

TIFFANY K. PELTIER, PH.D.
Curriculum Vitae

X: @tiffany_peltier
Website: understandingreading.home.blog
Cell: (832) 277-5091
Email: Tiffany.Ratterree@gmail.com

*I seek to use my **expertise in professional learning, learning science, and early literacy** and my **professional experience as a teacher, leader, researcher, and instructional designer to promote, translate, and disseminate evidence-aligned, practical tools for educators on a large scale.***

EDUCATION

- 2020-2022 **University of Oklahoma**
Ph.D., Learning Sciences
Department of Educational Psychology
Advisor: Dr. Benjamin C. Heddy
- 2018-2020 **University of Oklahoma**
Begun Ph.D., Special Education, *transferred to Learning Sciences*
- 2016 **Texas A&M University**
M.Ed., Curriculum & Instruction: Reading/Language Arts
Advisor: Dr. Emily Binks-Cantrell; Co-Advisor: Dr. R. Malt Joshi
- 2009 **Texas A&M University**
B.S., Interdisciplinary Studies (Early Childhood Education)

PROFESSIONAL EXPERIENCE

Jan 2024-Present

Senior Consultant for Professional Learning Strategy – NWEA/HMH

- Supported the **internal and external learning** and resourcing to promote literacy content aligned with the Science of Reading across diverse products and stakeholders.
- Collaborated as a **subject matter expert** across teams to improve internal and external processes and communication around our products and the Science of Reading, including bids for state RFPs
- Led the content development of **asynchronous** Science of Reading course for leaders to align with International Dyslexia Association Standards
- Continued and finalized the development of our Science of Reading professional learning suite to align with International Dyslexia Association Standards, with both **in-person and virtual options**
- Radically clarified NWEA’s unique value proposition to the market, **differentiated NWEA services from competitors**, and created visibility among sales representatives and customers to the unique role NWEA services can play in improving student outcomes

2022-Jan 2024

Lead Learning and Delivery Specialist, Literacy - NWEA (*was acquired by HMH in May 2023*)

- Developed content for and grew in-house expertise to facilitate new **live or virtual** literacy professional learning offerings for educators
- Collaborated as a **subject matter expert in early literacy and dyslexia** to improve our assessment products and external marketing and messaging efforts
- Hosted internal and external learning of evidence-aligned practices
- Collaborated as a subject matter expert and methodologist on a **mixed-methods study** for a Reading Reimagined grant focused on improving student fluency through AERDF
- Collaborated as a subject matter expert across teams to develop and secure our organization as the sole provider of a statewide literacy leadership professional learning **hybrid course**
- **Collaborated with external partners and researchers** to support the development of literacy-related products and services

2022

Research Scientist II, The Collaborative for Student Growth - NWEA

- Contributed to quantitative research studies on **dyslexia** and **early literacy**
- Led internal and external trainings to build content expertise in dyslexia and reading instruction
- **Collaborated with internal teams**, such as marketing, sales, partner accounts, and content solutions to act as a subject-matter expert and content reviewer for literacy and dyslexia
- Presented findings at national and international conferences and published research in peer-reviewed journals

2020-2021

National LETRS Trainer - Cambium Learning

- Delivered professional learning to teachers, specialists, and administrators across the nation.
- Maintained a high level of knowledge and expertise in the LETRS materials and best practices reading and cognitive science.
- Consistently received high performance ratings from session participants on delivery and content knowledge

K-12 TEACHING EXPERIENCE

2021-2022 District Literacy Coach, Kindergarten-3rd grade teachers; multiple sites;
Norman Public Schools, Norman, OK

2014-2016 Pre-Kindergarten (2014-2015) & Grade 1 (2015-2016); Brazos Christian
School; Bryan, TX

- 2012-2014 Kindergarten (2012) & Grade 1 (2012-2014); Four Seasons Elementary, Anne Arundel County Public Schools; Gambrills, MD
- 2010-2011 Grade 1; Central Texas Christian School; Temple, Texas
- Fall 2009 Grade 3- Grade 7 (ELA/ESL); Destiny Academy; Addis Ababa, Ethiopia

BOARD SERVICE

- 2022-present Member of the Board of Directors for the *Center for Effective Reading Instruction* (CERI), the accreditation body of the *International Dyslexia Association*
- 2022-present Member of the National Advisory Board for *Learning Ally*
- 2020-present Member of the Scientific Editorial Review Board for *The Reading League Journal*

TEACHING CERTIFICATIONS

- 2017-lifetime Texas Master Reading Teacher (EC-12)
- 2016-current Texas Reading Specialist (EC-12)
- 2009-current Texas ESL Supplemental Teaching Certificate (EC-8th grade)
- 2009-current Texas Generalist Teaching Certificate (EC-8th grade)

UNIVERSITY TEACHING EXPERIENCE

University of Georgia

EDSE 5150E/7150E: Designing Reading Interventions for Special Education (Fall 22)

University of Oklahoma

EDSP 4072: Introductory Practicum in Special Education Elementary Placement (Spring 21)

EIPT 3473: Learning, Development, and Assessment for Teachers; (Fall 20 [virtual/synchronous], Fall 21 [in-person])

EDSP 4053: Language, Literacy, and Communication Strategies in Special Education, course redesign (Spring 19, 20, 21)

EDLT 4813: Literature and Writing Across the Curriculum (Fall 18, Spring 19)

EDSP 4121/4134: Applied Research in Special Education/Internship in Special Education Elementary, course co-redesign (Fall 18)

Texas A&M University

RDNG 361: Assessment in Reading Instruction (Spring 17, Fall 17)

RDNG 467: Reading and Language Arts Methods, course redesign (Fall 16, Spring 17, Fall 17)

RDNG 468: Essential Foundations of Language and Literacy for All Learners; Hybrid course (Spring 17)

RDNG 351: Reading in the Elementary School (Fall 16, Spring 17)

RDNG 371: Multicultural and Interdisciplinary Literature for Middle Grades (Fall 16)

RESEARCH***Publications***

Peltier, T. K., & Filderman, M. (Guest Editors). (2023). The dyslexia issue. *Literacy Today*, 41(2). <https://publuu.com/flip-book/24429/594564/page/1>

Binks-Cantrell, E., Hudson, A., Washburn, E., Contesse, V., **Peltier, T.**, & Lane, H. (2022). Teaching the teachers: The role of teacher education and preparation in reading science. *The Reading League Journal*. <https://www.thereadingleague.org/wp-content/uploads/2022/10/TOC-Sept-Oct-2022.pdf>

Barnes, Z., & **Peltier, T. K.** (2022). Translating the science of reading screening into practice: Policies and their implications. *Perspectives on Language and Literacy*.

Peltier, T. K., Washburn, E. K., Heddy, B., & Binks-Cantrell, E. (2022). What do teachers know about dyslexia? It's complicated! *Reading & Writing: An Interdisciplinary Journal*. Advance online publication. <https://doi.org/10.1007/s11145-022-10264-8>

Peltier, C., Morin, K. L., Vannest, K. J., Haas, A., Pulos, J. M., & **Peltier, T. K.** (2021). A systematic review of student mediated math interventions for students with emotional or behavioral disorders. *Journal of Behavioral Education*. Advanced online publication. <https://doi.org/10.1007/s10864-021-09454-1>

Peltier, C., Garwood, J., McKenna, J., **Peltier, T. K.**, & Sendra, J. (2021). Using the SRSD instructional approach for argumentative writing: A look across the content areas. *Learning Disabilities Research and Practice*. <https://doi.org/10.1111/ldrp.12255>

Peltier, C., **Peltier, T. K.**, Hott, B. L., Heuer, A., & Werthen, T. (2021). "Trends come and go": Early childhood rural special education teachers' reported practices use during

mathematics instruction. *Rural Special Education Quarterly*, 40(4), 214–225. <https://doi.org/10.1177/87568705211027981>

Peltier, T. K., Washburn, E. K., Pulos, J. M., & Peltier, C. (2020). Measuring special education preservice teachers' knowledge, reflective ability, and tutored student outcomes on foundational literacy skills. *Insights into Learning Disabilities*, 17(1), 1-33.

Hott, B. L., Morano, S., Peltier, C., Pulos, J. M., **Peltier, T.** (2020). Are students with MLD receiving FAPE?: Insights from a descriptive review of Individualized Education Programs. *Learning Disabilities Research & Practice*, 35(4), 170-179. <https://doi.org/10.1111/ldrp.12231>

Peltier, C., **Peltier, T. K.**, Werthen, T., & Heuer, A. (2020). “State standards and IEP goals. A lot of TPT products.”: What early childhood educators report using to plan mathematics instruction. *Learning Disabilities: A Contemporary Journal* 18(2), 153-166.

Peltier, T. K., Heddy, B. C., & Peltier, C. (2020). Using conceptual change theory to help preservice teachers understand dyslexia. *Annals of Dyslexia*, 70, 62–78. <https://doi.org/10.1007/s11881-020-00192-z>

Peltier, C., & **Peltier, T. K.** (2020). Mining instruction from student mistakes: Conducting an error analysis. *Beyond Behavior*, 29(3), 141-151. <https://doi.org/10.1177/1074295620903050>

Manuscripts in preparation

Peltier, T. K., & Heddy, B.C. (in preparation). *Is DLD still on the DL? Examining SLPs’, general and special education teachers’, and reading specialists’ knowledge of Developmental Language Disorder.*

Lindstrom, E., Proctor, A., **Peltier, T. K.**, & Peltier, C. (in preparation). *Comparing the effects of three instructional methods on high-frequency-word learning for students with intellectual disability.*

Peltier, T. K., & Heddy, B.C. (in preparation). *Examining School Psychologists’ Knowledge of Dyslexia.*

PRESENTATIONS

Professional Development for Educators (outside of organizations)

June 2022 *What We Know About What They Know: A review of stakeholder knowledge of dyslexia*, Learning Ally’s Spotlight on Dyslexia Annual Conference (virtual)

- April 2022 *The K-2 Literacy Block*, Norman Public Schools GET FIT Teacher Professional Development Biannual Conference; Norman, OK
- August 2021 *Phonemic Awareness*; Lit Labs with the SOR K/1/2 Discussion Group Facebook Page, online via Zoom
- August 2021 *Really Great Reading Curriculum Implementation Training for Special Education and Reading Specialists* (co-trainer), Norman Public Schools, Norman, Oklahoma
- July 2021 *CORE's Teaching Reading Sourcebook Book Study* (co-presenter); online via Zoom
- August 2020 *The Science of Reading and Evaluating for an SLD in Reading*; In-service professional development for Moore Public Schools' school psychologists; Moore, Oklahoma
- November 2019 *Reading development, instruction, and goal setting*; In-service professional development for Norman Public Schools' elementary special education teachers; Norman, Oklahoma
- October 2019 *Dyslexi...uh? Understanding the Most Common Learning Disability; Revamping Sight Word Instruction; & Small Group Reading Routines for the K-2 Classroom*, Norman Public Schools GET FIT Teacher Professional Development Biannual Conference; Norman, OK
- November 2018 *Effective reading instruction for all students*; Oklahoma Statewide Autism Conference; Oklahoma City, Oklahoma; Invited presentation
- October 2018 *Dyslexia and twice exceptional students*; In-Service for Educators of Gifted Students, Edmond Public Schools and Yukon Public Schools; Edmond, Oklahoma

Research Presentations

- October 2023 **Peltier, T.K.** *Increasing Fluency In Secondary Students*. International Dyslexia Association Annual Conference; Poster, Columbus, Ohio.
- August 2022 Danielson, R. W., Heddy, B. C., Ramazan, O., Jin, G., & **Peltier, T. K.** *Contaminated Conceptual Frameworks: Inoculating Knowledge in the Age of Alternative Facts*. American Psychological Association (APA) Conference; Paper; Minneapolis, Minnesota.
- July 2022 **Peltier, T.K.** *School Psychologists' Knowledge of Dyslexia*. Society for Scientific Studies of Reading Annual Conference; Symposium Paper; Newport Beach, CA.

- June 2022 **Peltier, T.K.** *What We Know about What They Know: A Review of the Research on Stakeholder Knowledge of Dyslexia.* Learning Ally's Spotlight on Dyslexia Conference; Virtual session.
- April 2022 **Peltier, T.K.** *Do Graphics Matter? A Study on Conceptual Change and Engagement of Added Graphics Within a Dyslexia Refutation Text.* National Consortium for Instruction and Cognition Annual Conference; Research Presentation; San Diego, CA.
- August 2021 **Peltier, T.K.** & Heddy, B.C. *School psychologists' knowledge of dyslexia.* American Psychological Association Annual Conference; Virtual; Poster session.
- July 2021 **Peltier, T.K.** & Washburn E.K. *Educator knowledge of phonological awareness, phonics, and dyslexia.* Society for Scientific Studies of Reading 28th Annual Meeting; Virtual, Symposium Paper.
- July 2021 McGregor, K., **Peltier, T.K.**, Heddy, B.C., & Hogan, T. *Examining SLPs', general and special education teachers', and reading specialists' knowledge of developmental language disorder.* Society for Scientific Studies of Reading 28th Annual Meeting; Virtual, Symposium Paper.
- July 2021 **Peltier, T.K.** & Washburn E.K. *Investigating teacher knowledge of reading-related constructs: New aspects and angles.* Society for Scientific Studies of Reading 28th Annual Meeting; Virtual, Symposium Chair.
- October 2020 (Canceled due to COVID-19) **Peltier, T. K.** *Dyslexi....uh? Understanding the Most Common Learning Disability;* International Literacy Association; Hands-On Workshop.
- August 2020 (Canceled due to COVID-19) **Peltier, T. K.**, Heddy, B. C., & Washburn, E.K. *What do teachers know about dyslexia? It's complicated!;* American Psychological Association Annual Conference; Washington, D.C.; Poster session.
- July 2020 (Canceled due to COVID-19) **Peltier, T. K.** & Washburn, E. K. *Educator knowledge of phonological awareness, phonics, and dyslexia;* Society for Scientific Studies of Reading 27th Annual Meeting; Newport Beach, CA; Symposium Paper.
- February 2020 **Peltier, T. K.**, Heddy, B. C., & Peltier, C. *Using conceptual change theory to improve preservice teacher understanding of dyslexia;* Pacific Coast Research Conference; Coronado, California; Poster session

- November 2019 **Peltier, T. K.**, Washburn, E. K., & Pulos, J. M. *Training pre-service special education teachers to teach reading to students with mild to moderate disabilities*, Teacher Education Division of the Council for Exceptional Children National Conference; New Orleans, LA; Single paper presentation
- November 2019 **Peltier, T. K.** *Students with reading difficulties: How many and who is providing intervention?*; Teacher Education Division of the Council for Exceptional Children National Conference; New Orleans, LA; Kaleidoscope poster session
- October 2019 **Peltier, T. K.** *Teacher Knowledge of Dyslexia*; Council for Learning Disabilities 41st International Conference on Learning Disabilities; San Antonio, Texas; Poster session
- July 2019 **Peltier, T. K.** & Washburn, E. K. *Novice teacher knowledge of dyslexia: A state by state comparison*; Society for Scientific Studies of Reading 26th Annual Meeting; Toronto, Canada; Poster session
- April 2019 **Peltier, T. K.** *Dyslexia and effective beginning reading instruction*; Oklahoma Literacy Association Annual Conference; Tulsa, Oklahoma; Presentation
- January 2019 **Peltier, T. K.** *Survey of Oklahoma teacher knowledge of dyslexia: preliminary results*; Dyslexia Task Force Meeting, Oklahoma House of Representatives; Oklahoma City, Oklahoma; presentation

Funding and Awards

- 2022 NWEA (contributor): Alaska Department of Education, Professional learning for Alaska administrators, The science of reading for leaders
- 2022 NWEA (contributor, methodologist): AERDF, Reading Reimagined, Increasing fluency in middle school students, \$250,000
- 2021 *Taylor & Francis Award*, Society for Scientific Studies of Reading, \$500
- 2020 *JRCOE Travel and Research Committee*, Jeannine Rainbolt College of Education, \$500
- 2019-2020 *Statewide Dyslexia Awareness Trainings and Module Development*, Oklahoma State Department of Education, \$78,654.00
- 2019 *JRCOE Travel and Research Committee*, Jeannine Rainbolt College of Education, \$300
- 2019 *Robberson Travel Conference Presentation & Creative Exhibition Travel Grant*, University of Oklahoma Graduate College, \$1,500

- 2019 Council for Learning Disabilities Leadership Institute, San Antonio, Texas
- 2015, 2017 Reading Clinic, Department of Teaching, Learning, & Culture, College of Education and Human Development, Texas A&M University
- 2012 The Connie Belin & Jacqueline N. Blank Fellowship Program in Gifted Education, The University of Iowa & Anne Arundel County Public Schools

Professional Memberships

- Joined 2020 American Psychological Association—Division 15
- Joined 2018 Society for Scientific Studies of Reading (*Voting member, 2022 - present*)
- Joined 2018 Council for Exceptional Children (Teacher Education Division, TED)
- Joined 2015 International Literacy Association
- Joined 2015 International Dyslexia Association

SERVICE

Review Experience

- 2021 - present Reviewer for *Reading & Writing*
- 2021 - present Reviewer for *Assessment for Effective Intervention*
- 2021 - present Reviewer for *Journal of Learning Disabilities*
- 2020 - present Reviewer for *Exceptional Children*
- 2019 - present Reviewer for *The Reading Teacher*
- 2021 Content Review Committee, Oklahoma Elementary Education State Certification Exam
- 2019 Reviewer for *Council for Learning Disabilities 2019 Annual Conference*
- 2019 Reviewer for *Council for Exceptional Children's 2020 Special Education Convention and Expo*