

CURRICULUM VITAE

Katia Ciampa, Ph.D.

EDUCATION

Brock University

Ph.D., Educational Studies (Cognition and Learning), October, 2014

Brock University

M.Ed., Studies in Teaching and Learning, October, 2010

Brock University

B.A. /B.Ed. (with Distinction) Concurrent Child and Youth Studies, June 2007

PROFESSIONAL APPOINTMENTS

Associate Professor

September 2021-Present

Center for Education, College of Health and Human Services

Widener University, Chester, Pennsylvania

Assistant Professor

September 2015- September 2021

Center for Education, College of Health and Human Services

Widener University, Chester, Pennsylvania

Research Fellow

January 2015– April 2015

Department of Teacher Education

Brock University, St. Catharines, Ontario

Lecturer

Faculty of Education, Brock University, St. Catharines, Ontario

September 2014 –April 2015

Pre-Service Education Course, 8P30 (Language Arts- Primary/Junior)

Lecturer

Faculty of Education, Brock University, St. Catharines, Ontario

September 2013 – April 2014

Pre-Service Education Course, 8Y24 (Teaching and Learning with Technology- Junior/Intermediate)

Lecturer

Centre for Continuing Teacher Education, Brock University, St. Catharines, Ontario

March 2012-June 2014

Additional Basic Qualification Online Course, 9F78 (Primary Basic Curriculum and Instruction)

Lecturer

Faculty of Education, Brock University, St. Catharines, Ontario

September 2011-April 2014

Pre-Service Education Course, 8P14 (Classroom Dynamics and Teacher Behaviour- Educational Psychology for Concurrent Education Students)

Course Developer and Lecturer

Faculty of Education, Brock University, St. Catharines, Ontario

December 2010-April 2014

Pre-Service Education Online Course, 8Y55 (The Occasional Teacher)

Graduate Research Assistant

Dr. Tiffany Gallagher & Dr. Xavier Fazio

Associate Professors, Brock University, St. Catharines, Ontario

March 2012-May 2013

Research and Development Grant, Faculty of Education, Brock University

Project Title: *Analyzing the Impact of Science-Based Vocabulary on the Readability of Various Texts*

Graduate Research Assistant

Dr. Jennifer Rowsell, Canada Research Chair in Multiliteracies

Associate Professor, Brock University, St. Catharines, Ontario

October 2011-June 2013

SSHRC Insight Development Grant

Project Title: *Reading by Design: An International Study on 21st Century Reading Processes*

Graduate Research Assistant

Dr. Xavier Fazio, Faculty of Education, Brock University, St. Catharines, Ontario

November 2010 – April 2011

SSHRC Standard Research Grant

Project Title: *Researching Environmental Literacy Practices in Schools: Implications for Educational Practice and Policy*

Graduate Research Assistant

Dr. Tiffany Gallagher, Faculty of Education, Brock University, St. Catharines, Ontario

January 2008 – August 2008

Brock University Advancement Fund

Project Title: *Literacy Coaching: Perspectives of the Classroom Teachers, their Administrators and the Literacy Coaches*

ADMINISTRATIVE EXPERIENCE**Graduate Literacy Program Director (MEd & EdD)**

June 2016- Present

School of Education, College of Health and Human Services

Widener University, Chester, Pennsylvania

(* denotes graduate student at time of authorship)

OTHER PROFESSIONAL APPOINTMENTS

Occasional Elementary Teacher

Hamilton Catholic District School Board, Hamilton, Ontario, 2007- 2015

After-School Tutor-Primary/Junior

Niagara Catholic District School Board, 2007

Tutor in the Classroom- Primary/Junior

Niagara Catholic District School Board, St. Catharines, Ontario, 2006-2007

ESL Teacher

Canadian International Student Services (CISS), 2005

AWARDS

| | |
|-----------|---|
| 2021 | Widener University Outstanding Research Award (Nominated) |
| 2020 | Widener University Fitz Dixon Innovation in Teaching Award (Nominated) |
| 2019 | Widener University School of Human Service Professions Super Level of Merit Award |
| 2018 | Widener University School of Human Service Professions Super Level of Merit Award |
| 2018 | Widener University Borislow Community-Engaged Faculty Research Fellowship Award- \$6,000 |
| 2017 | Widener University School of Human Service Professions Super Level of Merit Award |
| 2015 | Canadian Association for Educational Psychology (CAEP) Doctoral Dissertation Award |
| 2014 | Thompson TPACK SIG Best Paper Award; 2014 Conference of the Society for Information Technology & Teacher Education (SITE) |
| 2014 | Brock University Graduate Students' Association Conference Funding Assistance- \$100 |
| 2013-2014 | Ontario Graduate Scholarship (OGS) - \$15,000 |
| 2010-2011 | Brock University Graduate Student Fellowship- \$12,000 |
| 2008-2009 | Brock University Dean of Graduate Studies Spring Research Fellowship- \$2,000 |
| 2007-2009 | Joseph-Armand Bombardier Canada Graduate Master's Scholarship (SSHRC) -\$17,500 |
| 2003-2007 | Brock University Dean of Graduate Studies Entrance Scholarship - \$2,500 |
| 2003-2007 | Brock University Deans' Honour List |
| 2003 | Ontario Scholar Award |

GRANTS

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|------|---|
| 2024 | Widener University Provost Grant: <i>From entry to transformation: Exploring AI integration in higher education assessment practices</i> (7/24-6/25; \$1000; Role; PI; funded) |
| 2023 | Widener University Faculty Development Grant: <i>Leveraging AI in higher education: Enhancing teaching and assessment for student success</i> (7/24-6/25; \$1500; Role; PI; funded) |
| 2023 | Widener University Provost Grant: <i>Online Teaching Fellows Program: Improving the quality of online and blended learning at Widener University</i> (7/23-06/24; \$1,500; Role: PI; funded) |
| 2023 | Widener University Faculty Development Grant: <i>Online Teaching Fellows Program: Improving the Quality of Online and Blending Learning at Widener University</i> (07/23-06/24; \$2,000 Role: PI; unfunded) |

(* denotes graduate student at time of authorship)

- 2022 Widener University Provost Grant: *The impact of Quality Matters™ professional development on faculty members' perceptions of online/hybrid course design and quality* (07/22-06/23; \$1,375; Role: PI; funded)
- 2021 Widener University Faculty Development Grant: *Quality Matters™ peer-review training and faculty professional development study* (07/22-06/23; \$2,000 Role: Co-PI; funded)
- 2021 Widener University Provost Grant: *Teaching literacy during COVID-19 and beyond: Key findings* (07/21-06/22; \$1,500; Role: PI; funded)
- 2020 Widener University Faculty Development Grant: *An investigation of culturally responsive instruction in an undergraduate teacher education program* (07/21-06/22; \$3,500 Role: PI; funded)
- 2020 Widener University Provost Grant: *From isolation to collaboration: Development and evaluation of a revised dissertation proposal course on doctoral students' writing development* (07/20-07/21; \$2,500; Role: Co-PI; unfunded)
- 2019 Widener University Faculty Development Grant: *An investigation of culturally responsive instruction in an undergraduate teacher education program* (07/20-07/21; \$2,500 Role: PI; funded)
- 2019 TAA Publication Grant: *International perspectives on pre-service and in-service literacy teachers' self-efficacy beliefs* (07/19-07/20; \$300; Role: PI; funded)
- 2019 Widener University Provost Grant: *Teachers' self-efficacy beliefs for literacy instruction in the 21st century: A revised scale* (07/19-07/20; \$500; Role: PI; funded)
- 2018 Widener University Hartford Undergraduate Community-Based Research Grant: *The effects of transactional strategy instruction to support urban elementary students' comprehension in the 21st century* (8/1/2018-8/1/2020; \$1,500; Role: PI; funded)
- 2018 Widener University Provost Grant: *Teaching character education through an interdisciplinary lens* (07/18-07/19; \$2,000; Role: PI; funded)
- 2018 International Literacy Association (ILA) Elva Knight Research Grant 2018: *Teaching character education through narrative and informational texts: Development of an interdisciplinary, theme-based curriculum* (Submitted: 01/18; \$5,000; Role: PI; unfunded)
- 2017 Widener University Faculty Development Grant: *Course revisions of doctoral research core and dissertation sequence for the doctorate in education program* (07/18-07/19; \$2,000; Role: Co-PI; funded)
- 2017 Spencer Foundation Research-Practice Partnership Grant: *A university-district partnership in supporting a full-choice professional development model* (Submitted: 06/1/17; \$400,000; Role: PI; unfunded)
- 2017 International Literacy Association (ILA) Elva Knight Research Grant 2017: *A digital workshop model: Crafting culturally sustaining texts in the content areas* (Submitted: 01/17; \$5,000; Role: PI; unfunded)
- 2016 Widener University Faculty Development Grant: *Building bridges between research and practice: A university-charter school partnership designed to support technology-enhanced learning*, (07/16-07/17; \$2,100; Role: PI; funded)
- 2015 Spencer Foundation Small Research Grant: *Effects of mobile electronic books on comprehension: A mobile eye tracking study* (Submitted: 08/15; \$50,000; Role: PI; unfunded)

SCHOLARSHIP

Published Books and Book Chapters

(* denotes graduate student at time of authorship)

Gallagher, T. L., & **Ciampa, K.** (Eds.). (2020). *International perspectives on pre-service and in-service literacy teachers' self-efficacy and beliefs*. New York, NY: Palgrave Macmillan.

Ciampa, K., & Gallagher, T. L. (2020). Chapter 11: Teachers' self-efficacy beliefs for literacy instruction in the 21st century: A revised scale. In T. L. Gallagher & K. Ciampa (Eds.), *International perspectives on pre-service and in-service literacy teachers' self-efficacy and beliefs*. New York, NY: Palgrave Macmillan.

*Herman, H., & **Ciampa, K.** (2019). Chapter 9: The effects of digital literacy support tools on first grade students' comprehension of informational e-books. In J.E. Kim & B. Hassinger-Das (Eds.), *Reading in the digital age: Young children's experiences with e-books* (pp. 175-196). New York, NY: Springer International Publishing AG.

Peer Reviewed Publications in Journals

Ciampa, K., & Reisboard, D. (2024, Accepted). Empowering teacher educators: Advancing culturally responsive practices through professional development. *Action in Teacher Education*.

Ciampa, K., Wolfe, Z., *Crowley, T., & *Hensley, M. (2023, Accepted). From entry to transformation: Exploring AI integration in teachers' k-12 assessment practices. *Technology, Pedagogy, and Education*.

Ciampa, K., Wolfe, Z., Storey, J., & Caione-Keating, J. (2024, Under Review). Faculty perceptions of the impact of professional development on online teaching practices.

Ciampa, K., & Gallagher, T. L., Huili, H., Mckee, L., & Scheffel, T. L. (2024). An examination of Canadian and American pre-service teachers' self-Efficacy beliefs for 21st century literacy instruction. *Reading Psychology*, 45(03), 1-26.
<https://doi.org/10.1080/02702711.2023.2294730>

Ciampa, K., Wolfe, Z., & Bronstein, B. (2023). ChatGPT in education: Transforming digital literacy practices. *Journal of Adolescent & Adult Literacy*, 67(3), 1-10.

Ciampa, K., Jagielo-Manion, R., *Quinn, G., *Gormley, A., & Fanelle, S. (2023). Literacy instructional coaching roles re-imagined during COVID-19 pandemic. *The Elementary School Journal*, 124(2), 1-25. <https://doi.org/10.1086/727217>

Ciampa, K., Reisboard, D., & McHenry, N. (2022). What analysis reveals about teacher educators' understanding of culturally responsive instruction and translation into practice. *The Teacher Educator*, 1-22. <https://doi.org/10.1080/08878730.2022.2066742>

Ciampa, K., & Gallagher, T. L. (2021). Teachers' self-efficacy beliefs for literacy instruction in the 21st century: A revised scale. *Journal of Research in Reading*, 44(3), 654-674.
<https://doi.org/10.1111/1467-9817.12361>

Ciampa, K., & Jagielo-Manion, R. (2021). Teaching and assessing early literacy during COVID-19 and beyond: Key findings. *Journal of Language and Literacy Education*, 17(2), 1-18.

(* denotes graduate student at time of authorship)

- Reisboard, D., & **Ciampa, K.** (2021). Culturally responsive education during literacy coursework in an undergraduate teacher education program. *Pennsylvania Reads*, 20(1), 44-59.
- Ciampa, K.** & Reisboard, D. (2020). Books like me: An investigation of urban elementary teachers' journey toward more culturally relevant pedagogy. *Multicultural Education Review*, 13(2), 128-147. <https://doi.org/10.1080/2005615X.2021.1919960>
- Ciampa, K.**, & Reisboard, D. (2020). Developing reflective literacy leaders: A case study of action research in a graduate reading specialist certification program. *Teacher Development*, 24(5), 626-651. <https://doi.org/10.1080/13664530.2020.1827021>
- Ciampa, K.**, & Wolfe, Z. (2020). Integrating character education into an elementary common core standards-aligned curriculum: A pilot study. *Curriculum Perspectives*, 41(1), 59-69. <https://doi.org/10.1007/s41297-020-00116-2>
- *Mahaffey, A., Wolfe, Z., & **Ciampa, K.** (2020). Elementary principals' knowledge of and expectations for specialized literacy professionals. *Journal of Organizational and Educational Leadership*, 5(2), 1-25.
- Ciampa, K.** & Wolfe, Z. (2020). From isolation to collaboration: Creating an intentional community of practice within the dissertation proposal writing process. *Teaching in Higher Education*, 1-17. <https://doi.org/10.1080/13562517.2020.1822313>
- Ciampa, K.**, & Gallagher, T. L. (2019). Exploring Canadian and American pre-service teachers' self-efficacy and knowledge of literacy instruction. *Teaching Education*, 32(2), 127-141. <https://doi.org/10.1080/10476210.2019.1658925>
- Ciampa, K.**, & Wolfe, Z. (2019). Preparing for dissertation writing: Doctoral education students' perceptions. *Studies in Graduate and Postdoctoral Education*, 10(2), 86-108.
- Jaipal-Jamani, K., Figg, C., Collier, D., Gallagher, T., Winters, K. L., & **Ciampa, K.** (2018). Developing TPACK of university faculty through technology leadership roles. *Italian Journal of Educational Technology*, 26(1), 39-55.
- Ciampa, K.**, *Marron, J., & *Quinn, G. (2018). Review of the Vocabulary Book: Learning and Instruction (2nd Edition) by Michael F. Graves. *Journal of Language and Literacy Education*, 14(2), 1-7.
- Merchant, W., **Ciampa, K.**, & Wolfe, Z. (2018). Examining the psychometric properties of the Standards Assessment Inventory (SAI). *International Journal of Teacher Education and Professional Development (IJTEPD)*, 1(1), 76-89.
- Ciampa, K.**, Wolfe, Z., & Merchant, W. (2017). Does an autonomous professional development model reflect professional learning standards? A mixed-methods case study. *Pennsylvania Educational Leadership*, 37(2), 4-30.

(* denotes graduate student at time of authorship)

- Ciampa, K., & Gallagher, T. L.** (2017). A comparative examination of Canadian and American preservice teachers' self-efficacy beliefs for literacy instruction. *Reading and Writing: An Interdisciplinary Journal*, 31(2), 457-481.
- Gallagher, T. L., Fazio, X., & **Ciampa, K.** (2017). A comparison of readability in science-based texts: Implications for elementary teachers. *Canadian Journal of Education*, 40(1), 1-29.
- Ciampa, K.** (2017). Building bridges between technology and content literacy in Special Education: Lessons learned from Special Educators' Use of Integrated Technology and Perceived Benefits for students. *Literacy Research and Instruction*, 56(2), 1-29.
- Ciampa, K.** (2016). Implementing a digital reading and writing workshop model for content literacy instruction in an urban elementary (K–8) school. *The Reading Teacher*, 70(3), 295-306.
- Ciampa, K. & Gallagher, T. L.** (2016). Teacher collaborative inquiry in the context of literacy education: Examining the effects on teacher self-efficacy, instructional and assessment practices. *Teachers and Teaching: Theory and Practice*, 22(7), 858-878.
- Ciampa, K., & Gallagher, T. L.** (2016). Collaborative inquiry and vertical co-teaching: Implications for literacy instruction. *The Teacher Educator*, 51(2), 153-174.
- Ciampa, K.** (2015). Motivating grade 1 children to read: Exploring the role of choice, curiosity, and challenge in mobile eBooks. *Reading Psychology*, 36(1), 1–41.
- Ciampa, K. & Gallagher, T. L.** (2015). Blogging to enhance in-service teachers' professional learning and development during collaborative inquiry. *Educational Technology Research and Development*, 63(278), 1–31.
- Rowse, J., Gallagher, T.L., Fisher, D., Lapp, D., Simpson, A., Walsh, M., McQuirter Scott, R., **Ciampa, K., & Saudelli, M.G.** (2015). International perspectives on literacy learning with iPads. *Journal of Education*, 195(3), 15–25.
- Jaipal-Jamani, K., Figg, C., Gallagher, T., McQuirter Scott, R., & **Ciampa, K.** (2015). Collaborative professional development in higher education: Developing knowledge of technology enhanced teaching. *The Journal of Effective Teaching*, 15(2), 30–44.
- Ciampa, K.** (2015). An investigation of teacher candidates' questions and concerns about occasional teaching. *Journal of Applied Research in Higher Education*, 7(2), 146–163.
- Saudelli, M., & **Ciampa, K.** (2014). Exploring the role of TPACK and teacher self-efficacy: An ethnographic case study of three iPad language arts classes. *Technology, Pedagogy and Education*, 25(2), 1–21.
- Ciampa, K. & Gallagher, T. L.** (2013). Getting in touch: Facilitating the use of the iPod Touch in the elementary classroom. *Computers in the Schools*, 30(4), 309–328.
- Ciampa, K.** (2013). Learning in a mobile age: An investigation of student motivation. *Journal of Computer Assisted Learning*, 30(1), 82-96.

(* denotes graduate student at time of authorship)

Ciampa, K., & Gallagher, T. L. (2013). Professional learning to support elementary teachers' use of the iPod Touch in the classroom. *Professional Development in Education, 39*(2), 201–221.

Ciampa, K. (2012). Improving grade one students' reading motivation with online electronic storybooks. *Journal of Educational Multimedia and Hypermedia, 21*(1), 1–24.

Ciampa, K. (2012). Electronic Storybooks: A constructivist approach to reading motivation in primary grade students. *Journal of Literacy and Technology, 13*(2), 81–148.

Ciampa, K. (2012). ICANREAD™: The effects of an online reading program on grade 1 students' engagement and comprehension strategy use. *Journal of Research on Technology in Education, 45*(1), 27–59.

Ciampa, K. (2012). Reading in the digital age: Using electronic books as a teaching tool for beginning readers. *Canadian Journal of Learning and Technology, 38*(2), 1–26.

Media Publications

DiRienzo, A., Wolfe, Z. M., & **Ciampa, K.** (2023, December 19). Best practices for supporting first-year Phd students. *Inside Higher Education*. Retrieved from: <https://www.insidehighered.com/opinion/career-advice/2023/12/19/best-practices-supporting-first-year-phd-students-opinion#>

Conference Presentations

Ciampa, K., Wolfe, Z., & *Hensley, M. (2024, Under Review). *From Entry to Transformation: Exploring AI Integration in Teachers' K-12 Assessment Practices*. Submitted to the 2024 Literacy Research Association (LRA) Annual Conference, Atlanta, GA.

Ciampa, K., & Wolfe, Z. (2024, April). *Faculty Perceptions of the Impact of Professional Development on Online Teaching Practices*. To be presented at the 2024 American Educational Research Association (AERA) Annual Conference, Philadelphia, PA.

Ciampa, K., & Reisboard, D. (2024, April). *What analysis reveals about teacher educators' understanding of culturally responsive instruction and translation into practice*. To be presented at the 2024 American Educational Research Association (AERA) Annual Conference, Philadelphia, PA.

Wolfe, Z. M., **Ciampa, K., Storey, J., Caione, J., & Dodson, D.** (2023, April). *Fostering collaborative faculty-instructional designer relationships for facilitating faculty professional development*. To be presented at the OLC Innovate 2023 Conference, Nashville, TN.

Ciampa, K., Reisboard, D., & McHenry, N. (2022, November). *Making steps toward curriculum transformation: An analysis of teacher educators' perceptions of culturally responsive instruction*. Presented at the 2022 Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.

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- Ciampa, K.**, Jagielo-Manion, R., *Quinn, G., *Gormley, A., & Fanelle, S. (2022, November). *Literacy coaching roles re-imagined during COVID-19 pandemic*. Presented at the 2022 Literacy Research Association Annual Conference.
- Reisboard, D., **Ciampa, K.**, & McHenry, N. (2021, April). *What analysis reveals about teacher educators' understanding of culturally responsive instruction and translation into practice*. Presented at the 2021 Virtual American Educational Research Association (AERA) Annual Conference.
- Reisboard, D., **Ciampa, K.**, McHenry, N., & Newman, P. (2021, March). *Doing the Work: Widener University 2019-2020 Undergraduate Faculty Professional Development*. Virtually presented at the 23rd Annual Conference Pennsylvania Chapter of the National Association of Multicultural Education PA-NAME), Wilson College, Chambersburg, PA.
- Ciampa, K.** & Gallagher, T. L. (2020, December). *The development and validation of the [title removed for blind review] scale*. Presented at the 2020 Literacy Research Association Virtual Conference.
- Ciampa, K.** & Reisboard, D. (2020, December). *Books like me: An investigation of urban elementary teachers' journal toward more culturally relevant pedagogy*. Presented at the 2020 Literacy Research Association Virtual Conference.
- Ciampa, K. & Wolfe, Z. (2020, November). *From isolation to collaboration: Creating an intentional community of practice within the dissertation proposal writing process*. Presented at the 2020 Association for the Study of Higher Education (ASHE) Virtual Conference.
- Reisboard, D., **Ciampa, K.**, Newman, P., & McHenry, N. (2020, October). *Doing the work as faculty to become ourselves as people*. Presented at the 2020 National Association for Multicultural Education (NAME) Virtual Conference.
- Gallagher, T. L., & **Ciampa, K.** (2020, June). *A measure of pre-service teachers' self-efficacy beliefs for literacy instruction in the 21st century*. Presented at the Canadian Society for the Study of Education (CSSE) Annual Conference. Western University, London, Ontario, CA. <https://csse-scee.ca/conference2020/> (Conference canceled)
- Gallagher, T. L., & **Ciampa, K.** (2020, April). *A measure of pre-service teachers' self-efficacy beliefs for literacy instruction in the 21st century*. Presented at the American Educational Research Association (AERA) Annual Conference, San Francisco, CA. <https://www.aera20.net/> (Conference canceled)
- Reisboard, D., **Ciampa, K.**, & Newman, P. (2020, March). *What analysis reveals about CRP during coursework in an undergraduate teacher education program*. Presented at the 22nd Annual Conference Pennsylvania Chapter of the National Association of Multicultural Education PANAME), Radnor, PA.
- Ciampa, K.**, & Gallagher, T. L. (2019, December). *Exploring Canadian and American pre-service teachers' self-efficacy and knowledge of literacy instruction*. Presented at the Literacy Research Association (LRA) 2019 Conference, Tampa, FL.

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- Reisboard, D., & **Ciampa, K.** (2019, April). *What analysis reveals about culturally responsive instruction during literacy coursework in an undergraduate teacher education program*. Presented at the 2019 American Educational Research Association (AERA) Annual Conference, Toronto, ON.
- Ciampa, K.** & Wolfe, Z. (2019, April). *An investigation of doctoral education students' perceptions of preparedness for dissertation writing*. Presented at the 2019 American Educational Research Association (AERA) Annual Conference, Toronto, ON.
- Ciampa, K.** & Wolfe, Z. (2019, April). *Processes and supports to facilitate curricular change towards character-based interdisciplinary learning*. Presented at the 2019 American Educational Research Association (AERA) Annual Conference, Toronto, ON.
- Ciampa, K.**, & Gallagher, T. L. (2019, April). *Canadian and US pre-service teachers' knowledge and self-efficacy beliefs for literacy instruction*. Presented at the 2019 American Educational Research Association (AERA) Annual Conference, Toronto, ON.
- Ciampa, K.**, & Wolfe, Z. (2018, November). *Teaching character education through literary and informational texts: Development of an interdisciplinary, theme-based curriculum*. Presented at the Literacy Research Association (LRA) 2018 Conference, Indian Wells, CA.
- Ciampa, K.**, & Gallagher, T. L. (2018, November). *Examining Canadian and US pre-service teachers' self-efficacy beliefs regarding literacy instruction: Results of a 2-year study*. Presented at the Literacy Research Association (LRA) 2018 Conference, Indian Wells, CA.
- Ciampa, K.**, & Gallagher, T. L. (2018, April). *An examination of Canadian and American pre-service teachers' self-efficacy beliefs for literacy instruction*. Presented at the American Educational Research Association (AERA) Annual Conference. New York, NY.
- Ciampa, K.**, & Reisboard, D. (2018, April). *Redesigning a reading specialist certification program: Developing introspective literacy leaders through action research*. Presented at the American Educational Research Association (AERA) Annual Conference. New York, NY.
- Fitzgerald, S., **Ciampa, K.**, Flynn, J., Gilio, B., Lolli, J., Sullivan, T., Thurlow, R., Wolfe, Z., & Yoder, N. (2017, July). *The development of a seamlessly integrated accelerated doctoral degree program*. Roundtable session at the Council for Accelerate Programs (CAP) Annual Conference. Denver, CO.
- *Herman, H., & **Ciampa, K.** (2017, July). *Informational eBooks: Effects of annotation on first graders' reading comprehension*. Presented at the International Literacy Association (ILA) Conference & Exhibits. Orlando, FL.
- Ciampa, K.**, & Gallagher, T. G. (2017, May). *A comparative examination of Canadian and American pre-service teachers' self-efficacy beliefs for literacy instruction*. Presented at the Annual Conference of the Canadian Society for the Study of Education/Canadian Association for Teacher Education (CSSE/CATE). Toronto, ON.
- Wolfe, Z., **Ciampa, K.**, & Merchant, W. (2017, April). *Does a full-choice professional development model reflect professional learning standards? A mixed-methods Investigation*. Presented at the American Educational Research Association (AERA) Annual Conference. San Antonio, TX.

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- Ciampa, K.** (2016, November). *Supporting technology-enhanced disciplinary literacy teaching in an urban elementary school*. Presented at the Literacy Research Association (LRA) 66th Annual Conference. Nashville, TN.
- Ciampa, K., & Gallagher, T.** (2016, April). *Pre-service teacher self-efficacy beliefs for literacy instruction: A comparative study of the USA and Canada*. Presented at the American Educational Research Association (AERA) Annual Conference. Washington, DC.
- Figg, C., Jaipal-Jamani, K., Gallagher, T., Winters, K.L., & **Ciampa, K.** (2016, April). *Building capacity for technology-enhanced teaching in higher education through faculty technology leadership roles*. Presented at the American Educational Research Association (AERA) Annual Conference. Washington, DC.
- Jaipal-Jamani, K., Figg, C., Collier, D., Gallagher, T., Winters, K.L., & **Ciampa, K.** (2015, March). *Transitioning into the role of technology leaders: Building faculty capacity for technology enhanced teaching*. Presented at the Society for Information Technology and Teacher Education (SITE) Annual Conference. Las Vegas, NV.
- Gallagher, T. L., Fazio, X., & **Ciampa, K.** (2013, December). *Readability of science-based texts: Comparing literacy readers, trade books and on-line periodicals*. Presented at the Literacy Research Association (LRA). Dallas, TX.
- Gallagher, T. L., **Ciampa, K.**, Fortune, M., & Battagli, C. (2013, November). *Research-to-practice festival: Ethical teachers, ethical researchers*. Presented at the Research to Practice Symposium 2013, Cosponsored by the School Board—University Research Exchange, St. Catharines, ON.
- Ciampa, K.** (2014, May). *Reading books in the mobile age: Effects on the reading Motivation, listening comprehension, and cognitive strategy use of grade 1 students*. Presented at the Annual Meeting of the Canadian Society for the Study of Education/ Canadian Committee of Graduate Students in Education (CSSE/CCGSE). St. Catharines, Ontario.
- Ciampa, K., & Gallagher, T. L.** (2014, May). *Scaffolding students' transition to high school: A collaborative inquiry between elementary and high school literacy teachers*. Presented at the Annual Conference of the Canadian Society for the Study of Education/Canadian Association for Teacher Education (CSSE/CATE). St. Catharines, ON.
- Jaipal-Jamani, K., Figg, C., Gallagher, T., McQuirter Scott, R., & **Ciampa, K.** (2014, May). *Faculty stories: Developing knowledge of technology enhanced teaching*. Presented at the Annual Conference of the Canadian Society for the Study of Education/Technology and Teacher Education (CSSE/TATE). St. Catharines, Ontario.
- Figg, C., Jaipal-Jamani, K., **Ciampa, K.**, & Potts, D. (2014, May). *Using gamification to build teacher knowledge about teaching with technology knowledge (TPACK)*. Presented at the Annual Conference of the Canadian Society for the Study of Education/Technology and Teacher Education (CSSE/TATE). St. Catharines, Ontario.
- Gallagher, T. L., Fazio, X., & **Ciampa, K.** (2014, May). *Is it difficult to read science-based text?*

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Presented at the 11th Annual Language and Literacy Researchers of Canada (LLRC) Pre Conference. St. Catharines, ON.

Ciampa, K., & Gallagher, T. L. (2014, May). *A collaborative inquiry between middle and high school literacy teachers: Opposing but complementary forces as catalysts for growth*. Presented at the Annual Convention of the International Reading Association (IRA). New Orleans, LA.

Ciampa, K. (2014, May). *Effects of reading mobile eBooks on the reading motivation, cognitive strategy use and comprehension of grade 1 students*. Presented at the Annual Convention of the International Reading Association (IRA). New Orleans, LA.

Figg, C., Jaipal-Jamani, K., & **Ciampa, K.** (2014, March). *The TPACK teacher game: Gamifying technological pedagogical and content knowledge (TPACK)*. Presented at the Society for Information Technology and Teacher Education (SITE) Annual Conference. Jacksonville, FL.

Jaipal-Jamani, K., Figg, C., Gallagher, T.L., McQuirter Scott, R., & **Ciampa, K.** (2014, March). *Using design-based research to promote faculty knowledge of technology enhanced teaching*. Presented at the Society for Information Technology and Teacher Education (SITE) Annual Conference. Jacksonville, FL.

Ciampa, K. (2014, February). *Reading books in the mobile Age: A support for reading motivation, cognitive strategy use and comprehension of grade 1 students*. Presented at the Brock University Research Celebration 2014, St. Catharines, ON.

Ciampa, K. (2013, June). *An international perspective on technology, literacy, and the CCSS*. Presented at the 34th Annual San Diego State University Reading/Language Arts Conference Cosponsored By The International Reading Association (IRA). San Diego, CA.

Ciampa, K. & Gallagher, T. L. (2012, May). *Getting in touch: Teacher professional development workshop presentations on the use of iPod Touch in pre K-8 classrooms*. Presented at the Annual Conference of the Canadian Society for the Study of Education/Technology and Teacher Education (CSSE/TATE). Waterloo, ON.

Ciampa, K. (2012, May). *Online children's storybooks: Effects on grade 1 students' comprehension and motivation*. Presented at the Annual Conference of the Canadian Society for the Study of Education (CSSE). Waterloo, ON.

Ciampa, K. (2011, May). *Digital reading: The impact of online eBooks and multimedia-based postreading activities on grade 1 students' reading motivation, word recognition, and comprehension*. Presented at the Annual Convention of the International Reading Association (IRA). Orlando, FL.

Ciampa, K. (2011, May). *Reading in a digital age: The influence of digital storybooks on grade 1 students' reading motivation and reading achievement*. Presented at the Annual Meeting of the Canadian Society for the Study of Education (CSSE). Fredericton, New Brunswick.

(* denotes graduate student at time of authorship)

Ciampa, K. (2010, June). *The impact of a hypermedia-based children's literature program on primary students' reading motivation*. Presented at the World Conference on Educational Multimedia, Hypermedia and Telecommunications (ED-MEDIA). Toronto, ON.

Conference Proceedings

Jaipal-Jamani, K., Figg, C., Collier, D., Gallagher, T., Winters, K.L. & **Ciampa, K.** (2015). Transitioning into the Role of Technology Leaders: Building Faculty Capacity for Technology enhanced Teaching. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 2916-2923). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Jaipal-Jamani, K., Figg, C., Gallagher, T., McQuirter Scott, R. & **Ciampa, K.** (2014). Using Design-Based Research to Promote Faculty Knowledge of Technology Enhanced Teaching. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (pp. 2537-2543). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

Ciampa, K. (2010). Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications: *The impact of a hypermedia-based children's literature program on primary students' reading motivation* (pp. 1309-1318). Chesapeake, VA: AACE.

Invited Presentations

Ciampa, K. (2023, November). *AI-assisted assessment*. Presented at Widener's Center for Education Closing the Gap Workshop, Widener University, Pennsylvania.

Ciampa, K., Wolfe, Z., & Bronstein, B. (2023, November). *Teaching and assessing literacy in the age of AI*. Presented at the Northern Alberta Reading Specialists Council (NARSC) Virtual Conference.

Ciampa, K., & Bronstein, B. (2023, October). *Adapting education during the 4th industrial revolution*. Presented at the Future of Work Conference, School of Business Administration, Widener University, Pennsylvania.

Ciampa, K., & Bronstein, . (2023, April). *AI in the classroom: Exploring ChatGPT as an assistive technology tool for writing*. Presented at Widener's Center for Education Virtual Conference Blended Learning for All, Widener University, Pennsylvania.

Ciampa, K. (2019, March). *How to get published*. Doctoral Webinar Series for Center for Education. Widener University, Chester, Pennsylvania.

Wolfe, Z. & **Ciampa, K.** (2018-2019). *Building community as a teacher leader*. Professional Development Program for K-12 Instructional Coaches. Garnet Valley School District, Glen Mills, Pennsylvania.

(* denotes graduate student at time of authorship)

- Ciampa, K.** (2015, November). Implementing a digital reading and writing workshop across the common core curriculum. *Professional Development Workshop for K-8 Charter School Teachers*. Widener Partnership Charter School, Chester, Pennsylvania.
- Ciampa, K.** (2014, August). *Using iPads in the classroom*. Professional Development Workshop for Faculty of Education. Brock University, St. Catharines, Ontario.
- Ciampa, K., & Gallagher, T. L.** (2013, May). *A research update on Niagara Catholic District School Board's (NCDSB) current project: Cross-panel literacy collaborative inquiry*. Presented to the NCDSB Board of Directors, NCDSB Catholic Education Centre. Welland, Ontario.
- Ciampa, K., & Gallagher, T. L.** (2011-2012). *Using the iPod Touch in K-8 classrooms*. Series of teacher professional development workshop sessions. St. Davids Elementary School, District School Board of Niagara, Ontario.

Book Reviews

- Ciampa, K., Marron, J., & Quinn, G.** (2017). Review of Graves, M. F. (2016). *The Vocabulary Book: Learning and Instruction* (2nd Edition). *Teachers College Record*. Retrieved from <http://www.tcrecord.org>.

Media Coverage & Features

- Literacy Today Magazine. (September 2020). *Teaching literacy during turbulent times*. Retrieved from <https://literacyworldwide.org/get-involved/ila-network/ila-network-connection/september-2020>
- Widener University. (October 2020). *Reexamining the curriculum to be more diverse, equitable, and inclusive*. Retrieved from: <https://www.widener.edu/news/news-archive/reexamining-curriculum-be-more-diverse-equitable-and-inclusive>
- Literacy Today Magazine. (March/April 2017). The literacy scene. *International Literacy Association*, 34(5), 5.

Technical Reports

- Gallagher, T. L., & **Ciampa, K.** (2014). *Final Report for the Literacy and Numeracy Secretariat: Niagara Catholic District School Board's Cross-Panel Literacy Collaborative Inquiry Project (2013-14)*. St. Catharines, Ontario: Brock University, Faculty of Education.
- Gallagher, T. L., & **Ciampa, K.** (2013). *Final Report for the Literacy and Numeracy Secretariat: Niagara Catholic District School Board's Cross-Panel Literacy Collaborative Inquiry Project (2012-13)*. St. Catharines, Ontario: Brock University, Faculty of Education.
- Ciampa, K.** (2012). *Powerpoint lectures for classroom assessment: Concepts and applications – Second Canadian edition*. Toronto, ON, Canada: McGraw-Hill Ryerson.

(* denotes graduate student at time of authorship)

TEACHING

Undergraduate Courses

- ED 1204 Engaging Young Children in the Learning Process
- ED 208 Early Language Development Birth to Age 6
- ED 211 Literacy Foundations in the Primary Grades 1-2
- ED 1321 Language Arts Instruction and Assessment in the Content Areas, Grades 4-12
- ED 1412 Student Teaching
- ED 1421 Literacy Intervention in the Content Areas for Learners with Disabilities

Graduate Courses

- ED 521/5300 Reading & Language Arts I
- ED 522 Reading & Language Arts II
- ED 527 Practicum for Reading Specialists
- ED 529 Role of the Reading Professional
- ED 535 Diagnosis & Remediation of Reading Difficulties
- ED 536 Advanced Diagnosis & Remediation of Reading Difficulties
- ED 567 Practicum in Instructional Coaching
- ED 624 Teaching English Language Learners
- ED 719 Pro-Seminar in Education
- ED 724 Vocabulary: Theories & Practice
- ED 725 Comprehension: Theories & Practice
- ED 901 Dissertation Seminar I
- ED 902 Dissertation Seminar II

PROGRAM DEVELOPMENT

- 2019-20 Developed English as a Second Language (ESL) PK-12 Specialist Program (leading to Pennsylvania Department of Education certification)
- 2019-20 Co-developed ED 901 (Doctoral dissertation proposal writing course)
- 2018-19 Co-developed ED 719 (Proseminar in Education doctoral course)
- 2017-18 Co-developed Instructional (Literacy) Coaching Certificate Program (leading to Pennsylvania Department of Education endorsement)
- 2017-Present Participated in the redesign of the Cognitive Studies in Reading Doctoral Program
- 2016-17 Completed NCATE Revised Program Report for Reading Specialist (PK-12) Certification Program

DISSERTATION LEADERSHIP AND COMMITTEE MEMBER INVOLVEMENT

- | | | |
|------|--|--------------------------------------|
| 2022 | Audrey Gormley, Doctoral Dissertation | Chair, Widener University |
| 2022 | Gwen Quinn, Doctoral Dissertation | Chair, Widener University |
| 2022 | Heather Stonefelt, Doctoral Dissertation | Chair, Widener University |
| 2022 | Nancy Legath, Doctoral Dissertation | Committee Member, Widener University |
| 2022 | Kimberly Dresner, Doctoral Dissertation | Committee Member, Widener University |
| 2020 | Helen Mannion, Doctoral Dissertation | Chair, Widener University |
| 2020 | Dana Comstock, Doctoral Dissertation | Chair, Widener University |

(* denotes graduate student at time of authorship)

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| 2020 | Victoria Bucksar, Doctoral Dissertation | Chair, Widener University |
| 2019 | Danielle Murray, Doctoral Dissertation | Chair, Widener University |
| 2019 | Janet McGarrigle, Doctoral Dissertation | Chair, Widener University |
| 2019 | Eva Straub, Doctoral Dissertation | Chair, Widener University |
| 2019 | Glenda Cuchran, Doctoral Dissertation | Chair, Widener University |
| 2019 | Jennifer Greene, Doctoral Dissertation | Chair, Widener University |
| 2018 | Rachel Slaughter, Doctoral Dissertation | Committee Member, Widener University |
| 2017 | Darnell Parker, Doctoral Dissertation | Committee Member, Widener University |
| 2017 | Rosemarie Jagielo-Manion, Doctoral Dissertation | Chair, Widener University |
| 2017 | Peter Ebert, Doctoral Dissertation | Committee Member, Widener University |
| 2017 | Melissa Alexander, Doctoral Dissertation | Chair, Widener University |
| 2017 | Ann Martinelli, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Jill Marron, Doctoral Dissertation | Chair, Widener University |
| 2016 | Kara Brady, Doctoral Dissertation | Chair, Widener University |
| 2016 | Heather Herman, Doctoral Dissertation | Chair, Widener University |
| 2016 | Andy Gavalis, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Christina Cirucci, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Denise Mireles, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Mary Stratton, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Regina Haupin, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Erica Kish-Palos, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Bridget Thompson, Doctoral Dissertation | Committee Member, Widener University |
| 2016 | Chris Carey, Doctoral Dissertation | Second Reader, Widener University |
| 2015 | Pamela Kastner, Doctoral Dissertation | Second Reader, Widener University |
| 2015 | Kristi Jansen, Doctoral Dissertation | Second Reader, Widener University |
| 2015 | Pam Wolff, Doctoral Dissertation | Second Reader, Widener University |

GUEST LECTURER

| | |
|------|--|
| 2012 | <i>Master of Education Course, 5P92 (Introduction to Research)</i> , Brock University |
| 2011 | <i>Pre-Service Education Course, 8D09 (Principles and Practices for Professional Certification)</i> , Brock University |

PROFESSIONAL SERVICE ACTIVITIES

Editorial Activities

| | |
|--------------|--|
| 2020-Present | Co-Editor, <i>Pennsylvania Reads Journal</i> |
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Journal and Conference Proposal Reviewer

| | |
|--------------|--|
| 2021-Present | <i>Journal for Multicultural Education</i> |
| 2016-Present | <i>Journal of Research on Technology in Education</i> |
| 2016-Present | <i>Teaching and Teacher Education</i> |
| 2016-Present | <i>Reading & Writing Quarterly: Overcoming Learning Difficulties</i> |
| 2016-Present | <i>Computers & Education</i> |
| 2016-Present | <i>Action in Teacher Education</i> |

(* denotes graduate student at time of authorship)

2015- Present *Eastern Educational Research Association*
 2015- Present *The Teacher Educator*
 2014-Present *Journal of Applied Research in Higher Education*
 2014-Present *The University of Calgary Interchange Journal*
 2012-Present *Language and Literacy*
 2012-Present *Technology and Teacher Education*
 2012-Present *Journal of Literacy Research*
 2012-Present *Brock Education Journal*

Professional Memberships

2016-Present *Association for the Study of Higher Education (ASHE)*
 2019-Present *National Association for Multicultural Education (NAME)*
 2015-Present *Alpha Upsilon Alpha (AUA) Honor Society, International Literacy Association*
 2015-Present *Key Stone State Literacy Association (KSLA)*
 2010-2021 *International Literacy Association (ILA)*
 2019-2021 *National Association for Multicultural Education (NAME)*
 2015-2021 *National Council of Teachers of English (NCTE)*
 2014-2021 *Literacy Research Association (LRA)*
 2014-2021 *American Educational Research Association (AERA)*
 2010-2015 *Language and Literacy Researchers of Canada (LLRC)*
 2010-2015 *Canadian Society for the Study of Education (CSSE)*

Continuing Education/Certification

2022 *Quality Matters: Applying the QM Rubric Certificate*
 2022 *Quality Matters: Designing Your Blended Course (DYBC) Certificate*
 2022 *Quality Matters: Designing Quality Online Learning Research Certificate*
 2022 *Quality Matters: Becoming a QM Peer Reviewer Certificate*
 2007 *Special Education Additional Qualification, Part 1*
 2007-2020 *Ontario College of Teachers Member, Primary/Junior Divisions*

University Service

2023-Present *Member, Institutional Review Board (IRB), Widener University*
 2023-Present *Member, Technology and Instructional Resources Committee (TIRC), Widener University*
 2018-2020 *Secretary, CHHS Promotion and Tenure Committee, Widener University*
 2016-2018 *Secretary, Technology and Instructional Resources Committee (TIRC), Widener University*
 2016-2018 *Member, Faculty Development on TIRC Sub-Committee, Widener University*
 2015-2019 *Faculty Marshall, Graduate Commencement Ceremony, Widener University.*
 2015-Present *President, Alpha Upsilon Alpha, the Honor Society for the International Literacy Association, Widener University*
 2014-2015 *Vice-President, Ontario Literacy Association, the Honor Society for the International Literacy Association, Brock University*
 2014-2015 *Member, Brock University Reading Clinic*

(* denotes graduate student at time of authorship)

College and Unit Service

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|--------------|---|
| 2022-2023 | Center Director Search Committee Chair, Center for Education, Widener University |
| 2022-Present | Chair, <i>Promotion and Tenure (PTAF) Committee</i> , Center for Education, Widener University |
| 2022-Present | Secretary, <i>CHHS Promotion and Tenure (PTAF) Committee</i> , Widener University |
| 2021-Present | Faculty Mentor, <i>Center for Education (CfE)</i> , Widener University |
| 2021-Present | Secretary <i>Center for Education (CfE) Graduate Faculty Council</i> , Widener University |
| 2020-2021 | Chair, <i>Center for Education (CfE) Graduate Faculty Council</i> , Widener University |
| 2020 | Member, <i>Center for Education (CfE) Virtual Graduation Ceremony Planning Committee</i> , Widener University |
| 2019-2021 | Chair, <i>Center for Education (CfE) Awards Committee</i> , Widener University |
| 2020-Present | Chair, <i>Center for Education (CfE) Academic Affairs Committee</i> , Widener University |
| 2020-2021 | Secretary, <i>Center for Education (CfE) Faculty Meetings</i> , Widener University |
| 2020-2021 | Secretary, <i>Center for Education (CfE) Graduate Faculty Council</i> , Widener University |
| 2020 | Member, <i>SHSP Doctoral Hooding Ceremony Committee</i> , Widener University |
| 2018-2019 | Director Search Committee Member, Center for Education, Widener University |
| 2017-2020 | Secretary, <i>Promotion and Tenure Committee</i> , Center for Education, Widener University |
| 2017-2018 | Higher Education Leadership Faculty Search Committee Member, School of Education, Hospitality, and Continuing Studies, Widener University |
| 2015-2018 | Academic Advisor, <i>Middle Years Elementary Education</i> , Widener University |
| 2015-2018 | Member, <i>Technology and Instructional Resources Committee (TIRC)</i> , School of Education, Hospitality, and Continuing Studies, Widener University |
| 2015-2018 | Secretary, <i>Diversity</i> , School of Education, Hospitality, and Continuing Studies, Widener University |

(* denotes graduate student at time of authorship)