

Brandy Tenille Gatlin-Nash

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School of Education | University of California, Irvine
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ACADEMIC PREPARATION

- 2015 Ph.D., Curriculum & Instruction – Special Education, Florida State University, Tallahassee, FL
Graduate Certificate: Measurement & Statistics
- 2004 M.S., Special Education: Emotional Disturbances & Learning Disabilities, Florida State University
- 2004 B.S., Special Education: Emotional Disturbances & Learning Disabilities, Florida State University

SCHOLARSHIPS, FELLOWSHIPS, HONORS, & AWARDS

- 2021 Dean's Honoree, University of California, Irvine, School of Education
Division of Teaching Excellence and Innovation, Celebration of Teaching
- 2020 Faculty Mentorship Award for Inclusive Excellence
University of California, Irvine, School of Education
- 2020 Nominee, Dr. De Gallow Professor of the Year Award, University of California, Irvine
Division of Teaching Excellence and Innovation, Celebration of Teaching
- 2019 Inclusive Excellence Spirit Award
University of California, Irvine, Office of Inclusive Excellence
- 2018 Recipient, University of California, Irvine, Division of Teaching Excellence and Innovation
Thank a Teacher Program
- 2015 Third Prize Winner, Student Research Competition
National Association of African American Studies & Affiliates
- 2014-2015 Doctoral Student Scholar, Council for Exceptional Children, Division for Research
- 2011-2015 Predoctoral Interdisciplinary Research Training (PIRT) Fellow
U.S. Department of Education, Institute of Education Sciences
Florida State University/Florida Center for Reading Research
- 1999-2004 National Achievement Scholar
National Merit Scholarship Corporation, Florida State University

PROFESSIONAL ACADEMIC EXPERIENCE

Academic Appointments & Related Work Experience

- 2023-present **Associate Professor**, University of California, Irvine, School of Education
- 2017-2023 **Assistant Professor**, University of California, Irvine, School of Education
Affiliated Faculty, Center for Creating Opportunities through Education
Affiliated Faculty, Dept of Language Science, School of Social Sciences
- 2016 **Postdoctoral Research Associate & Project Director**, Georgia State University, College of Education and Human Development, Urban Child Study Center, Atlanta, GA
- 2015 **Postdoctoral Research Associate**, Florida State University/Florida Center for Reading Research
- 2011-2015 **Graduate Research Assistant**, Florida State University/Florida Center for Reading Research
- 2010 **Graduate Research Assistant**, Florida Atlantic University, College of Education, Exceptional Student Education Department, Boca Raton, FL

Research & Scholarly Activities

Grants & Contracts

Funded

- 2021-2026 *Career Pathways in Learning and Educational Data Science (CP-LEADS)*, U.S. Department of Education, Institute of Education Sciences, Pathways to Education Sciences (PI: June Ahn), Award Amount: \$1,560,000, Role: Core Faculty
- 2019-2024 *Integrated Research Training: Language and Literacy Disabilities*, U.S. Department of Education, Office of Special Education and Rehabilitative Service, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (PI: Elizabeth Peña), Award Amount: \$1,250,000.00, Role: Core Faculty
- 2019-2024 *R2D2.0: Preparing the Next Generation of Reading Disabilities & Dyslexia Researchers*, U.S. Department of Education, Office of Special Education & Rehabilitative Services, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (PI: Nicole Patton Terry, Florida State University), Award Amount: \$1,162,303.00, Role: Review Panel Member
- 2021-2022 *Interrogating Recruitment Practices of Black Candidates into Teacher Preparation*, Spencer Racial Equity Grant, Spencer Foundation, Award Amount: \$75,000, Role: Principal Investigator (No-Cost Extension granted until 12/31/23)
- 2021-2022 *Bilingualism Matters in California*, Inclusive Excellence Spirit Award, Office of Inclusive Excellence, University of California, Irvine (PI: Judith Kroll), Award Amount: \$5,000.00, Role: Co-Investigator
- 2019-2022 *Translating Cognitive and Brain Science in the Laboratory and Field to Language Learning Environments*, National Science Foundation, Partnerships for International Research in Education (PIRE) (PI: Judith Kroll), \$5,000,000.00, Role: Faculty Mentor
- 2021 Academic Senate Council on Research, Computing and Libraries (CORCL), University of California, Irvine, Award Amount: \$5,120.00, Role: Co-Principal Investigator
- 2020-2021 *Reimagining Educational Equity and Opportunity (REEO) During the COVID-19 Pandemic, Confronting Extremism: Advancing Equity in the Age of COVID-19*, Office of Inclusive Excellence, University of California, Irvine (Co-PIs: Rossella Santagata & Adriana Villavicencio), Award Amount: \$25,000.00, Role: Co-Investigator
- 2020-2021 *LIFTED: Lighting the Way Forward Through Education*, Confronting Extremism: Advancing Equity in the Age of COVID-19, Office of Inclusive Excellence, University of California, Irvine (PI: Pavan Kadandale), Award Amount: \$25,000.00, Role: Co-Investigator
- 2020 Academic Senate Council on Research, Computing and Libraries (CORCL), University of California, Irvine, Award Amount: \$3,627.00, Role: Principal Investigator
- 2019-2020 *Black Voices in Higher Education: Integration, Acceptance, Assimilation, and Resistance*, Inclusive Excellence Spirit Award, Office of Inclusive Excellence, University of California, Irvine, Award Amount: \$4,984.00, Role: Principal Investigator
- 2019 Dean's Research Fund, School of Education, University of California, Irvine, Award Amount: \$2,472.19
- 2015 Dissertation Research Grant, The Graduate School, Florida State University, Award Amount: \$750.00

2015 Presentation Grant, Congress of Graduate Students, Florida State University, Award Amount: \$250.00

2012 *Overcoming Obstacles: African American Students with Disabilities Who are Academically Successful*, Lydia Donaldson Tutt-Jones Memorial Research Grant, African American Success Foundation, Inc., Award Amount: \$5,000, Role: Principal Investigator

2012 Graduate Research Grant, Florida State University, Award Amount: \$1,000.00

Pending

2024-2029 *Training and Instruction in Language Variation in Rural Schools*. U.S. Department of Education, Education and Innovation Research Program, Role: Co-Investigator

2024-2029 *R2D2.0: Preparing the Next Generation of Reading Disabilities & Dyslexia Researchers*, U.S. Department of Education, Office of Special Education & Rehabilitative Services, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (PI: Nicole Patton Terry, Florida State University), Role: Review Panel Member

2024-2026 *Developing and Implementing a Sustainable Model of Positive Behavior Supports for Speech-Language Pathologists*, U.S. Department of Education, Institute of Education Sciences, (PI: Jason Chow), Role: Advisory Board Member

2024-2026 *Development and Validation of the Social, Academic, and Emotional Behavior Risk Screener-Early Childhood (SAEBRS-EC)*, U.S. Department of Education, Institute of Education Sciences, (PI: Nathaniel von der Embse), Role: Consultant

Not Funded

2024-2029 *Literacy Collaborative*, U.S. Department of Education, Office of Special Education & Rehabilitative Services, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (PI: Amber Ray, University of Illinois at Urbana-Champaign), Role: Core Faculty

2023-2025 *Development and Validation of the Social, Academic, and Emotional Behavior Risk Screener-Early Childhood (SAEBRS-EC)*, U.S. Department of Education, Institute of Education Sciences, (PI: Nathaniel von der Embse), Role: Consultant

2021-2024 *Establishing a Pipeline: Language Research Across the Diaspora (LRAD)*, University of California – Historically Black Colleges and Universities Initiative (PI: Julie Washington), Role: Co-Investigator

2021-2023 *Development and Validation of the Social, Academic, and Emotional Behavior Risk Screener-Early Childhood (SAEBRS-EC)*, U.S. Department of Education, Institute of Education Sciences, (PI: Nathaniel von der Embse), Role: Consultant

2020 Hellman Fellowship, University of California, Irvine, Award Amount: \$49,993.00, Role: Principal Investigator

2019 Hellman Fellowship, University of California, Irvine, Award Amount: \$48,998.00, Role: Principal Investigator

2016 Ford Foundation Postdoctoral Fellowship, The National Academies of Sciences, Engineering, & Medicine, Award Amount: \$45,000, Role: Principal Investigator

Publications

Manuscripts in Press or Published (Peer Reviewed)

- J17. Santagata, R., Villicencio, A., Wegemer, C.*, Cawelti, L.*, & **Gatlin-Nash, B.** (in press). "I'm stretching myself as a teacher every day": Teacher professional growth and innovation during the COVID-19 pandemic. *Journal of Educational Change*.
- J16. **Gatlin-Nash, B.**, Chow, J. C., & Evans, I.* (2023). Addressing the needs of nonmainstream dialect speakers with learning disabilities. *Intervention in School and Clinic*, 59(1), 20-28. doi:10.1177/10534512221130066.
- J15. Terry, N. P., **Gatlin-Nash, B.** Webb, M.-Y., Raines, R.*, & Summy, R.* (2023). Revisiting the 4th grade slump among African American children from low-income households in urban schools. *Elementary School Journal*, 123(3), 414-436. doi:10.1086/723371.
- J14. **Gatlin-Nash, B.**, Peña, E., Bedore, L., Simon-Cereijido, G., & Iglesias, A. (2021). English language learners & African American English use on the morphosyntax subtest of the BESA. *Journal of Speech, Language, and Hearing Research*, 64(10), 3826-3842. doi:10.1044/2021_JSLHR-20-00737.
- J13. **Gatlin-Nash, B.**, Hwang, J. K., Tani, N. E., Zargar, E.*, Wood, T. S.*, Yang, D.*, Powell, K. B.*, & Connor, C. M. (2021). Using assessment to improve the precision of teachers' perceptions of students' academic competence. *Elementary School Journal*, 121(4), 609-634. doi:10.1086/714083. PMID: PMC8681869.
- J12. **Gatlin-Nash, B.**, Johnson, L., & Lee-James, R. (2020). Linguistic differences and learning to read for nonmainstream dialect speakers. *Perspectives on Language & Literacy*, 46(3), 28-35.
- J11. Johnson, L. & **Gatlin-Nash, B.** (2020). Evidence-based practices in the assessment and intervention of language-based reading difficulties among African American learners. *Perspectives on Language & Literacy*, 46(2), 19-23.
- J10. Kim, Y.-S. G., **Gatlin, B.**, Wanzek, J., & Al Otaiba, S. (2018). Theorization and an empirical investigation of the component-based and developmental text writing fluency construct. *Journal of Learning Disabilities*, 51(4), 320-335. doi:10.1177/0022219417712016. PMID: PMC5711641.
- J9. Terry, N. P., **Gatlin, B.**, & Johnson, L. (2018). Same or different: How bilingual readers can help us understand bidialectal readers. *Topics in Language Disorders*, 38(1), 50-65. doi:10.1097/TLD.0000000000000141
- J8. **Gatlin, B.** & Wanzek, J. (2017). Elementary students' use of dialect and reading achievement: Examining students with disabilities. *Exceptional Children*, 84(1), 97-115. doi: 10.1177/0014402917727248. PMID: PMC6201251
- J7. Wanzek, J., **Gatlin, B.**, Kim, Y.-S. G., & Al Otaiba, S. (2017). The impact of transcription writing interventions for first grade students. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 33(5), 484-499. doi:10.1080/10573569.2016.1250142. PMID: PMC5625629
- J6. Kim, Y.-S. G., Schatschneider, C., Wanzek, J., **Gatlin, B.**, & Al Otaiba, S. (2017). Writing evaluation: Rater and task effect on reliability of writing scores for children in Grades 3 and 4. *Reading & Writing*, 30(6), 1287-1310. doi:10.1007/s11145-017-9724-6. PMID: PMC5653319
- J5. **Gatlin, B.** & Wilson, C. L. (2016). Overcoming obstacles: African American students with disabilities achieving academic success. *Journal of Negro Education*, 85(2), 129-142. doi: 10.7709/jnegroeducation.85.2.0129
- J4. Wanzek, J., Vaughn, S., Scammacca, N., **Gatlin, B.**, Walker, M., & Capin, P. (2016). Meta-analysis of the effects of tier 2 type reading interventions in grades K-3. *Educational Psychology Review*, 28(3), 551-576. doi: 10.1007/s10648-015-9321-7. PMID: PMC5007082

- J3. **Gatlin, B.**, Wanzek, J., & Al Otaiba, S. (2016). An examination of early oral language for African American students: Are there meaningful differences in comparison to peers? *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 32(5), 477-498. doi:10.1080/10573569.2015.1039737. PMID: PMC5404747
- J2. **Gatlin, B.** & Wanzek, J. (2015). Relations among children's use of dialect and literacy skills: A meta-analysis. *Journal of Speech, Language, and Hearing Research*, 58(4), 1306-1318. doi:10.1044/2015_JSLHR-L-14-0311. PMID: PMC4765162
- J1. Kim, Y.-S. G., Al Otaiba, S., Wanzek, J., & **Gatlin, B.** (2015). Toward an understanding of dimensions, predictors, and gender gap in written composition. *Journal of Educational Psychology*, 107(1), 79-95. doi:10.1037/a0037210. PMID: PMC4414052

*indicates student author

Invited Book Chapters

- BC2. **Gatlin-Nash, B.** & Terry, N. P. (2022). Theory-based approaches to language instruction for primary school poor readers who speak nonmainstream American English. In E. Saiegh-Haddad, L. Laks, & C. McBride (Eds.), *Handbook of literacy in diglossia and dialectal contexts – Psycholinguistic, neurolinguistic, and educational perspectives* (pp. 477-491). Springer, Cham. doi: 10.1007/978-3-030-80072-7_20
- BC1. Wanzek, J., Al Otaiba, S., & **Gatlin, B.** (2016). Implementation of tier 2 interventions in the primary grades. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *The handbook of response to intervention: The science and practice of multi-tiered systems of support, second edition* (pp. 329-340). Springer.

Blogs, Online Articles, and Other Media Presentations (Peer-Reviewed)

- Gatlin-Nash, B.** & Dockterman, D. (2020). Supporting early language development for diverse learners during a pandemic. *ASCD Express: The Right Start for Early Childhood*, 16(6).
<http://www.ascd.org/ascd-express/vol16/num06/supporting-early-language-development-for-diverse-learners.aspx>

Blogs, Online Articles, and Other Media Presentations (Invited)

- *Laramore, G. R.* & **Gatlin-Nash, B.** (2023). Research perspectives: Exploring the label of dyslexia: What do educators need to know? (Part II): Understanding dyslexia in culturally and linguistically diverse students. *Literacy Today*, 41(1), 14-15.

Manuscripts under Review

- Mallinson, C., & **Gatlin-Nash, B.** (under review). Linguistic variation in schools. In F.M. Hult & B. Spolsky (Eds.), *Handbook of Educational Linguistics*, 2nd edition.

Manuscripts in Preparation

- Steiss, J.* & **Gatlin-Nash, B.**, & Collins, C.* (in preparation). *Teaching about dialect, voice, and race in To Kill a Mockingbird: The affordances of a critical language-literature approach.*
- Gatlin-Nash, B.** & Kim, Y.-S. G. (in preparation). *Nonmainstream American English is related to reading comprehension via word reading and listening comprehension.*
- Gatlin-Nash, B.**, Terry, N. P., Webb, M.-Y., Doss, C.*, & Harris, M.* (in preparation). *The structure of oral language, reading, and spoken dialect variation among African American learners.*

Gatlin-Nash, B. & Wood, T. S.* (in preparation). *An examination of Nonmainstream American English across various language contexts.*

Gatlin-Nash, B. & Terry, N. P. (in preparation). *A latent profile analysis of language, reading, and dialect variation among low-income African American children*

Gatlin-Nash, B., Johnson, L., & Terry, N. P. (in preparation). *Methods for examining Nonmainstream American English use among children.*

Presentations

Research Presentations (National/International)

Gatlin-Nash, B. (2023, November). *How can we recruit more Black teachers?* Paper to be presented at Academy for Educational Studies, Critical Questions in Education Symposium, Chicago, IL.

Gatlin-Nash, B. & Washington, J. A. (2023, July). *The role of dialect density in the growth trajectories of reading comprehension for African American children.* Interactive paper presented at the Thirtieth Annual Society for the Scientific Study of Reading Conference, Port Douglas, Queensland, Australia.

Collins, C.*, Steiss, J.*, & **Gatlin-Nash, B.** (2022, November). *Teaching about dialect, voice, and race in To Kill a Mockingbird: The affordances of a critical language-literature approach.* Paper accepted for presentation at National Council of Teachers of English Annual Convention, Anaheim, CA. (Withdrawn).

Gatlin-Nash, B. (2021, June). *Risks and relations: Oral language, reading, and writing among African American elementary students.* Proposal accepted at The Dyslexia Foundation Extraordinary Brain Symposium XVIII, Santa Fe, NM. (Conference cancelled).

Santagata, R., Villicencio, A., Wegemer, C.*, Cawelti, L.*, & **Gatlin-Nash, B.** (2021, April). *"I'm stretching myself as a teacher every day": Teacher professional growth and innovation during COVID-19.* Paper presented at annual American Education Research Association conference, Virtual conference.

Gatlin-Nash, B., Johnson, L., Lee-James, R., & Terry, N. P. (2020, November). *Nonmainstream dialect use in writing: Implications for assessment.* Proposal accepted at the Annual Convention of American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Johnson, L., **Gatlin-Nash, B.,** Lee-James, R., & Terry, N. P. (2020, November). *I see me in what I read: Utilizing diverse books in literacy-based language therapy.* Proposal accepted at the Annual Convention of American Speech-Language-Hearing Association, San Diego, CA (Convention canceled).

Wood, T.* & **Gatlin-Nash, B.** (2020, August). *African American English in 2nd and 3rd grade writing: Implications for teacher reflection and education.* Paper presented at the Second Annual Advancing African American Linguist(ic)s Symposium, Virtual conference organized by University of California, Santa Barbara and the Talking College Program.

Spencer, B. M.* & **Gatlin-Nash, B.** (2020, February). *The psycho-emotional burden of African American college students code-switching in the classroom.* Poster presented at American Association for the Advancement of Science, Seattle, WA.

Edwards, A.*, Wagner, R., Steacy, L., **Gatlin-Nash, B.,** & Al Otaiba, S. (2019, December). *Exploring the co-development of sight word efficiency and phonemics decoding efficiency using latent change score modeling.* Poster presented at the National Institute of Child Health and Human Development Learning Disabilities Research Centers' Principal Investigator Meeting, Tallahassee, FL.

Peña, E., Bedore, L., Simon-Cereijido, G., Iglesias, A., & **Gatlin-Nash, B.** (2019, November). *English language learners & African American English use on the morphosyntax subtest of the BESA.* Poster presented at the Annual Convention of American Speech and Hearing Association, Orlando, FL.

- Terry, N. P. & **Gatlin-Nash, B.** (2019, July). *Language instruction for poor readers who speak nonmainstream American English*. Paper presented at the Twenty-Sixth Annual Society for the Scientific Study of Reading Conference, Toronto, Ontario.
- Gatlin, B.**, Terry, N. P., & Johnson, L. (2018, July). *Exploring the structure of dialect and language skills among early elementary African American children*. Poster presented at the joint conferences of the Society for Text Discourse and the Society for the Scientific Study of Reading, Brighton, United Kingdom.
- Sherlock, D.*, **Gatlin, B.**, Kelly, J., Smith, R. A., & Cummings, K. (2017, October). *English language learners and curriculum-based measurement reading*. Paper presented at Thirty-Ninth Annual International Conference on Learning Disabilities, Baltimore, MD.
- Gatlin, B.**, Johnson, L., & Terry, N. P. (2016, November). *Analyzing nonmainstream American English use in oral and written language contexts among middle elementary students*. Poster presented at the Annual Convention of American Speech-Language-Hearing Association, Philadelphia, PA.
- Johnson, L., **Gatlin, B.**, James, R. L., & Terry, N. P. (2016, November). *Executive functioning & its relation to oral and written narrative skills in African American children*. Poster presented at the Annual Convention of American Speech-Language-Hearing Association, Philadelphia, PA.
- Gatlin, B.** & Wanzek, J. (2016, July). *Relations among elementary students' use of dialect and concurrent and subsequent reading outcomes*. Poster presented at the Twenty-Third Annual Society for the Scientific Study of Reading Conference, Porto, Portugal.
- Diehm, E., **Gatlin, B.**, & Kim, Y.-S. G. (2016, June). *Dialectal and linguistic pattern analysis of second and third grade students' misspellings*. Poster presented at annual Symposium on Research in Child Language Disorders, Madison, WI.
- Little, C., **Gatlin, B.**, & Hart, S. (2016, February). *Differential item functioning analysis of the Kaufman Brief Intelligence Test-2*. Poster presented at the Twenty-Fourth Annual Pacific Coast Research Conference, Coronado, CA.
- Gatlin, B.**, Kim, Y.-S. G., & Wanzek, J. (2015, July). *Dialect and reading outcomes: A multiple group confirmatory factor analysis*. Poster presented at the Twenty-Second Annual Society for the Scientific Study of Reading Conference, The Big Island, HI.
- Gatlin, B.**, Al Otaiba, S., Whalon, K., & Wanzek, J. (2015, April). *Analyzing the effectiveness of first-grade Rtl: Focus on students with autism spectrum disorders*. Poster presented at annual meeting, Council for Exceptional Children, San Diego, CA.
- Intepe, S., **Gatlin, B.**, & Tingir, S. (2015, April). *Synthesis of reading fluency interventions between 2005 – 2014*. Poster presented at annual meeting, Council for Exceptional Children, San Diego, CA.
- Gatlin, B.** (2015, February). *A synthesis of influences on involvement and achievement among African American adolescent males*. Paper presented at the National Association of African American Studies and Affiliates Twenty-Third Joint National Conference, Baton Rouge, LA.
- Gatlin, B.** & Wanzek, J. (2015, February). *Relations among children's use of dialect & literacy skills: A meta-analysis*. Poster presented at Twenty-Third Annual Pacific Coast Research Conference, Coronado, CA.
- Gatlin, B.**, Diehm, E., & Kim, Y.-S. G. (2014, November). *A comparison of dialect use in oral and written narratives among second and third grade students*. Poster presented at the Annual Convention of American Speech and Hearing Association, Orlando, FL.
- Diehm, E., **Gatlin, B.**, & Kim, Y.-S. G. (2014, November). *Dialectal/linguistic influences on spelling of second and third grade students in a written narrative*. Poster presented at the Annual Convention of American Speech and Hearing Association, Orlando, FL.
- Gatlin, B.**, Al Otaiba, S., & Wanzek, J. (2014, April). *Implementation of a kindergarten tier 2 intervention*. Poster presented at annual meeting, Council for Exceptional Children, Philadelphia, PA.

- Gatlin, B.,** Walker, M., & Wanzek, J. (2014, February). *A synthesis of tier 2 intervention studies in grades 2 and 3*. Poster presented at Twenty-Second Annual Pacific Coast Research Conference, Coronado, CA.
- Gatlin, B.** (2013, November). *Overcoming obstacles: African American students with disabilities achieving academic success*. Paper presented at the Annual Summit for the African American Success Foundation, New Orleans, LA.
- Gatlin, B.** (2013, November). *Nonmainstream American English and literacy: A case for the dialect shifting theory*. Poster presented at the Thirty-Sixth Annual Teacher Education Division of the Council for Exceptional Children Conference, Fort Lauderdale, FL.
- Gatlin, B.,** Kim, Y.-S. G., & Wanzek, J. (2013, July). *The relative contribution of nonmainstream American English to reading comprehension*. Poster presented at the Twentieth Annual Society for the Scientific Study of Reading Conference, Hong Kong.
- Gatlin, B.** & Wanzek, J. (2013, February). *Oral language and literacy performance: a synthesis of correlational and experimental studies post NELP (2008)*. Poster presented at the Twenty-First Annual Pacific Coast Research Conference, San Diego, CA.
- Gatlin, B.,** Wanzek, J., Al Otaiba, S., & Folsom, J. S. (2012, July). *An analysis of early oral language abilities of African American students*. Poster presented at the joint conferences of the Society for Text Discourse and the Society for the Scientific Study of Reading, Montreal, Quebec.

Research Presentations (Local/State)

- Kim, Y.-S. G., Schatschneider, C., **Gatlin, B.,** Wanzek, J., & Al Otaiba, S. (2014, April). *Reliability of writing scores using generalizability theory for primary grade students*. Paper presented at annual Marvalene Hughes Research in Education Conference, Tallahassee, FL.
- Gatlin, B.** (2014, April). *Nonmainstream American English and literacy: Analyzing dialect use among elementary grade students*. Poster presented at annual Marvalene Hughes Research in Education Conference, Tallahassee, FL.

Invited Scholarly Panels/Lectures/Webinars

- Gatlin-Nash, B.** (2024, February). *Structured literacy to support ALL learners*, Webinar to be presented for California Dyslexia Initiative, Sacramento County Office of Education.
- Gatlin-Nash, B.** (2024, January). *Supporting Linguistically Diverse Learners: Dialect and the Science of Reading*, Webinar to be presented for Consortium on Research Excellence in Education (CORE) Learning.
- Gatlin-Nash, B.** (2023, October). *Language Variation and Literacy: Where Do We Go from Here?* The Seventh Annual Conference of the Reading League, Syracuse, NY.
- Gatlin-Nash, B.** (2023, September). *Language Variation and Literacy: Supporting our Students*. Webinar Presented for Lexia Aspire.
- Gatlin-Nash, B.** (2023, March). *Language, Linguistic Diversity, and Literacy Achievement*. Talk presented at Pennsylvania Department of Education annual conference. Sponsored by the Pennsylvania Training and Technical Assistance Network (PaTTAN), Hershey, PA.
- Gatlin-Nash, B.** (2023, March). *Promoting Academic Achievement among Children from Disadvantaged Backgrounds*. Talk presented at Pennsylvania Department of Education annual conference. Sponsored by the Pennsylvania Training and Technical Assistance Network (PaTTAN), Hershey, PA.
- Gatlin-Nash, B.** (2022, July). *Language diversity: Where do we go from here?* Webinar presented for educational consultants of Consortium on Research Excellence in Education.

- Gatlin-Nash, B.** (2022, July). *The role of oral language in the development of literacy: Implications for culturally and linguistically diverse classrooms*. Webinar presented for Teach for America Summer Heat Oral Language Session and Rollins Center for Language and Literacy.
- Gatlin-Nash, B.** (2022, May). *Culturally responsive teaching and linguistic diversity in the classroom: Part 2*. Webinar presented for educational consultants of Consortium on Research Excellence in Education.
- Gatlin-Nash, B.** (2022, February). *Linguistic diversity and literacy skills: Implications for assessment & instruction (Part 2 follow-up presentation)*. Webinar presented for McGraw Hill, LLC
- Gatlin-Nash, B.** (2022, January). *Linguistic diversity and literacy skills: Implications for assessment and instruction*. Webinar presented for McGraw Hill, LLC
- Gatlin-Nash, B.** (2021, December). *Culturally responsive teaching and linguistic diversity in the classroom*. Webinar presented for educational consultants of Consortium on Research Excellence in Education.
- Gatlin-Nash, B.** (2021, March). *Council for Exceptional Children, Division of Research Showcase: Evidence Based Instructional Approaches for Linguistically Diverse Learners: A Call to Action*. Council for Exceptional Children 2021 Convention and Expo, Virtual. Panel Member
- Gatlin-Nash, B.** (2021, January). *Impacting Equity among Culturally and Linguistically Diverse Learners: Understanding African American English*. Bilingualism: Building Equity for Diverse Learners in Special Education: Virtual Conference 2021.
- Gatlin-Nash, B. & Russell, K.** (2020, September). *Historically Black Colleges and Universities Town Hall: College, COVID, and Mental Health*. Virtual talk presented for Alpha Kappa Alpha Sorority, Inc., Alpha Gamma Omega Chapter in conjunction with the Ivy Heritage Foundation, Los Angeles, CA.
- Gatlin-Nash, B.** (2020, July). *How did I get here? And where I go from here?* Virtual talk presented at National Science Foundation Research Experiences for Undergraduates Site: Talking College: Increasing Diversity in the Linguistic Sciences Through Research on Language and Social Mobility. University of California-Historically Black Colleges and Universities Initiative. University of California, Santa Barbara, Anne Charity Hudley, professor, Santa Barbara, CA.
- Gatlin-Nash, B.** (2020, June). *Linguistic differences and early writing development: Implications for nonmainstream dialect speakers*. Webinar presented for Voyager Sopris Learning Literacy Symposium 2020.
- Gatlin-Nash, B.** (2019, May). *Codeswitching: Are we losing "Us" in academic and career environments?* Plenary address presented at the Twenty-Fifth Annual Language, Interaction, and Social Organization Conference, University of California, Santa Barbara, Santa Barbara, CA.
- Gatlin, B.** (2018, February). *Life as a first-year assistant professor studying African American language*. Talk presented at University of California, Santa Barbara. African-American Language and Culture, Anne Charity Hudley, professor, Santa Barbara, CA.
- Gatlin, B.** (2016, August). *Productivity after graduation*. Panel discussion presented at the Avenues to Effectiveness in Educational Research: PIRT Mini-Conference. Sponsored by the Florida Center for Reading Research/Florida State University, Tallahassee, FL.
- Gatlin, B.** (2016, August). *Postdoctoral work and research after graduation*. Talk presented at the Avenues to Effectiveness in Educational Research: PIRT Mini-Conference. Sponsored by the Florida Center for Reading Research/Florida State University, Tallahassee, FL.

Other Research Activity

2020-2022 **Consultant**, Cox Campus, Rollins Center for Language & Literacy, A Program of the Atlanta Speech School

- 2020 **Member**, Technical Working Group, *Reach Every Reader Assessment Project*. Collaboration among Florida State University/Florida Center for Reading Research, Harvard Graduate School of Education, & Massachusetts Institute of Technology Integrated Learning Initiative
- 2017 **Grant Consultant**, Atlanta Public Schools Adult Education Program
- 2015 **Data Consultant**, Annette Caldwell Simmons School of Education & Human Development, Department of Teaching & Learning, Southern Methodist University
- 2014-2015 **Technical Specialist**, Review of Classwide, Standardized Treatment Protocol, and Intensive Reading Interventions, Iowa Department of Education
- 2012-2014 **Research/Grant Consultant**, 50 LARGE Gang Intervention Program
- 2012 **Co-Organizer**, *Oral Language Development & Dialectal Influences on Reading*, PIRT Mini-Conference. Sponsored by the Florida Center for Reading Research, Florida State University. April 21, Tallahassee, FL. Approximately 100 participants

TEACHING EXPERIENCE

University Teaching Experience

School of Education; University of California, Irvine (2017-present)

Advanced Writing for Education Science (Undergraduate)
 Directed Research in Education (Undergraduate) *Supervisor*
 Educational Equity and the Exceptional Learner (Masters/Teacher Credential)
 English Language Variation (Doctoral)*
 Exceptional Learners (Undergraduate)
 Research Methods: Hierarchical Linear Modeling (Doctoral)
 Independent Study (Doctoral) *Supervisor*
 Individual Study (Undergraduate) *Supervisor*
 Language and Literacy (Undergraduate)

*Newly Developed Course

School of Teacher Education, College of Education, Florida State University (2004; 2013-2015)

Advanced Reading Instruction for Students with Disabilities (Masters)
 Individualized Reading Instruction for Students with Disabilities (Undergraduate)
 Differentiated Instruction (Undergraduate) *Graduate Teaching Assistant*
 Teaching Diverse Populations (Undergraduate) *Graduate Teaching Assistant*

Guest Lectures

- 2018 "Speech and Language Disorders: Dialect Differences versus Disorders." Exceptional Learners, University of California, Irvine. Instructor: Carol Connor
- 2018 "Why They Be Talkin' Like That?". Center for Teacher Preparation and Professional Practice, University of California, Irvine. Instructor: Hosun Kang

K-12 Teaching Experience

- 2015 **Middle School Mathematics Instructor**, Community Leadership Academy, Tallahassee, FL
- 2010-2011 **Exceptional Student Education/Gifted Academic Support Facilitator & Intensive Mathematics Instructor**, Pembroke Pines Charter High School, Pembroke Pines, FL
- 2005-2010 **Varying Exceptionalities/Gifted Teacher**, Pembroke Pines Charter Elementary School, East Campus, Pembroke Pines, FL

Other Professional Teaching Experience

- 2020 **Designer & Facilitator**, Test Preparation Workshops, General Knowledge Reading Subtest of Florida Teaching Certification Exam, College of Education, Florida A&M University, Virtual
- 2016 **Math Instructor**, Atlanta Public Schools Adult Education Program
- 2005-2011 **Private Tutor**, Various Subjects including Secondary and Post-Secondary Mathematics
- 2003-2004 **Preschool Teacher**, Chappelle Gwen Cherry Child Development Center, Tallahassee, FL

PROFESSIONAL SERVICE & ACTIVITIES

Service to the Profession

Editorial Board for Peer-Review Journal

2022-present *Elementary School Journal* (Associate Editor)

2020-present *Journal of Learning Disabilities*

Ad Hoc Reviewer for Peer-Review Journals

American Educational Research Association Open (2)

American Journal of Speech-Language Pathology (1)

Annals of Dyslexia (1)

Career Development and Transition for Exceptional Individuals (1)

Elementary School Journal (1)

Journal of Educational Psychology (1)

Journal of Experimental Psychology: General (1)

Journal of Learning Disabilities (2)

Journal of Literacy Research, Special Issue: Black Lives Matter in Literacy Research (1)

Language, Speech, & Hearing Services in Schools (3)

Reading & Writing: An Interdisciplinary Journal (1)

Reading & Writing Quarterly: Overcoming Learning Difficulties (14)

Review of Educational Research (1)

Review Panels

2020-2025 **Principal Member**, U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, Reading, Writing, and Language Development Review Panel

2020 **Member**, National Council on Teacher Quality Early Reading Standard Panel, Teacher Preparation Review

2019-2020 **Member**, U.S. Department of Education, Institute of Education Sciences, National Center for Education Research, Reading, Writing, and Language Development Review Panel

Conference Proposal Reviewer

2020 International Dyslexia Association Conference

2017 American Educational Research Association Annual Meeting; Division C: Learning & Instruction, Division D: Measurement & Research Methodology

2016-2017 Council for Exceptional Children Annual Meeting, Response to Intervention (RTI) topic area

2014 American Psychological Association Annual Convention

2013 International Dyslexia Association Conference

Other Review

2020 Reviewer, Brookes Publishing Company

2019 Reviewer, Lexington Books, scholarly imprint of Rowman & Littlefield

2018 Council for Exceptional Children Division for Research Student Research Award Competition, Quantitative Research

Professional Membership Organizations

2017-present	Providing Opportunities for Women in Education (POWER) Steering Committee (2021-present)
2013-present	Society for the Scientific Study of Reading Treasurer & Financial Advisory Committee Chair (2021-present)
2013-2021	American Educational Research Association, Division C: Learning & Instruction
2003-2021	Council for Exceptional Children, Division for Research Diversity Committee (2020-2021)
2017-2020	Society for Research in Child Development
2011-2015; 2020	Society for Research on Educational Effectiveness
2012-2015	International Literacy Association
2012-2015	American Psychological Association, Division 15: Educational Psychology

Other National Service

2021-present	Consultant , McGraw Hill Education
2021-present	Consultant , Consortium on Research Excellence in Education (CORE)

State Service

2023-present	Founding Board of Directors Member , The Reading League, California Chapter
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Service to the University

University of California, Irvine

2023-2026	Member , University Subcommittee on Courses
2022-present	Member , Teacher Education Steering Committee, School of Education, Master of Teacher Plus Credential Program
2022-present	Co-Chair , Personnel Review, Ad Hoc Committee
2021-present	Member , Bilingual Advisory Council, School of Education, Master of Teacher Plus Credential Program
2020-2021	Member , University Steering Committee on Reaffirmation
2021	Reviewer , Division of Teaching Excellence and Innovation, Lecturer of the Year Award
2020-2021	Member , Council on Teaching, Learning, and Student Experience
2020-2021; 2017-2018	Member , School of Education Undergraduate Steering Committee
2019-2021	Faculty Supervisor & Site Liaison , Orange County Educational Advancement Network (OCEAN), School of Education
2018-2019	Member , University Council on Undergraduate Admissions & Relations with Schools Senate Committee <i>Alternate</i> , Board of Admissions and Relations with Schools, February 2019 Meeting, UC Office of the President, Oakland, CA
2018-2019	Organizer , School of Education "Brown Bag" Seminar Series
2017-2018	Member , School of Education Undergraduate Steering Committee

Funded Service Projects

2022	<i>Positive Exposure: Change How You See – See How You Change</i> . Funded by The Chancellor's Arts & Culture Initiative: Illuminations. Role: Faculty Representative/Co-Facilitator
2020	<i>Food for Thought; Conversations about Food, Culture, Awareness, and Actions</i> . Funded by School of Education, Inclusion, Diversity, Equity, and Advancement Spaces: Learning to Action. Role: Faculty Representative/Co-Facilitator

Doctoral Committee Co-Advisor

Hodge, D., doctoral student (2019-present)
Laramore, G., doctoral student (2022-present)
Sarte, K., doctoral student (2022-present)
Steiss, J., doctoral graduate (2018-2022)

Doctoral Dissertation Committee Member

Spencer, B., degree conferred 2022 (Sociology, Outside Committee Member)
Steiss, J., degree conferred 2022 (Co-Advisor 2018-2022)

Doctoral Pre-Dissertation Committee Member

Chen, V., doctoral candidate
Powell, K., doctoral candidate
Shea, Z., doctoral student
Spencer, B., doctoral candidate (Sociology, Outside Committee Member)
Wolters, A., doctoral candidate

Undergraduate Research Advisor

Appling, A.
Mai, E.
Ngo, S.
Urrutia, L.
Velasco, G.
Wilson, W. (PIRE)

Service to the Community

2018-present **Graduate Member**, *Alpha Kappa Alpha Sorority, Incorporated*
2015-2017 **Board Member/Grants Chair**, *It's My Birthday*, 501(c)(3) organization dedicated to celebrating birthdays of underprivileged and hospitalized children, Atlanta, GA & Miami, FL Chapters
2016 **Volunteer Tutor**, Atlanta Public Schools Adult Education Program, Graduate Equivalent Diploma Preparation

PROFESSIONAL CREDENTIALS

2004-2019 Florida Department of Education Professional Educator Certification
English Speakers of Other Languages, K-12; Exceptional Student Education, K-12
Gifted Endorsement; Mathematics, 6-12
2009 Florida Department of Education, Certificate in Clinical Education