

Althea Louise Woodruff, Ph.D.
Curriculum Vitae
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Education

- 1998-2003 University of Texas at Austin
Ph.D., Educational Psychology: Learning, Cognition, Instruction, and Motivation
- 1998-2002 University of Texas at Austin
M.A., Educational Psychology: Program Evaluation
- 1994-1995 Trinity University
M.A.T., Teaching in Elementary Education
- 1989-1993 University of Texas at Austin
B.A., English
B.J., Journalism

Certifications

Texas state certification in teaching grades 1-8
Language Essentials for Teachers of Reading and Spelling (LETRS), district trainer certification

Administrator Positions Held

- 2012-2013 English/Language Arts/Reading Coordinator**
Del Valle Independent School District
Supervisor: Jonathan Harris
In charge of all professional development and support of literacy instruction for PK-12 classrooms. Job duties include creation of all district-level reading and writing assessments, all data management and analysis of literacy assessments, modeling of high-quality lessons and activities, teacher training in all areas of literacy, providing guidance to all administrators in the district with regard to effective literacy practices, and observation and evaluation of literacy practices in PK-12 classrooms.
- 2008-2012 Primary Reading Specialist**
Del Valle Independent School District
Supervisor: Sandra Dowdy
In charge of all professional development and support of literacy instruction for PK-5 classrooms. Job duties include all data management and analysis of literacy assessments, modeling of high-quality lessons and activities, teacher training in all areas of literacy, providing guidance to all administrators in the district with regard to effective literacy practices, and observation and evaluation of literacy practices in PK-5 classrooms.

Professional Development & Technical Assistance Positions Held

- 2013- Senior Field Trainer/Analyst**
University of Texas at Austin, Meadows Center for the Prevention of Educational Risk
Building RTI Capacity in Texas Schools
Supervisor: Pam Bell, Ph.D.

Provide professional development and technical assistance to state-level, district-level, and campus-level personnel regarding Response to Intervention (RtI). Train personnel on implementing an RtI framework; collecting and using assessment data; delivering effective, research-based instruction; and providing effective leadership within an RtI framework.

2006-2008 Project Manager (Director)

University of Texas at Austin, Vaughn Gross Center for Reading and Language Arts (VGC)

Texas Reading First – Professional Development/Technical Assistance

Supervisor: Sylvia Linan-Thompson, Ph.D.

Provide technical assistance to state-level, district-level, and campus-level personnel regarding Reading First. Train personnel on using assessment, implementing the 3-Tier Model effectively, and providing effective and comprehensive reading instruction to all students.

2003-2006 Senior Field Trainer/Analyst (Statewide Coordinator)

University of Texas at Austin, VGC

Texas Reading First – Professional Development/Technical Assistance

Supervisor: Pam Bell-Morris, Ph.D.

Provide technical assistance to state-level, district-level, and campus-level personnel regarding Reading First. Train personnel on using assessment, implementing the 3-Tier Model effectively, and providing effective and comprehensive reading instruction to all students.

Teaching Positions Held

2006- Lecturer

University of Texas at Austin, Department of Educational Psychology

Applied Human Learning & Development

Adolescent Development

Supervisor: Cindy Carlson, Ph.D.

Teach a class on applied human learning and development to undergraduate preservice teachers.

Teach a class on adolescent development to undergraduate students in education and other majors.

1999-2002 Assistant Coordinator

University of Texas at Austin, Department of Educational Psychology

Educational Psychology Course: Individual Learning Skills

Supervisor: Claire Ellen Weinstein, Ph.D.

Train instructors and create curriculum for a coordinated undergraduate course.

Organize and direct meetings with teachers. Design and implement an orientation for new instructors. Create instructional activities for teachers. Organize both student and teacher materials. Organize and update course files. Coordinate all scheduling and testing.

2002 Adjunct Faculty Member

(Fall) St. Edward's University

Education Course: Learning Processes and Evaluation

Teach a course in educational theory and practice to preservice teachers at a private university. Decide topics and curriculum for course. Construct the schedule for the course and create all instructional activities. Manage all course

materials and scheduling. Grade all papers and tests. Manage the course's Blackboard website.

- 2002**
(Spring) **Teaching Assistant**
Department of Educational Psychology, University of Texas at Austin
Educational Psychology Course: Applied Cognition and Learning
Supervisor: Claire Ellen Weinstein, Ph.D.
Organize material for class and grade papers. Meet with students outside of class.
Conduct class when instructor is absent.
- 1999-2001** **Assistant Instructor**
Department of Educational Psychology, University of Texas at Austin
Educational Psychology Course: Individual Learning Skills
Supervisor: Claire Ellen Weinstein, Ph.D.
Teach an undergraduate course designed to facilitate the transition for students from high school to the university level and help students improve their academic performance and learn strategic and self-regulated learning skills. Assist in the development of curriculum and assessment for the multi-sectioned, coordinated course. Mentor incoming instructors.
- 1999**
(Summer) **Teaching Assistant**
Department of Educational Psychology, University of Texas at Austin
Educational Psychology Course: Psycholinguistics
Supervisor: Diane Schallert, Ph.D.
Organize materials for graduate course.
- 1995-1998** **Elementary School Teacher**
Austin ISD, Robert E. Lee Elementary School
Principal: Mary Louise Clayton, Ph.D.
1st year: Teach pull-out students all subjects, teach computers to all 5th graders.
2nd year: Teach all 5th graders science and computers, sit on the Campus Advisory Council, participate as part of the Technology Team.
3rd year: Teach all 5th and 6th graders science, participate as part of the Technology Team.

Research Positions Held

- 2003-2006** **Social Sciences/Humanities Research Associate, Level V**
University of Texas at Austin, VGC
3-Tier Model Project
Supervisor: Sharon Vaughn, Ph.D.
Work with elementary school teachers and principals on implementing effective reading instruction in their schools. Coordinate reading intervention programs within schools. Conduct professional development trainings in effective instructional methods for reading and in progress monitoring assessments. Conduct interviews with teachers. Conduct formal observations of teachers using the ICE-R measure and informal observations of teachers. Coordinate and interpret data and meet with teachers and principals to discuss data and its relationship to effective reading instruction. Test children's reading ability using several different measures (e.g., DIBELS, Woodcock Reading Mastery Tests).
- 2003-2004** **Social Sciences/Humanities Research Associate, Level V**
University of Texas at Austin, University of Texas Center for Reading and Language Arts (UTCRLA)
Project BRIDGE

Supervisor: Sharon Vaughn, Ph.D.

Conduct observation in elementary and middle school classrooms. Analyze data using qualitative and quantitative methods. Conduct professional development trainings with teachers. Provide different types of reading interventions to elementary and middle school students. Help in developing a computer-assisted reading program. Develop a manual for training teachers in how to use this computer-assisted program. Write papers for publication. Work on conference presentations.

2000-2003

Graduate Research Assistant

University of Texas at Austin, UTCRLA

Project BRIDGE

Supervisor: Sharon Vaughn, Ph.D.

Conduct observation in elementary and middle school classrooms. Analyze data using qualitative and quantitative methods. Conduct professional development trainings with teachers. Provide different types of reading interventions to elementary and middle school students. Help in developing a computer-assisted reading program. Develop a manual for training teachers in how to use this computer-assisted program. Write papers for publication. Work on conference presentations.

3-Tier Model Project

Supervisor: Sharon Vaughn, Ph.D.

Work with elementary school teachers and principals on implementing effective reading instruction in their schools. Coordinate reading intervention programs within schools. Conduct professional development trainings in effective instructional methods for reading and in progress monitoring assessments. Conduct interviews with teachers. Conduct formal observations of teachers using the ICE-R measure and informal observations of teachers. Coordinate and interpret data and meet with teachers and principals to discuss data and its relationship to effective reading instruction. Test children's reading ability using several different measures (e.g., DIBELS, Woodcock Reading Mastery Tests).

1999-2004

Research Assistant

University of Texas at Austin, Center for Teaching Effectiveness

UT Hewlett Pluralism and Unity Project

Supervisor: Marilla Svinicki, Ph.D.

Conduct observations in college courses and interviews with college students. Analyze and interpret data. Work collaboratively with other researchers on conference presentations and papers for publication. Attend conferences and present papers.

Classroom Community Project

Supervisor: Marilla Svinicki, Ph.D.

Work collaboratively with other researchers to create a scale for measuring community within college level classrooms. Write items for scale and help with data collection in classrooms.

2000-2004

Research Assistant

University of Texas at Austin, Department of Educational Psychology

Development of gender stereotypes project

Supervisor: Kristin Neff, Ph.D.

Conduct interviews with children and young adolescents. Coordinate, analyze, and interpret data. Work on conference presentations.

- 1999-2003 Research Assistant**
*University of Texas at Austin, Department of Educational Psychology
 Feedback/Feedforward Project; Women in Engineering project
 Supervisor: Claire Ellen Weinstein, Ph.D.*
 Collect and analyze data. Meet with administrators in a university engineering department to coordinate scheduling and data interpretation.
- 1999-2001 Research Assistant**
*Department of Educational Psychology, University of Texas at Austin Stereotype threat project
 Supervisor: Joshua Aronson, Ph.D.*
 Collect and analyze data. Work collaboratively with other researchers to interpret data.

Consultant Positions Held

- 2003- Consultant for the University of Texas at Austin, state departments and school districts**
 Provide training related to using assessment data, implementing response to intervention (RTI), providing effective reading instruction, and leadership related to RTI and reading.
- 2005-2007 Consultant for MGT**
 Provide training and support on the use of the Instructional Content Emphasis-Reading (ICE-R) instrument.
- 2006-2007 Consultant for New Jersey Reading First**
 Present information pertaining to the 3-Tier Model, progress monitoring assessments, and evaluating supplemental and intervention reading programs to educators working with Reading First grant monies.
- 2005-2006 Consultant for the IRIS Center, Peabody College**
 Provide support in the creation of online modules related to implementation of response to intervention (RTI).
- 2004 Consultant for the National Reading First Initiative, University of Texas Center for Reading and Language Arts**
 Present information pertaining to the 3-Tier Model, progress monitoring assessments, and evaluating supplemental and intervention reading programs to educators working with Reading First grant monies.
- 2003-2004 Consultant for the Alabama Reading First Initiative (ARFI)**
 Observe teachers in Alabama schools using a specific reading instruction measure Instructional Content Emphasis-Reading (ICE-R). Train ARFI coach in how to use this instrument.

Affiliations

- 2000- American Educational Research Association
 2006- Association for Supervision and Curriculum Development
 2006- Council for Exceptional Children
 2008- International Reading Association
 2011- International Dyslexia Association

Present Research Interests

- The implementation of early reading instruction with young children and its impact on their literacy.
- Relating research to practice in elementary and middle school classrooms.
- Examining the underlying influences in teacher implementation of research-based reading practices.
- Examining teachers' implementation of reading comprehension instruction in upper elementary and middle school classrooms.
- The effects of standardized testing on teachers being able to learn and implement new teaching practices.
- Stereotype threat and its relationship with affective disengagement of elementary, middle, and high school students.
- The relationships among academic motivation and identification and athletic motivation and identification.

Awards and Honors

"EDP 310 Mama and Papa Weinstein" Teaching Award, 2000.

Designated as Master Teacher for EDP 310, Individual Learning Skills, University of Texas at Austin, 2000.

Travel grant, American Educational Research Association 2002.

Service

Mentor, doctoral program, 2001-2003

Guest Reviewer, *Journal of Learning Disabilities*, 2003-2004

Guest Reviewer, *Urban Education*, 2004

Dissertation

Woodruff, A. L. (2003). *Relating adolescents' identity and motivational processes in academics and athletics: The integral nature of a perceived sense of agency.*

Peer-Reviewed Publications (Published & In Press)

Wanzek, J., Roberts, G., Linan-Thompson, S., Vaughn, S., Woodruff, A. L., & Murray, C. S. (2010). Differences in measures of high-stakes reading achievement and the effects on oral reading fluency progress monitoring. *Assessment for Effective Intervention*, 35(2), 67-77.

Murray, C., Woodruff, A. L., & Vaughn, S. (2010). First grade student retention within a 3-tier reading framework. *Reading & Writing Quarterly*, 26(1), 26-50.

Vaughn, S., Wanzek, J., Linan-Thompson, S., Murray, C. S., Scammacca, N., & Woodruff, A. L. (2009). Response to Early Reading Intervention Examining Higher and Lower Responders. *Exceptional Children*, 75(2), 165-183.

Woodruff, A. L. & Schallert, D. L. (2008). Studying to play, playing to study: Nine college student-athletes' motivational sense of self. *Contemporary Educational Psychology*, 33, 34-57.

Neff, K. D., Cooper, C. E. & Woodruff, A. L. (2007). Children's and adolescents' developing perceptions of gender inequality. *Social Development*, 16, 682-699.

Kim, A., Woodruff, A. L., Klein, C., & Vaughn, S. (2006). Facilitating coteaching for literacy in general education classrooms through technology: Focus on students with learning disabilities. *Reading and Writing Quarterly*, 22, 269-291.

Kim, A., Vaughn, S., Klingner, J. K., Woodruff, A. L., Klein, C., & Kouzekanani, K. (2006). Improving the reading comprehension of students with reading disabilities through technology. *Remedial & Special Education*, 27(4), 235-249.

Boardman, A.G. & Woodruff, A.L. (2004). The impact of learning a new teaching practice in a “high-stakes” assessment teaching and learning environment. *Teaching and Teacher Education*, 20(6), 545-557.

Kim, A., Woodruff, A. L., & Edmonds, M. S. (2003, November). Reading comprehension. *Texas Elementary Principals & Supervisors Association Newsletter*, 60(10), 1,3.

Book Chapters (Published & In Press)

Vaughn, S., Linan-Thompson, S., Woodruff, A. L., Murray, C. S., Wanzek, J., Scammacca, N., Roberts, G., & Elbaum, B. (2008). Effects of Professional development on improving at-risk students' performance in reading. In Greenwood, C. R., Kratochwill, R. R., & Clements, M., *Schoolwide prevention models: Lessons learned in elementary schools* (pp. 115-142). New York: Guilford Press.

Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). A three-tier model for preventing reading difficulties and early identification of students with reading disabilities. In D. H. Haager, J. K. Klingner, & S. Vaughn (Eds.). *Evidence-based practices for response to intervention*. Baltimore: Brookes.

Reed, J. H., Schallert, D. L., Beth, A. D., & Woodruff, A. L. (2004). Motivated reader, engaged writer: The role of motivation in the literate acts of adolescents. In T. Jetton & J. Dole (Eds.), *Handbook of Adolescent Literacy* (pp. 251-282). New York: The Guilford Press.

Publications (Submitted & In Process)

Woodruff, A. L., & Schallert, D. L. (in process). Adolescents' academic and athletic identification: Consequences for self-determination theory.

Educational Materials Publications

Woodruff, A. L., Lead Author (in press). *Fifth Grade Texas Reading Academy*. Austin, TX: UT System/Texas Education Agency.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Anxiety)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Attitude)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Concentration)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Information Processing)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Motivation)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Selecting Main Ideas)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Self-Testing)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Study Aids)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Test Strategies)*. Clearwater, FL: H & H Publishing Company.

Weinstein, C.E., Woodruff, A.L., & Awalt, C. (2001) *Becoming a Strategic Learner: LASSI Instructional Modules (Time Management)*. Clearwater, FL: H & H Publishing Company.

Peer-Reviewed Presentations

- 2010 Woodruff, A. L. Ninth Graders' Academic and Athletic Motivation: Positioning of the Self Across Domains. Symposium paper presented at the annual meeting of the American Educational Research Association in Denver, CO.
- 2007 Hougén, M., Vaughn, S., Fletcher, J., & Woodruff, A. L. Implementing RTI: Beginning with effective Tier I instruction. Presentation for the International Dyslexia Association in Dallas, TX.
- 2006 Woodruff, A. L., & Barrett, K. Implementing effective Tier I instruction: From the perspective of the researcher and practitioner. Presentation for the Council for Exceptional Children in Salt Lake City, UT.
- 2005 Wick, J., & Woodruff, A. L. The effect of educational background on reading tutor effectiveness. Presentation for the National Reading Conference in Miami, FL.
- 2005 Woodruff, A. L. Adolescents' identity/motivational processes in academics/athletics: Integral nature of perceived sense of agency. Paper presented at the annual meeting of the American Educational Research Association in Montreal, Canada.
- 2005 Woodruff, A. L., & Klein, C. J. Facilitating responsible co-teaching in literacy through technology. Paper presented at the annual meeting of the Pacific Coast Reading Conference in Coronado, CA.
- 2004 Bush, A. M., Svinicki, M. D., Achacoso, M. V., Tomberlin, T. L., Woodruff, A. L., & Kim, M. Developing classroom community: Defining dimensions of the Classroom Community Scale. Paper presented at the annual meeting of American Educational Research Association in San Diego, CA.
- 2004 Woodruff, A. L. Relating Adolescents' identity and motivational processes in academics and athletics. Paper presented at the annual meeting of American Educational Research Association in San Diego, CA.
- 2004 Rodriguez, K., Woodruff, A. L., Dowdy, S. & Bannerot, J. DIBELS and the 3-Tiered Model: From research to practice and beyond. Presentation at the DIBELS Summit, Santa Ana Pueblo, NM.

- 2004 Kim, A., Klein, C., & Woodruff, A. L. Improving the reading comprehension of students with reading disabilities through technology. Paper presented at the annual meeting of the Pacific Coast Research Conference in Coronado, CA.
- 2003 Vaughn, S., Woodruff, A. L., & Kim, A. Effects of Computer-Assisted Collaborative Strategic Reading on reading comprehension for students with learning disabilities. Presentation at the Council for Learning Disabilities conference, Nashville, TN.
- 2003 Bush, A. M., Summers, J. J., Woodruff, A. L., Tomberlin, T. L., Williams, N. J., Svinicki, M. D. Social and cognitive processes of group work. Poster presented at the annual meeting of the American Psychological Association, Toronto.
- 2003 Svinicki, M. D., Achacoso, M. V., Bush, A. M., Tomberlin, T., Woodruff, A. L., Kim, M., Campbell, R. (2003, October). Creating classroom community: Exploring student and instructor contributions. Paper presented at the annual meeting of Professional and Organizational Development, Denver.
- 2003 Neff, K. D., Woodruff, A. L., & Cooper, C. E. Children's developing perceptions of gender inequality. Paper presented at the annual meeting of the Jean Piaget Society, Chicago, IL.
- 2002 Boardman, A. G. & Woodruff, A. L. The Impact of learning a new teaching practice in a "high-stakes" assessment teaching and learning environment. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 2002 Woodruff, A. L. Identification and disidentification: What can be learned about motivation from student-athletes' perspectives? Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 2001 Summers, J. J., Woodruff, A. L., Tomberlin, T. L., Williams, N. J., & Svinicki, M. D. Cognitive Processes of Cooperative Learning: A Qualitative Analysis. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- 2000 Summers, J. J., Woodruff, A. L., Tomberlin, T. L., Williams, N. J., & Svinicki, M. D. What do undergraduates get out of working with others?: Exploring cooperative learning in a diverse context. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.
- 2000 Weinstein, C. E., Everson, H., Hanson, G. R., Palmer, D., Schutz, P. A., Amador, N. A., Husman, J., Woodruff, A. L., Tomberlin, T. L., & Yang, D. Transitioning into college: The impact of demographic, cognitive, and individual difference variables on success and 1st year retention. Symposium presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX.

Invited Conferences/Presentations

- 2014 Woodruff, A. L. Fluency Instruction. Presentation for Plum Creek and Clear Fork Elementary Schools, Lockhart, TX.
- 2014 Woodruff, A. L. Effective Comprehension Instruction. Presentation for Dixie Elementary School, Tyler, TX.
- 2014 Woodruff, A. L. Explicit Instruction for Diverse Learners. Presentation for the Texas Literacy Initiative, Dallas, TX.

- 2014 Woodruff, A. L. Explicit Instruction for Diverse Learners. Presentation for the Texas Literacy Initiative, Houston, TX.
- 2014 Woodruff, A. L. Cultivating Effective Literacy Practices. Presentation for Muleshoe ISD, Muleshoe, TX.
- 2014 Woodruff, A. L. Response to Intervention. Presentation for Muleshoe ISD, Muleshoe, TX.
- 2014 Woodruff, A. L. Teaching Writing in the K-2 Classroom. Presentation for the Texas Literacy Initiative, Austin, TX.
- 2014 Woodruff, A. L. Teaching Writing in the K-2 Classroom. Presentation for the Texas Literacy Initiative, San Saba ISD.
- 2013 Woodruff, A. L. Six Syllable Types & Morphology. Presentation for Austin ISD, TX.
- 2013 Woodruff, A. L. Vocabulary and Oral Language Development. Presentation for Austin ISD, TX.
- 2013 Woodruff, A. L., Cultivating Effective Leadership: Valuing the Work that Teachers Do. Presentation for Wood Elementary, Arlington, TX.
- 2013 Woodruff, A. L. Teaching Writing in the K-2 Classroom. Presentation for the Texas Literacy Initiative, Dallas and San Antonio, TX.
- 2013 Woodruff, A. L. Cultivating Effective Leadership: Valuing the Work that Teachers Do. Presentation for the Texas Literacy Initiative, Arlington, TX.
- 2011 Woodruff, A. L. Centers & Small Group Instruction: Pre-kindergarten. Presentation for Los Fresnos ISD, TX.
- 2010 Woodruff, A. L. Early Literacy: Pre-kindergarten. Presentation for Los Fresnos ISD, TX.
- 2010 Woodruff, A. L. Elements of Effective Instruction. Presentation for Los Fresnos ISD, TX.
- 2009 Woodruff, A. L. Cultivating Effective Leadership: Valuing the Work that Teachers Do. Presentation for the Texas Reading First Leadership Conference, Houston, TX.
- 2009 Woodruff, A. L. Data Collection & Analysis for Effective Instruction. Presentation for Education Service Center, Region 10, Dallas, TX.
- 2008 Woodruff, A. L. Cultivating Effective Leadership: Valuing the Work that Teachers Do. Presentation for the Texas Reading First Leadership Conference, Houston, TX.
- 2008 Woodruff A. L. Implementing RTI: Why? Presentation for Liberty Hill ISD, Liberty Hill, TX.
- 2008 Woodruff A. L. Response to intervention: Differentiation and using data. Presentation for Liberty Hill ISD, Liberty Hill, TX.
- 2007 Woodruff, A. L. The teaching of reading. Presentation for Salem ISD, Salem, NJ.

- 2007 Woodruff, A. L. Effective instructional practices: Comprehension. Presentation for Salem ISD, Salem, NJ.
- 2007 Woodruff, A. L. Effective intervention within a 3-Tier framework. Presentation for the Indiana State Literacy Conference, Indianapolis, IN.
- 2007 Woodruff, A. L. Using data within a response to intervention framework. Presentation for the Harris County Department of Education, Houston, TX.
- 2007 Woodruff, A. L. NJ Administrators Conference: 5 components, Long Branch, NJ.
- 2007 Woodruff, A. L. Implementing Response to Intervention. Preconvention workshop. For the Council for Exceptional Children, Salt Lake City, UT.
- 2007 Woodruff, A. L. Instructional leadership: Understanding the five components of reading. Presentation for the New Jersey Reading First department, Trenton and Atlantic City, NJ.
- 2006 Woodruff, A. L. Instructional leadership in literacy. Presentation for the New Jersey State Literacy Conference, Atlantic City, NJ.
- 2006 Woodruff, A. L. Administering DIBELS. Presentation for Del Valle ISD, Del Valle, TX.
- 2006 Woodruff, A. L. Administration of the ICE-R. Presentation for New Jersey Reading First, Princeton, NJ.
- 2005 Woodruff, A. L. Using the Consumer's Guide for analyzing and evaluation core reading programs. Presentation for the Indiana State Literacy Conference, Indianapolis, IN.
- 2005 Woodruff, A. L. Phonics: ONE of the five components of reading. Presentation for the National Reading First Conference, New Orleans, LA.
- 2005 Woodruff, A. L. Effective coaching. Presentation for Brownsville ISD, Brownsville, TX.
- 2005 Woodruff, A. L. Combining data: DIBELS and core program analysis. Presentation for the Ohio Reading First department, Columbus, OH.
- 2004 Woodruff, A. L. DIBELS: Using the data. Presentation given for reading coaches and teachers in grades K-3, La Porte, TX.
- 2004 Woodruff, A. L. DIBELS: Using the data. Presentations given for teachers in grades K-3, Frenship ISD, TX.
- 2004 Woodruff, A. L. Professional development for the review of supplemental and intervention programs. Presentations for National Reading First and the Tennessee Department of Education, Chattanooga, TN, and Memphis, TN.
- 2004 Woodruff, A. L. Effective reading instruction for upper elementary and secondary students with special learning needs. Presentation for the Pennsylvania Summer Reading Conference, University Park, PA.
- 2004 Woodruff, A. L. Implementing the 3-Tier Reading Model: Preventing reading difficulties for kindergarten through third grade students. Presentation for Reading First in the New Hampshire Department of Education, Durham, NH.

- 2004 Woodruff, A. L. Professional development for the review of supplemental and intervention programs. Presentation for National Reading First and the Louisiana Department of Education, Baton Rouge, LA.
- 2004 Rodriguez, K., & Woodruff, A. L. DIBELS: Overview and use. Presentation at the meeting of the Texas Reading First Higher Education Collaborative, Austin, TX.
- 2004 Woodruff, A. L. Using a 3-Tier Model: From research to practice. Presentation at the meeting of the Texas Reading First Higher Education Collaborative, Austin, TX.
- 2003 Teaching and conducting research. Presentation for the Center for Teaching Effectiveness Teaching Assistant Conference (Spring), University of Texas at Austin.
- 2002 Time management. Presentation for the Center for Teaching Effectiveness Teaching Assistant Conference (Fall), University of Texas at Austin.
- 2002 Time management. Presentation for the Center for Teaching Effectiveness Teaching Assistant Conference (Spring), University of Texas at Austin.
- 2001 Student Success Conference, University of Texas at Austin.