daily*, (2018, September 5).

[Curry School Professors Contribute to Legal Victory for Flint Students.](#) *UVA Today*, (2018, June 5).

REFEREED & INVITED PRESENTATIONS

Therrien, W.J. & **Lovette, G. E.** (2026, April). *The Flint water crisis: What happened and what can we do better in the future?* Invited speaker: Blue Ridge Leadership Education in Neurodevelopmental and Related Disabilities (LEND). Charlottesville, VA.

Gersib, J., Doabler, C., Longhi, M., **Lovette, G.E.**, & Therrien, W.J. (2025, October). *A continuum of counterfactuals: Rigorously testing new academic programs*

- through pilot research and beyond.* Presentation at the Society for Research on Educational Effectiveness Annual Conference, Chicago, IL.
- Nevill, R.E. & **Lovette, G.E.** (2025, August). *Caregiver ECHO: A Model for Delivering Virtual Behavior Management Education to Families of Children with Neurodevelopmental Disorders.* Invited Speaker: American Association on Intellectual and Developmental Disabilities. Webinar.
- Lovette, G. E.** (2025, April). *Lessons learned from the Flint water crisis.* Invited speaker: Blue Ridge Leadership Education in Neurodevelopmental and Related Disabilities (LEND). Charlottesville, VA.
- Lovette, G.E.** (2025, March). *The Importance of Fluency.* Invited Keynote Speaker at the William & Mary School of Education Literacy Lab 2025 Adolescent Literacy Institute. Williamsburg, VA.
- Conradi Smith, K., **Lovette, G. E.,** & Williams, T.W. (2025, March). *How the Science of Learning Should Undergird a Science of Reading Classroom.* Presentation at the Virginia State Literacy Association Annual Meeting. Roanoke, VA.
- Lovette, G.E.** (2024, January). *DIBELS 8 Training.* Invited Keynote Speaker at the William & Mary School of Education Literacy Lab 2024 DIBELS 8 Institute. Williamsburg, VA.
- Nevill, R.E., **Lovette, G. E.,** Badgett, N.M., Mazurek, M.O., & Bateman, K.J. (2023, May). *Using the ECHO Model to Deliver Virtual Behavior Management Education to Families.* Oral Presentation at the International Society for Autism Research 2023 Annual Conference, Stockholm, Sweden.
- Therrien, W.J. & **Lovette, G. E.** (2023, March). *The Flint water crisis: What happened and what can we do better in the future?* Invited speaker: Blue Ridge Leadership Education in Neurodevelopmental and Related Disabilities (LEND). Charlottesville, VA.
- McLucas, A.S., Therrien, W.J., Wilson, S.E., & **Lovette, G.E.** (2023, March). *Lead and Special Education.* Paper presented at the 2023 Council for Exceptional Children Annual Convention. Louisville, KY.
- Rojo, M., Gersib, J., Ghafghazi, S., Longhi, M., Doabler, C. T., & **Lovette, G. E.** (2023, March). *Guided Inquiry ROCKS! An equitable approach to earth science instruction.* Paper presented at the 2023 Council for Exceptional Children Annual Convention. Louisville, KY.
- Bohac, G. & **Lovette, G.E.** (2022, December). *Making an Individualized Education Plan (IEP) work for your child.* Invited Presentation at the Virginia Autism Hope Summit. Charlottesville, VA.
- Lovette, G. E.** (2022, September) *Wading through the reading data as an Instructional Leader: Establishing systems for an effective MTSS.* Invited Speaker at the 2022 William & Mary Science of Teaching Reading Conference. Williamsburg, VA.
- Nevill, R. E., Badgett, N. M., **Lovette, G. E.,** Traub, J., Page, K. (2022, May). *Use of the Videoconferencing-Based ECHO Model to Disseminate Applied Behavior Analysis to Inpatient Psychiatric Settings.* Oral Presentation at the Association for Behavior Analysis International 48th Annual Convention, Boston, MA
- McLucas, A.S., Wilson, S.E., **Lovette, G. E.,** & Therrien, W.J. (2022, January). *Lead exposure in children: What special educators need to know.* Poster Presentation at the Council for Exceptional Children Convention & Expo, Orlando, FL.

- Doabler, C. T., Longhi, M. A., Kimmel, G., Lesner, T., **Lovette, G. E.**, Clarke, B., & Therrien, B. (2022, January). *STEM Instruction for ALL: Insight into what works and for whom*. Paper presented at the 2022 Council for Exceptional Children Annual Convention. Orlando, FL.
- Nevill, R.E., **Lovette, G. E.**, & Mazurek, M. (2021, May). *Echo in Education: Autism in Schools – Pilot Data from a Teleconsultation Model Providing Educational and Behavioral Supports to Educators of Students with Autism*. Poster Presentation at the International Society for Autism Research Annual Meeting, Online.
- Nevill, R.E., **Lovette, G. E.**, Bateman, K., Bohac, G., Orlando, K., & Page, K. (2021, May). *University of Virginia ECHO for Caregivers*. Oral Presentation at the Association for Behavior Analysis International 47th Annual Convention, Online.
- Lovette, G. E.** (2020, October). *Instructional leadership counts: Why need to know the science of reading*. Invited presentation at the 4th Annual Conference of The Reading League. [Virtual Conference due to COVID-19 pandemic]
- Lovette, G. E.**, Hosp, J. L., & Therrien, W. J. (2020, July). *Comparing the accuracy of two popular early literacy screeners*. Poster presented at the meeting of the Society for the Scientific Study of Reading, Newport Coast, CA. [Conference canceled due to COVID-19 pandemic]
- Lovette, G. E.** (2019, October). *Moving beyond the discussion board: Developing a dynamic community of engaged learners in an online course through Flipgrid*. Oral Presentation at the University of Virginia Teaching with Technology Summit: Digital Pedagogy in Action.
- Nevill, R.E., **Lovette, G. E.**, Bateman, K.J., Sadler, K., Seide, J., Meltzer, E., & Hardin, A. (2019, August). *A Pilot Evaluation of ECHO in Education: Autism as a Model for Increasing Autism and Behavioral Supports across Virginia Schools*. Poster presented at the 2019 International Association for the Scientific Study of Intellectual and Developmental Disabilities World Congress, Glasgow, UK.
- Bateman, K. J., **Lovette, G. E.**, Nevill, R.E., & Sadler, K. (2019, May). *ECHO in Education: Using case-based learning to increase knowledge and support for education teams working with students with ASD*. Panel presented at the meeting of the Applied Behavior Analysis International, Chicago, IL.
- Lovette, G. E.** (2014, December). *Reading preparation of principals: A review of U.S. initial principal licensure requirements*. Paper presented at the meeting of the International Reading Association, Marco Island, FL
- Lovette, G. E.** (2014, December). *Academia 101: Navigating the journey from doctoral student to literacy professional*. Alternative session presented at the meeting of the International Reading Association, Marco Island, FL.
- Lovette, G. E.**, Smith, J., & Brodeur, K. (2013, December). *Doctoral Student Innovative Community Group Study Group Series*. Daily study groups presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- McKenna, M. C., Cohen, J., China, K., **Lovette, G. E.**, & Copp, S. B. (2013, April). *Technology and literacy: The Microsoft Teacher Education Initiative's new open-access tools for teacher educators*. Paper presented at the meeting of the International Reading Association, San Antonio, TX
- Lovette, G. E.**, & Copp, S. B. (2012, November). *Reading preparation of secondary ELA teachers: A national survey of state requirements*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.

- Ruday, S., Heny, N., Conradi, K., & **Lovette, G. E.** (2012, November). *Secondary English Teachers' Beliefs and Attitudes Regarding Digital Literacies in the Classroom*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Schuldt, L. C., **Lovette, G. E.**, & Smith, J. (2012, November). *Doctoral Student Innovative Community Group Study Group Series*. Invited Leader, Daily study groups presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Jang, B. G., Paik, H., & **Lovette, G. E.** (2012, November). *Korean literacy teachers' beliefs about the Korean national curriculum and standards and their implications for American education*. Paper presented at the annual meeting of the National Council of Teachers of English, Las Vegas, NE.
- Salerno, A.S., & **Lovette, G. E.** (2012, March). *Licensure Requirements: A State-by-State Synthesis of Regulations for ESOL and Content Area Teachers*. Paper presented at the annual meeting of the TESOL International Association, Philadelphia, PA.
- Hughes, E. M., Schuldt, L. C., & **Lovette, G. E.** (2011, November). *Doctoral Student Innovative Community Group Study Group Series*. Invited Leader, Daily study groups presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

FUNDED GRANTS

- Therrien, W. J. with Doabler C. D. (2024-2028). *Preparing High-Need Kindergarten Students for Success in Early Science*, USDOE, \$4,000,000. Investigator.
- Lovette, G. E.** with Nevill, R.E. (2020-2021). *Leveraging the ECHO in Education Model to Provide Support to Caregivers, Teachers, and Behavioral Therapists for Children with Developmental Disabilities During the COVID-19 Pandemic*. Curry School of Education and Human Development IDEAS Grant, \$10,000. Co-Principal Investigator.
- Therrien, W. J. with Doabler, C. T. (2017-2023). *Promoting Scientific Explorers among Students with Learning Disabilities*. National Science Foundation, \$2,500,000. Investigator.
- Lovette, G. E.** (2015-18). *Priority School Partnerships*. Virginia Department of Education priority-identified school partnerships, \$3,300,000. Principal Investigator.

SUBMITTED GRANTS

- Bateman, K.J. (Co-PI), with Nevill, R. E. (Co-PI) and **Lovette, G. E.** (Co-I). (2025). *Project ECHO-CIDD: A Novel Remote-Delivery Program Supporting Caregivers of Children with IDD*. Patient-Centered Outcomes Research Institute, \$6,000,000. Not Funded.
- Therrien, W. J. (Co-PI) with Doabler, C.T. (Co-PI), Chiu, J (Co-PI) and **Lovette, G. E.** (Co-I) (2018, 2019, 2020, 2021, 2022, 2023, 2024). *Scientific Explorers 2: Promoting Equitable Learning Opportunities in Science*. National Science Foundation, \$4,000,000. Not Funded.
- Therrien, W. J. (Co-PI) with Boyle, J. (Co-PI) and **Lovette, G. E.** (Co-I) (2022, 2023). *Coaching Argumentation, Reasoning, and Evidence (CARE) in Science Classes*

for Students with Disabilities. Institute of Education Sciences. \$2,500,000. Not Funded.

Hirsch, S., with **Lovette, G. E.** (2019). *ECHO in Education: A Mixed Method Study with Novice Elementary Teachers at Clemson University*. Spencer Foundation. \$18,754.00. Not Funded.

HONORS & AWARDS

George Graham Scholarship, Curry Foundation, University of Virginia, 2012-2013

Ullin W. Leavell Award, Curry Foundation, University of Virginia, 2013, 2012, 2011

All-University Graduate Teaching Assistant Award in Social Sciences and Education, Teaching Resource Center, University of Virginia, 2012

Outstanding Graduate Teaching Assistant Award, Curriculum, Instruction, and Special Education Department, Curry School of Education and Human Development, University of Virginia, 2012

Jean R. Butcher Fellowship, Curry Foundation, University of Virginia, 2011-2012

Barbara Labrecque-Corbin Scholarship, Curry Foundation, University of Virginia, 2010-2011

ETS Recognition of Excellence Award, Educational Testing Service, 2003

PROFESSIONAL SERVICE

Faculty Fellow, *LIFE Institute*, the University of Virginia, the University of Michigan, the Max Planck Institute for Human Development, Humboldt University, the University of Zurich, 2023

Peer Reviewer, *Teaching Exceptional Children*, 2022- 2025

Peer Reviewer, *The Journal of Adolescent & Adult Literacy*, 2017- 2025

Grant Reviewer, *Literacy for Learning, Living, and Leading in Georgia*, Georgia Department of Education, 2018, 2020, 2021

Peer Reviewer, *The Reading Teacher*, 2017- 2021

Peer Reviewer, *P. David Pearson Scholarly Impact Award*, *Literacy Research Association*, 2016-2019

Proposal Reviewer, *Literacy Research Association*, 2013-2019

Peer Reviewer, *Literacy Research: Theory, Method, and Practice*, 2017

Session Chair, *Literacy Research Association*, 2017, 2014, 2013

Grant Reviewer, *Georgia Striving Readers Comprehensive Literacy Program*, Georgia Department of Education, 2015, 2014, 2013

Peer Reviewer, *The High School Journal*, 2014

Peer Reviewer, *Literacy Research Association Yearbook*, 2013

Guest Area Co-Editor, *Journal of Literacy Research*, December 2010

PROFESSIONAL CERTIFICATION & TRAINING

Dynamic Indicators of Basic Early Literacy Skills (DIBELS), 8th edition:

Certified Trainer, University of Oregon, 2019

Institute of Multi-sensory Education (IMSE):

Intermediate Orton-Gillingham, 30-hour training, 2019

Comprehensive Orton-Gillingham, 30-hour training, 2018

Project ECHO (Extension for Community Health Outcomes) Training:

University of New Mexico, 2018

Autism Diagnostic Observation Scale-2 (ADOS-2) Administration:
University of Virginia, 21-hour training, 2018