

LESLIE M. CAVENDISH

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DEGREES

Ph.D. Language, Literacy, and Culture, May 2011
Curriculum and Instruction
The University of Iowa, Iowa City

Dissertation Title: *Stories from International Teachers: A narrative inquiry about culturally responsive teaching.*
Dr. Kathryn Whitmore, Advisor

M.A. Developmental Reading
The University of Iowa, Iowa City, May 2006

B.A. Elementary Education
Central College, Pella, IA, May 1992

ACADEMIC POSITIONS

Chair & Associate Professor, Educator Preparation Department Aug. 2018-present
Stout School of Education

Associate Professor August 2017-2018
Stout School of Education

Assistant Professor August 2011-July 2017
Stout School of Education

Stout School of Education-Office #240
One University Parkway
High Point, NC 27268
(336) 841-9375

RESEARCH INTERESTS

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|---------------------------------|---|
| International Teaching | Literacy and Reading Clinics |
| Culturally Responsive Teachers | Children's Literature |
| Narrative Inquiry | International Experiences with Pre-Service Teachers |
| Teachers and the Media | Service Learning in Education |
| Pre-Service Teacher Development | After School Writing Programs |

TEACHING INTERESTS

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| Developing Culturally Responsive Teachers |
| Methods of Teaching Reading and Language Arts |
| Children's Literature |
| Inquiry-based Teaching |
| Qualitative Research Methods |
| Literacy Tutoring |

PUBLICATIONS

Johnson, T., **Cavendish, L.M.**, Waller, R., Hoch, M., Huggins, S. Gallagher, T., Orellana, P., Vokatis, B., Flores, B. (2024). Re-centering Students and Teachers: Voices from Literacy Clinics. *The Reading Teacher*, 78(2), 98-105.

Blosser, A.H. & Cavendish, L.M. (2023). Teaching and Leading in the Age of Critical Race Theory Legislation: A Case of Self-Silencing in a School. *Journal of Cases in Educational Leadership*, 75(4). <https://doi.org/10.1177/15554589231211870>

Deeney, T. A., Dozier, C. L., Laster, B., Gallagher, T. L., Waller, R., Rhodes, J. A., Milby, T. M., Gurvitz, D., Hoch, M., **Cavendish, L.**, Solomon Huggins, S., Msengi, S., McAndrews, S. L., Gray, E. S., McCarty, R., & Ferrara, P. (2023). Family Perspectives of University Reading Clinic/Literacy Lab Experiences: What Matters. *Journal of Teacher Education*, 0(0). <https://doi.org/10.1177/00224871231211266>

Laster, B., Butler, M., Waller, R. Vasinda, S., Hoch, M., Orellana, P., Rhodes, J., Deeney, T., D. Scott, D.B, Gallagher, T., **Cavendish, L.**, Milby, T. Rogers, R., Johnson, T., Msengi, S., Dozier, C., Huggins, S. & Gurvitz, D. (2023) Literacy Clinics During COVID-19: Voices that Envision the Future, *Literacy Research and Instruction*, 62:2, 155-179, DOI: 10.1080/19388071.2022.2134064

Vess, S. F. Cavendish, L.M. & Li-Barber, K.T. (2018) Pre-service teachers in an after school program: increasing understanding of students, communities, and teaching, *Teaching Education*, 29 (3), 251-260.

Cavendish, L.M., Vess, S. & Li-Barber, K. (2016). Collaborating in the community: Fostering identity and creative expression in an afterschool program. *Journal of Language & Literacy Education*, 12(1).

Ticknor, A.T. & Cavendish, L.M. (2015). Bonded relationships: Supporting pre-service teachers to develop competence and competency as elementary literacy educators. *Teacher development: an international journal of teachers' professional development*. 9(4).

Cavendish, L.M. & Ticknor, A.T. (2014). Living globally-Teaching responsively: Stories from a literacy educator in China. *e-Journal of Balanced Reading Instruction*, 2 (1). Retrieved from <http://www.balancedreadinginstruction.com/e-journal-bri-spring-2014.html>

RESEARCH PRESENTATIONS

Waller, R., Hoch, M.L., Johnson, T., Huggins, S.S., Gallagher, T.L., Rogers, R., **Cavendish, L.**, Orellana, P., Vokatis, B., and Flores, B. (2024). Measuring Student Growth in Literacy Clinics. Symposium. Literacy Research Association, Atlanta, GA, December 2024.

Rogers, R., Johnson, T., Rhodes, J.A., Milby, T., Deeney, T.A., Dozier, C., Msengi, S., Butler, M., Orellana, P., Waller, R., Vasinda, S.E., Huggins, S., Hoch, M., **Cavendish, L.**, Vokatis, B., Chibamba, A., Bravo, N., Elias, M.R., Ferris, A., Jorge, M. (2023). Examining Hierarchies and Harvesting Change in Literacy Clinics. Literacy Research Association, Atlanta, GA.

Cavendish, L.M. & Blosser, A. (2023) A Self-Study of Diversity, Equity and Inclusion Teaching in an Educator Preparation Program, American Educational Research Association (AERA). Chicago, IL, April 16, 2023.

Cavendish, L., Gallagher, T., Gurvitz, D., Hoch, M., Huggins, S., Johnson, T., Orellana, P., Rhodes, J., Vokatis, B., Waller, R. Vasinda, S., Milby, T., Laster, B. & Butler, M. (2022).

Examining Complexities: Enacting Layered Learning in Clinical Teacher Preparation.
Alternative Format Session. Literacy Research Association, Phoenix, AZ, December 2022

Laster, B; **Cavendish, L.M.**; Gallagher, T.; Huggins, S.; Dozier, C; Deeney, T.; Hoch, M.; Scott, D; Orellana, P; Milby, T; Waller, R; Rhodes, J; Gervitz, D. Johnson, T. (2021). Contrapuntal Voices from Literacy Clinics during COVID-19: What do we harvest to use in the future? Literacy Research Association, Atlanta, GA, December 2021

Cavendish, L.M. & Blosser, A. (2021). Building Equity Literacy through Case Study Analysis, National Council of Teachers of English (NCTE), November 2021

Deeny, T., Dozier, C.; Laster, B. Huggins, S.; **Cavendish, L.**; Gallagher, T.; Waller, R; Hoch, M.; Msengi, S.; Milby, T.; Rhodes, J. & Gurvitz, D (2020). Student Perspectives on Literacy Labs/Reading Clinics. Literacy Research Association, December 2020.

Laster, B.; Hersi, A.A.; Hoch, M.; Gallagher, T.; **Cavendish, L.**; Dozier, C.; Deeny, T.; Msengi, S.; Collins, K. Milby, T. (2020) Reading Clinics/Literacy Labs: Affordances and Constraints of In-Person vs. Online. Literacy Research Association, December 2020.

Cavendish, L.M. (2020). Summer Reading Program to Prevent Summer Reading Loss: Building Motivation and Comprehension with rising third graders. AERA: American Educational Research Association, April 2020.

Deeny, T., Dozier, C.; Laster, B. Huggins, S.; **Cavendish, L.**; Gallagher, T.; Waller, R; Hoch, M.; Msengi, S.; Milby, T.; Rhodes, J. & Gurvitz, D (Dec. 2019). Student and Family Perspectives on Literacy Labs/Reading Clinics. Literacy Research Association. Tampa, FL

Dozier, C.; Deeny, T. & **Cavendish, L.** (2019) Literacy Lab/Reading Clinic Study Group. Literacy Research Association, Tampa, FL.

Deeny, T., Dozier, C.; McAndrews, S.; **Cavendish, L.**; Msengi, S. Copp, S. Gray, E.; Gurvitz, D.; Laster, B. Milby, T. Rhodes, J. (2018). Engaging students in becoming literate: Student and family experiences in literacy labs/reading clinics". Literacy Research Association. Indian Wells, CA.

Cavendish, L. M. (2017, December). Summer Reading Program: Building Student Comprehension and Motivation while Addressing Summer Reading Loss. Literacy Research Association: Tampa, FL

Cavendish, L.M. (2016, December). Cultural Agents: International teachers negotiating tension to build culturally responsive literacy practices. Literacy Research Association: Nashville, TN.

Ticknor, A. S. and **Cavendish, L. M.** (2016, December). Making space for critical conversations in literacy method courses. Literacy Research Association: Nashville, TN.

Cavendish, L.M. (2016, March). Personal stories to professional action: Culturally responsive teaching in international schools. Comparative International Educational Society. Vancouver, Canada

Cavendish, L.M., Vess, S.F. & Li-Barber, K. (2015, January). Picture This: The impact of an after school creative arts program on writing skills and community belongingness in elementary school children. Journal of Language and Literacy Conference. Athens, GA.

Cavendish, L.M. (2015, December). Multiple cultural worlds in an elementary classroom: Revisiting cultural responsiveness. Literacy Research Association. Carlsbad, CA.

Ticknor, A. S. & **Cavendish, L.M.** (2015, December). Critical classroom conversations: Creating contexts that support pre-service teachers. Literacy Research Association. Carlsbad, CA.

Ticknor, A.S. & **Cavendish, L.M.** (2014, December). Dialogic construction of professional identities: Examining the language of one pre-service literacy teacher. Literacy Research Association. Marco Island, FL

Cavendish, L.M. & Ticknor, A.S. (2014, April). Tech Tools and Resources for Literacy Teachers.

North Carolina Association of Elementary Educators. Region V Conference. High Point, NC.

Cavendish, L.M. (2014, April). Living Globally: Teaching Responsively. American Education Research Association. Philadelphia, PA.

Ticknor, A.S. & **Cavendish, L.M.** (2013, December). Bonded relationships: Learning to be agentic literacy teachers. Literacy Research Association. Dallas, TX.

Cavendish, L.M. (2013, May). Stories from an international elementary educator: identity and agency in literacy practices. International Reading Association. San Antonio, TX.

Cavendish, L.M. (2012, October). Look what I found! Reading and writing with informational texts. North Carolina Association of Elementary Educators State Conference. Greensboro, NC.

Cavendish, L.M. (2011, December). International educator: Global life and lessons. Literacy Research Association. Jacksonville, FL.

Cavendish, L.M., Schmidt, R. & Ticknor, A.S. (2010, December). Symposium: Literacy Methods and Materials that Motivate Elementary Teachers. Literacy Research Association. Fort Worth, TX.

Cavendish, L.M. (2010, May). International teachers: Understanding being a cultural agent through narrative. American Education Research Association. Denver, CO.

Whitmore, K., **Cavendish, L.M.** & Norton-Meier, L. (2007, July). Read it again! Multiple and critical engagements with books we love. Whole Language Umbrella; a division of the National Council of the Teachers of English. Louisville, KY.

Wohlwend, K. & **Cavendish, L.M.** (2007, April). “You could be my Spanish teacher!” Cross mediation moments in Literacy teaching apprenticeships. American Education Research Association. Chicago, IL.

Dissertation Chair-High Point University-Educational Leadership, Ed.D.

**UNIVERSITY
RESEARCH
MENTOR
EXPERIENCES**

Suzanne Cotterman (Dec. 2020). High Point University. A Case Study to Examine an Innovative Prototype: Intergenerational Interaction with PreSchoolers.

Chaka Walker (May, 2020) High Point University. A Summer at Peak's Freedom School: Understanding Culturally Responsive Literacy Instruction

Stephanie Sanders (May, 2018). High Point University. The Impact of a Family Literacy Program on Latino Students and Their Families

Kelly Briggs (2017). High Point University. *Building Teacher's Knowledge to Target Early Literacy Needs: Impacting the K-12 Literacy Achievement Gap*

Sharron Williams (2017). High Point University. *The Impact of Professional Development on Student Achievement in a Rural Middle School*.

Heather Lohr (2016). High Point University. *Families and Schools: One District's Efforts to Prevent Summer Reading Loss*

Undergraduate Research Mentor

School of Education, High Point University

Mentored undergraduate student organizing and analyzing data from summer 2015

Mentored undergraduate student to present research at SNCURS (State of North Carolina Undergraduate Student Research and Creativity Symposium): The Impact of Summer Reading Program on Reader Motivation. November 2016, NC State University, Raleigh, NC

Mentored undergraduate student to present research

Fall 2014, Spring 2015

Mentored undergraduate student conducting independent research project

Mentored undergraduate student to present research A Globalized Education: A comparative study of the International Baccalaureate and Common Core state standards at SNCURS (State of North Carolina undergraduate research and creativity symposium).

Mentored undergraduate student in presenting research at NCUR (National Conference in Undergraduate Research) in Lexington, KY April 2014

Mentored undergraduate student in publishing research in Innovations: Journal of Creative and Scholarly Works.

UNIVERSITY TEACHING

Product of Learning Graduate level course. This is a capstone research course for graduate students.

Supervised Practicum in Literacy Instruction. Graduate level course. This is a culminating literacy practicum for master's degree students. It is implemented in two different formats, either through an inservice teacher's classroom or through Fall 2014 Spring 2012, 2013, 2022 Summer 2015, 2016, 2017, 2018, 2019, 2020, 2024, 2025

Foundations of Writing Instruction Graduate level course. Fall 2011, 2012, 2013, 2015; 2016 Summer 2012, 2017, 2018, 2019, 2020, 2022, 2024

Summer Reading Institute Established, developed, and implemented this summer reading clinic for local children. This graduate practicum course for Elementary Education Master's degree addressed both literacy and STEM focused studies and experiences. The institute allowed for construction and implementation of individualized literacy tutoring based on current research. It also offered opportunities for students to create and implement STEM inquiry-based units with infused literacy instruction. Summer 2014, 2015, 2017, 2019, 2020, 2024, 2025

Literature and Informational Texts for Children and Young Adults. Graduate level course. Emphasis includes critical, multimodal and visual literacies. Includes teacher chosen and designed action research project re: use of literature in classroom. Fall 2013, 2014; 2016 Spring 2014

Literacy in the Content Areas Graduate Level Course. Emphasis is on assessment and instruction to drive comprehension, vocabulary, and study skills instruction in elementary, middle and secondary content-area classes. Fall 2012; Summer 2013, 2014, 2015, 2016, 2017

Foundations of Reading: Graduate Level Course. This course incorporates literacy theoretical foundations with instructional practices. The course is designed to discuss current literacy issues and trends, attend to social, cognitive and linguistic roles in literacy development through critical reading of current literacy research. Fall 2015, Summer 2016, 2017

Diagnostic Assessment in the Teaching of Reading. Graduate level course. This course is designed to have graduate students critically analyze literacy assessment programs, evaluate data and implement instructional interventions based on data generated. Summer 2015, 2017, 2018,

2019, 2020

English Language Learners: Scaffolding Language Development. Graduate Level Course. This course is designed to provide an understanding of the instructional needs, opportunities and challenges of language minority students who are learning English in the U.S. Spring 2021

Diversity in Education: Societal and Organizational Perspectives. Graduate Level Course. This course addresses diversity issues in education extending beyond the classroom regarding school, district, and community practices. Candidates will research the implications of these practices and will propose strategies to promote change in their schools and communities. Topics include gender, socioeconomic status, sexual identity, as well as racial, ethnic, and religious backgrounds. Fall 2020, 2021

Diverse Learners and Culturally Responsive Teaching. This course examines and strives to support pre-service teachers to develop an understanding of diversity, equity and inclusion within today's school communities and classrooms. Fall 2018, 2019

Principles of Integrated Instruction: Internship I Supervised 80-hour internship for seniors prior to entering student teaching. Responsibilities include instructional observations and feedback with an emphasis on literacy integration within content areas, technology and classroom management. Fall 2013, 2014

Reading Assessment and Instruction/Methods of Teaching Literacy Grades 3-6. Responsible for instruction of course including organizing and facilitating reading tutoring practicum experiences for approximately 50 students, instruction, and assessment. Focus of instruction was elementary literacy assessment and effective instructional practices. Spring 2012, 2013, 2015, 2016, 2017, 2022, 2023, 2024

Service Learning Component: Spring 2014, 2015, 2016, 2017

Methods of Teaching Early Literacy K-2/Methods of Foundational Literacy. With attention towards Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension, this course is designed to support Pre-Service teachers to develop an understanding of assessment and instructional techniques for early readers and writers. Fall 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024

Literacy and Learning I. This course is designed to address foundational literacy knowledge to teach the concepts of Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension to Residency Education students. This course is taught entirely online. Fall 2022, Fall 2023

Selected University, College, Department, Program and Community Service

| From | To | Role |
|-------------|-----------|--|
| 2018 | Current | Chair, Educator Preparation Department |
| 2017 | Current | Coordinate M Ed, Elementary Education Graduate Programs |
| 2012 | Current | Coordinate Undergraduate Literacy Tutoring with Local Schools |
| 2014 | Current | Kappa Delta Pi, Education Honor Society, Chapter Counselor |
| 2019 | 2020 | Presidential Search Committee for Provost and Academic Affairs Vice President, High Point University |
| 2016 | 2018 | Ready for School, Ready for Life: Guildford County Initiative Literacy |
| 2015 | 2018 | High Point Communities in Schools; Vice-President |
| 2015 | 2019 | High Point University: APIRC faculty member |
| 2016 | 2019 | Faculty Senate—School of Education Representative |
| 2012 | 2015 | Service Learning Committee Member; application sub-committee |

INTERNATIONAL UNIVERSITY EXPERIENCES

Great Britain, May 2022

GBS/EDU 3720: Global Perspectives through Children's Literature

This Maymester course examines why a global curriculum is important and how global children's literature can help students understand their own cultural identities, as well as, offering an avenue to inquire into global cultures. Additionally, this course uses children's literature as a gateway for educators to examine multiple perspectives on a social or ethical issue and how this inquiry-based process can be implemented into their own classrooms.

South Africa: Spring 2018

Designed, organized and accompanied High Point University students to South Africa for two weeks. One week supervised-practicum experience at the Orange Grove School in Tarkastad, South Africa.

Australia: Spring 2017, 2018, 2019

Designed, organized and accompanied High Point University students to Australia for approximately three weeks. Included visits to schools incorporating differing educational philosophies and pedagogy, ie: Rudolf Steiner School, Mossman State School and School of the Air.

INTERNATIONAL TEACHING EXPERIENCES

Shanghai American School, Shanghai, China, 1999-2003

- Taught two years first grade, two years third grade
- Professional development and visiting author committees
- Developed first and third grade reading and language arts curriculum
- Member of school-wide reading and language arts Western Association of Schools and Colleges Accreditation committee

Mont' Kiara International School, Kuala Lumpur, Malaysia, 1995-1999

- Taught self contained first grade class
- Developed school wide Social Studies curriculum
- Attended South-east Asian Teachers and Counselors Conference each year
- Certified International Schools Curriculum Project through training summer of 1996 in Maastricht, The Netherlands (PYP-Primary Years Program of International Baccalaureate)

Bahrain Bayan School, Isa Town, Bahrain, 1992-1994

- Taught third grade in bilingual Bahraini private school
- Represented school at 1994 Near East South Asia conference, Sri Lanka

LANGUAGES & TRAVEL

Languages Studied: Spanish, Dutch, Arabic, Bahasa Malayu, Mandarin Chinese

Travel: Extensive travel across Asia, Middle East, Europe and Australia

HONORS AND AWARDS

Molly-Millis Hedgecock Foundation Grant 2016

Molly-Millis Hedgecock Foundation Grant 2015

Molly-Millis Hedgecock Foundation Grant 2014

Silvershein/Gutenstein Service Learning Award and Grant Winner 2013

Ballard-Seashore Dissertation Fellowship 2010-2011

Graduate Student Excellence in Teaching Award Spring 2009

T. Anne Cleary International Dissertation Research Fellowship 2009

MEMBERSHIPS

Literacy Research Association
American Educational Research Association
International Reading Association
National Council of Teachers of English
Kappa Delta Pi: Educational Honors Society

