

Sam Houston™

STATE UNIVERSITY
College of Education
Chase Young, Ph.D.

Office Address

Teacher Education Center 271
Sam Houston State University
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Education

University of North Texas	2012
Ph.D. Reading Education	
Cognate: Curriculum and Instruction	
Walden University	2008
M.S. Education	
Emphasis: Elementary Reading and Literacy	
Metropolitan State University of Denver	2005
B.A. Behavioral Science	
Minor: Elementary Education	

Academic Positions

Sam Houston State University	
Associate Professor	2016-
Texas A&M University - Corpus Christi	
Assistant Professor	2013-2016
McGowen Elementary, McKinney Independent School District, TX.	
Second Grade Teacher	2011-2013
Third Grade Teacher	2010-2011
Burks Elementary (Title 1), McKinney Independent School District, TX.	
Reading Specialist	2008-2010
Second Grade Teacher	2006-2008
Lacy Elementary (Title 1), Princeton Independent School District, TX.	
Second Grade Teacher	2005-2006

Coyote Ridge Elementary, Adams County School District 12, CO. First Grade Student Teacher	2005
Cotton Creek Elementary, Adams County School District 12, CO. Foreign Language Elementary Educator in Training (4 th Grade)	1998-1999

Honors

Corpus Christi's 40 Under 40 Young Business Professionals	2015
Named Barbara G. Silverman Endowed Chair in Literacy Silverman Foundation	2015
Outstanding Islander Texas A&M University – Corpus Christi	2014
Jerry Johns Promising Researcher Award Association of Literacy Educators and Researchers	2014
Outstanding Doctoral Student in Reading Education University of North Texas	2011
Campus Teacher of the Year, Winner Selected by Burks Elementary	2009
Committed Teacher for Urban Schools Selected by MSU College of Education Faculty	2004

PUBLICATIONS

Refereed

- Young, C. (in press). Increased frequency and planning: A more effective approach to guided reading in Grade 2. *Journal of Educational Research*.
- Young, C., Pearce, D., Gomez, J., Christensen, R., Pletcher, B., & Fleming, K. (in press). Examining the effects of Read Two Impress and the Neurological Impress Method. *Journal of Educational Research*.
- Young, C., Durham, P., & Rosenbaum-Martinez, C. (2018). A stacked approach to reading intervention: Increasing second and third graders' independent reading levels with an intervention program. *Journal of Research in Childhood Education*, 32(2), 181-189.
- Young, C., & Rasinski, T. (in press). Readers Theatre: Effects on word recognition automaticity and reading prosody. *Journal of Research in Reading*.

- Young, C., & Mohr, K. (2018). Exploring factors that influence quality literature circles. *Literacy Research and Instruction, 57*(1), 44-58.
- Young, C., Stokes, F., & Rasinski, T. (2017). Readers Theater plus comprehension and word study. *Reading Teacher, 71*(3), 351-355.
- Rasinski, T., Nageldinger, J., & Young, C. (2017). Reading fluency should be authentic reading. *Michigan Reading Journal, 49*(2), 53-56.
- Young, C., Valadez, C., & Gandara, C. (2016). Using performance methods to enhance students' reading fluency. *Journal of Educational Research, 109*(6), 624-630.
- Ortlieb, E., & Young, C. (2016). Never too old: A how-to guide for developing adult readers' oral reading skills. *Journal of Adolescent and Adult Literacy, 60*(2), 213-216.
- Young, C., Rasinski, T., & Mohr, K. A. J. (2016). Read Two Impress: An intervention for disfluent readers. *Reading Teacher, 69*(6), 633-636.
- Young, C., & Mohr, K. A. J. (2016). Student facilitation in peer-led literature circle discussions. *Journal of Classroom Interaction 51*(1), 46-64.
- Young, C., & Mohr, K. A. J. (2016). Successful literacy interventions: An RtI case-study analysis. In S. Garrett (Ed.). *CEDER Yearbook*. Texas A&M University-Corpus Christi: Center for Educational Development, Evaluation, and Research.
- Young, C., Mohr, K. A. J., & Rasinski, T. (2015). Reading together: A successful reading fluency intervention. *Literacy Research and Instruction, 54*(1), 67-81.
- Young, C., Valadez, C., & Power-Gandara, C. (2015). Rock and Read: Fun, engaging, and effective methods to enhance reading fluency. *Association of Literacy Educators and Researchers Yearbook, 37*, 105-116.
- Young, C. (2015). Assuming an epistemology of emergence: Classrooms as complex adaptive systems. In Erçetin, Ş. (ed.). *Chaos, complexity, and leadership*. Cham, Switzerland: Springer International Publishing.
- Young, C. & Stover, K. (2015). Promoting revision through blogging in a second grade classroom. *Texas Journal of Literacy Education, 3*(1), 14-28.
- Rasinski, T., & Young, C. (2015). Fluency matters. *Connecticut Reading Association Journal, 3*(1), 21-26.
- Young, C. (2014). Diary of a second grade teacher. *Perspectives and Provocations, 4*(1), 100-102.
- Young, C. (2014). Providing independent reading comprehension strategy practice through workstations. *Texas Journal of Literacy Education, 2*(1), 23-34.

- Young, C. (2014). Predictors of quality verbal engagement in third-grade literature discussions. *International Electronic Journal of Elementary Education*, 2014, 6(3), 427-440.
- Young, C., & Stover, K. (2013). "Look what I did!" Student conferences with text-to-speech software. *Reading Teacher*, 67(4), 269-272.
- Young, C., & Rasinski, T. (2013). Student produced movies as a medium for literacy development. *Reading Teacher*, 66(8), 670-675.
- Young, C., & Rasinski, T. (2011). Enhancing authors' voice through scripting. *Reading Teacher*, 65(1), 24-28.
- Young, C. J. (2010, July). Review of Building the Reading Brain, PreK-3 (2nd ed.) by Nevills, P., & Wolfe, P., *Education Review*, 20-24.
- Young C., & Rasinski, T. (2009). Implementing readers theatre as an approach to classroom fluency instruction. *Reading Teacher*, 63(1), 4-13.

Books

- Young, C., & Rasinski, T. (2016). *Tiered fluency instruction: Supporting diverse learners in grades 2-5*. North Mankato, MN: Maupin House Publishing, Inc.
- Rasinski, T., Murphy, D., & Young, C. (2014). *Readers theater scripts: Texas history*. Huntington Beach, CA: Shell Education.

Book Chapters

- Kuhn, M., Rasinski, T., & Young, C. (in press). Best practices in reading fluency instruction. In Gambrell, L., & Morrow, L. (Eds.) *Best practices in literacy instruction (6th Ed.)*. New York, NY: Guilford Press.
- Rasinski, T., & Young, C. (2017). Primary grade students who struggle in reading. In Forlin, C., & Milton, N. (Eds.) *Inclusive principles and practices in literacy education*. Bingley, UK: Emerald Group.
- Young, C., & Rasinski, T. (2017). Why reading fluency matters. In Soll, K. (Ed.). *Comprehensive literacy basics*. North Mankato, MN: Maupin House Publishing, Inc.
- Young, C., & Rasinski, T. (2015). Student-produced movies as authentic reading fluency instruction in Rasinski, T., Pytash, K., & Ferdig, R. (eds.). *Using technology to enhance reading instruction: Innovative approaches to literacy*. Bloomington, IN: Solution Tree.

- Stover, K., & Young, C. (2014). Using 21st century technologies to edit and revise in Ferdig, R., Rasinski, T., & Pytash, K. (Eds.). *Using technology to enhance writing: Innovative approaches to literacy instruction*. Bloomington, IN: The Solution Tree.
- Young, C. J. (2013). Repeated readings through readers theater. In Rasinski, T., & Padak, N (Eds.). *From fluency to comprehension: Powerful instruction through authentic reading*. New York, NY: Guilford Press.
- Young, C., & Swanner, L. (2012). Conferring with an avatar. In Richards, J., Lasonde, C. (Eds.). *Strategic writing mini-lessons for all students, grades 4-8*. Thousand Oaks, CA: Corwin Press.
- Mohr, K. A. J., Dixon, K., & Young, C. J. (2012) Effective and efficient: Maximizing literacy assessment and instruction. In Ortlieb, E. T., & Cheek, Jr., E. H. (Eds.). *Literacy Research, Practice, and Evaluation: Vol. 1. Using informative assessments for effective literacy practices*. Bingley, UK: Emerald Group.
- Rasinski, T., & Young, C. (2011). Mentoring authors' voice through readers' theatre. In Richards, J., Lasonde, C. (Eds.). *Writing strategies for all primary students*. New York: Jossey-Bass.

Invited/Non-Refereed Publications

- Rasinski, T., Stokes, F., & Young, C. (2017). The role of the teacher in readers theater. *Texas Journal of Literacy Education*, 5(2), 168-174.
- Young, C., Rasinski, T., & Stokes, F. (2017, June 15). Finding scripts for readers theater [Web Log Post]. *Literacy Daily*. Retrieved from: <https://www.literacyworldwide.org/blog/literacy-daily/2017/06/15/finding-scripts-for-readers-theatre>
- Young, C. (2017, March 30). The literacy-movie-making connection [Web Log Post]. *Literacy Daily*. Retrieved from: <https://www.literacyworldwide.org/blog/literacy-daily/2017/03/30/the-literacy-movie-making-connection>
- Young, C., Stover, K., & Pletcher, B. (2015). *Digital reader response: Creating book trailers with Explain Everything*. (1st Ed., Vol. 7). Technology and Literacy Education Newsletter.
- Rasinski, T., & Young, C. (2014). Assisted reading – A bridge from fluency to comprehension. *New England Reading Association Journal*, 50(1), 1-4.
- Young, C., & Nageldinger, J. (2014). Considering the context and texts for fluency: Performance, readers theatre, and poetry. *International Electronic Journal of Elementary Education*, 7(1), 47-56.

Stover, K., & Young, C. (2014). Explain everything: Using screencasting applications in the classroom. *Reading Today*, 32(1).

Young, C. (2014). Teaching reading skills: How to implement readers theater. *Daily Teaching Tools*. Retrieved from: <http://www.dailyteachingtools.com/teaching-reading-skills.html>

PROFESSIONAL PRESENTATIONS

National/International

Young, C. (2018, December). *Examining the effects of Read Two Impress and the Neurological Impress Method*. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Young, C. (2018, December). *The effects of a more frequent and sophisticated approach to guided reading on second graders' reading ability*. Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Young, C., Coneway, B., & Gomez, J. (2018, November). *Preservice teachers' writing experiences in undergraduate programs*. Poster presented at the annual meeting of the National Council of Teachers of English, Houston, TX.

Young, C. (2018, July). *Research on readers theater*. Paper presented at the annual meeting of the United Kingdom Literacy Association, Cardiff, Wales.

Young, C. Stokes, F., & Maynard, C. (2017, November). *Adding depth to readers theater*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.

Young, C. (2017, October). *Tiered reading instruction*. Presentation at the UNIBE International Education Conference. Liberia, Costa Rica.

Young, C. (2017, July). *Engaging students with student-produced movies*. Paper presented at the annual meeting of the International Literacy Association, Orlando, FL.

Young, C. (2017, July). *The development and future directions of Read Two Impress: An intervention for disfluent readers*. Paper presented at the annual meeting of the United Kingdom Literacy Association, Glasgow, Scotland.

Young, C., Gomez, J., & Christensen, R. (2016, November). *Examining the effects of Read Two Impress and the Neurological Impress Method on students' reading fluency, comprehension, and attitude*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Myrtle Beach, SC.

Mohr, K. A. J., Young, C., Brown, L. T., Wilcox, B., R., & Monroe, E. (2016, July). *Stacked partner reading can be transforming: Maximizing research-based*

- options in elementary classrooms*. Paper presented at the annual meeting of the International Literacy Association, Boston, MA.
- Young, C., Power-Gandara, C., & Valadez, C. (2015, December). *Building fluent readers through performance*. Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Young, C., Mohr, K. A. J., & Rasinski, T. (2015, November). *Improving elementary students' reading fluency with reading together*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Costa Mesa, CA.
- Young, C. (2015, November). *Innovative instruction in graduate courses with minimally invasive education*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Costa Mesa, CA.
- Young, C., & Valadez, C. (2015, July). *Promoting reading fluency through performance*. Poster presented at the annual meeting of the International Literacy Association, St. Louis, MO.
- Pletcher, B., & Young, C. (2015, July). *Conferring with an avatar: Student conferences with text-to-speech software*. Paper presented at the annual meeting of the International Literacy Association, St. Louis, MO.
- Young, C. (2014, November). *Developing literacy through technology and creativity*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Del Ray Beach, FL.
- Young, C., & Valadez, C. (2014, October). *Fun, engaging, and effective methods to enhance reading fluency*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Del Ray Beach, FL.
- Brassell, D., & Young, C. (2014, May). *Bringing joy back into the classroom with extensive read alouds*. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA.
- Young, C., & Rasinski, T. (2013, April). *From readers theater to student produced movies*. Paper presented at the annual meeting of the International Reading Association, San Antonio, TX.
- Swanner, L., & Young, C. (2012, June). *Birds on a wire! Student-teacher videos that support learning*. Paper presented at the annual meeting of the International Society for Technology in Education, San Diego, CA.
- Rasinski, T., & Young, C. (2012, May). *Mentoring authors' voice through readers' theatre*. Institute presented at the annual meeting of the International Reading Association, Chicago, IL.

Young, C. (2012, May). *Conferring with an avatar*. Institute presented at the annual meeting of the International Reading Association, Chicago, IL.

Mohr, K. A. J., Putman, R., Young, C., Slay, L., & Shearer, R. (2010, December). *The reading brain: Research-based questions and related classroom practices*. Paper presented at the annual meeting of the Literacy Research Association, Fort Worth, TX.

Regional

Young, C. (2014, April). *Creating agentive writers with technology in the elementary classroom*. Paper presented at the Technology and Literacy Conference, Myrtle Beach, SC.

Young, C. (2014, April). *Developing literacy with student produced movies*. Paper presented at the Technology and Literacy Conference, Myrtle Beach, SC.

Young, C. (2012, November). *Student facilitation and personality factors in literature circles*. Paper presented at the Billie J. Askew Reading Recovery and K-6 Literacy Institute. Dallas, TX.

State/Local

Young, C. (2018, February). *Improving reading fluency with performance*. Paper presented at the annual meeting of the Colorado Council of the International Reading Association, Denver, CO.

Young, C. (2018, February). *Student produced movies as a medium for literacy development*. Presentation at the annual meeting of the Texas Association of Future Educators, Huntsville, TX.

Young, C. (2017, August). *Transforming lives through early literacy*. Keynote Address for Early Childhood Literacy Symposium, Educational Service Center Region 2, Corpus Christi, TX.

Young, C. (2017, February). *Teaching Texas history through readers theater*. Paper presented at the annual meeting of the Texas Association of Literacy Education, Corpus Christi, TX.

Young, C. (2016, June). *Integrating technology in content area literacy*. Keynote Address for ME by the SEa, Corpus Christi, TX.

Young, C. (2016, February). *Fluency should be hot: Justice for the forsaken component of reading*. Paper presented at the Literacy Summit, San Antonio, TX.

Young, C. (2015, November). *Brain-based learning*. Presentation at the Diocesan Catholic Educators Conference, Corpus Christi, TX.

- Young, C. (2015, September). *Transforming lives through early literacy*. Keynote Address for Joan Prouty Education Conference, Sam Houston State University, Huntsville, TX
- Young, C. (2015, June). *Literacy and technology integrations in math and science*. Paper presented at ME by the SEa, Corpus Christi, TX.
- Young, C. (2014, May). *Student-produced movies as a medium for literacy development*. Paper presented at the Florida Literacy Conference. Daytona, FL.
- Young, C. J. (2009, March). *Making instructional decisions*. Paper presented at the University of North Texas New Teacher Conference, Denton, TX.

Invited Guest Lectures

- Young, C. (2017, March). *History of reading fluency*. Invited videoconference lecture for doctoral course at Texas A&M University, Corpus Christi, TX.
- Young, C. (2015, October). *Reading fluency basics*. Invited videoconference lecture for undergraduate course at Kansas State University.
- Young, C. (2015, June). *Technology and writing instruction*. Invited videoconference lecture for graduate course at Texas Christian University, Dallas, TX.
- Young, C. (2015, February). *The importance of prosody*. Invited videoconference lecture for undergraduate course at The University of Mississippi, Tupelo, MS.

Invited Lectures for SHSU Courses

- Young, C. (2018, January). *Improving reading fluency with performance*. Lecture for SHSU Literacy Block, Giesinger Elementary, Conroe, TX.
- Young, C. (2017, October). *Integrating content area texts in fluency instruction*. Lecture for SHSU Multidisciplinary Literacy course. The Woodlands Center, The Woodlands, TX.
- Young, C. (2017, September). *Tiered reading fluency instruction*. Lecture for SHSU Literacy Block, Huntsville Elementary, Huntsville, TX.
- Young, C. (2017, September). *Tier 1 reading fluency activities for elementary students*. Lecture for SHSU Literacy Block, Giesinger Elementary, Conroe, TX.
- Young, C. (2017, September). *Tier 3 reading interventions*. Lecture for SHSU Literacy Block, Reaves Elementary, Conroe, TX.
- Young, C. (2017, April). *Reading fluency basics*. Lecture for SHSU Literacy Block, Sam Houston Elementary, Huntsville, TX.

Young, C. (2017, March). *Fluency interventions*. Lecture for SHSU Literacy Block, Reaves Elementary, Conroe, TX.

Young, C. (2017, February). *Developing reading fluency with Readers Theater*. Lecture for SHSU Literacy Block, Giesinger Elementary, Conroe, TX.

Young, C. (2017, February). *Student performance as a medium for fluency development*. Lecture for SHSU Literacy Block, Huntsville Elementary, Huntsville, TX.

Webinars

Young, C., Rasinski, T., & Stanley, N. (2016, August 24). Expert panel discussion: Performance-based reading [Webinar]. In *Capstone Professional Webinar Series*.

Young, C. (2015, November 18). Expert panel discussion: Strategies to support striving readers in the elementary classroom [Webinar]. In *Capstone Professional Webinar Series*.

Invited Guest Speaker

Young, C. (2015, October). Guided reading and comprehension workstations. Presentation for Grade K-2 Teachers. School of Science and Technology, Corpus Christi, TX.

Young, C. (2015, October). Using the Developmental Reading Assessment. Presentation for Faculty. Menger Elementary, Corpus Christi, TX.

Young, C. (2015, May). Preventing the summer reading slide. Presentation for PTA Meeting. Berlanga Elementary, Corpus Christi, TX.

Young, C. (2015, February). Reading Together intervention. Presentation for Grade K-2 Teachers. School of Science and Technology, Corpus Christi, TX

Young, C. (2014, December) Learning to love literacy. Presentation for PTA Meeting. Allan Elementary, Corpus Christi, TX

Young, C. (2014, November). Motivating kids to read at home. Presentation for PTA Meeting. Kolda Elementary, Corpus Christi, TX

Young, C. (2014, May). Using Reading Together at home. Presentation for Family Night. Menger Elementary, Corpus Christi, TX

Young, C. (2014, November). Motivating kids to read at home. Presentation for PTA Meeting. Kolda Elementary, Corpus Christi, TX

Young, C. (2014, May). Using Reading Together at home. Presentation for Family Night. Menger Elementary, Corpus Christi, TX

GRANTS

Young, C., & Lagrone, S. (2018). Read like me. FAST Grant. Awarded \$6,000.

Young, C., Durham, P., & Cox, D. (2017). *Improving comprehension with Readers Theater*. Enhancement Research Grant. Awarded \$15,000.

Young, C. (2015). *Building fluent readers in Corpus Christi*. Dollar General. Awarded \$3,000.

Young, C. (2015). *Research-based reading programs for struggling readers*. Coastal Bend Foundation. Awarded \$3,000.

Young, C., Pletcher, B., & Pearce, D. (2015). *Examining literacy interventions delivered in tutoring contexts*. Research Enhancement Grant, TAMUCC. Unfunded Request of \$5,000.

Young, C. (2015). *Closing the achievement gap by reading together*. Area 41 Grant. Unfunded Request of \$25,000.

Young, C., & Griffith, B. (2014). *Innovative instruction in graduate courses through minimally invasive education*. Center for Faculty Excellence, TAMUCC. Unfunded Request of \$20,000.

CURRENT RESEARCH PROJECTS

Program Lead Researcher, US PREP, 2018-2020

University School Partnerships for the Renewal of Education (US PREP) is an organization that partners with a coalition of universities to support and drive transformative change ensuring that teacher candidates are effective on day one. The Lead Researcher supports research and inquiry activities within each US PREP partner site aimed at analysis and improvement program policies and practices related to data use and program improvement. The research is supported by a \$37,400,000 grant from the Bill and Melinda Gates Foundation.

Principal Investigator, Improving Comprehension with Readers Theater, 2017-2018

The quasi-experimental study will examine the effects of a new framework on second graders' reading comprehension, vocabulary knowledge, and decoding. The 18-week study will compare pre and posttests between treatment and comparison conditions. The research is supported by a \$15,000 Enhancement Research Grant.

Principal Investigator, Supporting Struggling Readers with "Read Like Me," 2018.

This research will be conducted with an undergraduate student in order to examine a newly developed reading intervention titled, Read Like Me. The study will employ a single-case experimental design. The research is supported by a \$6,000 FAST grant.

CERTIFICATIONS

TX Educator EC-4 Generalist	2006-Present
English as a Second Language	2011-Present
TX Educator EC-4 and 4-8 Generalist	2006-2007
CO Educator K-6 Generalist	2005-2006

COURSES TAUGHT

SAM HOUSTON STATE UNIVERSITY

Doctoral

- Research in Language and Literacy
- Analysis, Interpretation, and Dissemination of Literacy Assessment
- Literacy and Response to Intervention
- Statistics
- Quantitative Research Methods

Masters

- Language Arts Theory and Instruction (online)
- Improvement of Literacy in Secondary Schools and Adult Populations (online)
- Literacy and Instructional Materials in Reading Programs (online)

Undergraduate

- Emergent Literacy

TEXAS A&M UNIVERSITY – CORPUS CHRISTI

Doctoral

- Diagnosis and Correction of Reading Difficulties
- Literacy and Leadership
- Stages and Standards of Reading Development
- Curriculum Theory

Masters

- Diagnosis and Correction of Reading Difficulties
- Literacy and Leadership
- Fundamentals of Elementary Reading Instruction I (online)
- Stages and Standards of Reading Development
- Theoretical Basis for Curriculum

Undergraduate

- Content Area Reading for Elementary Students

- Children's and Adolescents' Literature
- Principals and Practices of Reading Instruction EC-6

Dissertations

- Committee Chair, Kelly Oliver 2017-Present
- Committee Chair, Shelly Landreth, 2017-Present
- Committee Chair, Jemaniece Gilbert, 2017-Present
- Committee Member, Roana Garcia, Graduated 2016
- Committee Member, Rosemary Marin, Graduated 2015
- Committee Member, Jeanette Gomez, Graduated 2016
- Committee Member, Usha Gurusurthy, Graduated 2016
- Committee Member, Sonja Verbelow, Graduated 2015
- Committee Co-Chair, Tiana McCoy, Graduated 2015
- Committee Member, Laurie Beveridge, Graduated 2015
- Committee Member, Rosalynn Rowan, Graduated 2016

SERVICE

University

Academic Integrity Committee	2014-2016
Panelist & Moderator, New Faculty Orientation	2015
Panelist, New Faculty Orientation	2014
Co-Advisor to the Student Reading Council of TAMUCC	2013-2015

College

Assessment Committee Member	2018-
Faculty Awards Committee Chair-Elect	2017-2018
Faculty Awards Committee Member	2016-2017
Search Committee Member, Department of Counseling	2015-2016
SMARTBoard Trainer	2013-2014
Curriculum Alignment Committee	2013-2014

Department

Faculty Evaluation System Transition Committee Member	2018-
Faculty Evaluation System Committee Member	2017-2018
Scholarship Committee Chair	2017-2018
Travel Review Board Committee Member	2017-2018
Scholarship Committee Member	2016-2017
Research Committee Member	2016-2017
Search Committee Member, Assistant/Associate Professor of Reading	2015-2016
Search Committee Chair, Assistant/Associate Professor of Reading	2014-2015
Ph.D. Curriculum Instruction Course Alignment Committee	2014-2015
Search Committee Member, 3 Tenure-Track Reading Positions	2013-2014

Search Committee Member, Qualitative Research	2013-2014
Committee to Establish Criteria for Tenure and Promotion	2013-2014
Chair, M.S. Reading Course Alignment Committee	2013-2016
Capstone Mentor	2013-2016

Professional Service

Board Member, Association of Literacy Researchers and Educators	2018-2019
Article Editor, SAGE Open	2018-
Production Editor, Journal of Teacher Action Research	2016-
Webmaster, Texas Association of Literacy Educators	2015-
Webmaster, Journal of Teacher Action Research	2013-
Webmaster, The Best Class	2006-
External Doctoral Program Reviewer, St. John's University	2015-2016
Associate Editor, SAGE Open	2013-2014

Editor

<i>Texas Journal of Literacy Education</i>	2015-2018
<i>Journal of Teacher Action Research</i>	2013-2016

Reviewer

Journals

<i>Reading Psychology (guest)</i>
<i>Literacy Research and Instruction</i>
<i>Perspectives and Provocations</i>

Conferences

<i>International Literacy Association</i>
<i>Association of Literacy Educators and Researchers</i>
<i>Texas Association of Literacy Educators</i>
<i>Literacy Research Association</i>

Textbooks

<i>Teachers College Press</i>
<i>Sense Publishing</i>

Yearbooks

<i>Texas Association of Literacy Educators</i>
<i>Association of Literacy Educators and Researchers</i>

Community

Program Coordinator, Menger Elementary, Corpus Christi ISD: Implemented R2I and NIM Reading Interventions ($N = 66$)	2015
Program Coordinator, Mirchovich Elementary, Ingleside ISD: Implemented <i>Read Two Impress</i> Intervention ($N = 98$)	2015
Advisory Board Member, Corpus Christi Independent School District: Early Literacy Initiative	2014-2015

Program Coordinator, Menger Elementary, Corpus Christi ISD:
Developed and Implemented *Reading Together* Intervention ($N = 51$) 2013-2014

Guest Reader:

Berlanga Elementary, CCISD, March 2016
Calk Elementary, CCISD, November 2015
Schanen Estates Elementary, CCISD, March 2015
Allan Elementary, CCISD, December 2014
Kolda Elementary, CCISD, November 2014

Professional Memberships

Association of Literacy Educators and Researchers
International Literacy Association
Literacy Research Association
Texas Association for Literacy Education

PUBLISHED PLAYS/READERS THEATER SCRIPTS

- Young, C. (2017). *The pancake pirates*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The 8,000 year-old man*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Rob the robot*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Prince Pete finds an egg*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The witch family*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The wish*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The magic door*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Magic carpet ride*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *It's alive*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The messy room*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Riddles*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The sad little jokester*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Down in the drain*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The chocolate milk monster*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The dragon queen*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Home for cat*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The giant kid-eating spider*. Chicago, IL: Innovations for Learning.

- Young, C. (2017). *Pickle potato*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Different but good*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The haunted house*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The witches of water crest*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Hector the hedgehog climbs a tree*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Rainbow world*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The boy who lived with the stars*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Super power*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The three little kids and big bad wave*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *Planes*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *The monster in my closet*. Chicago, IL: Innovations for Learning.
- Young, C. (2017). *A fly on the wall*. Chicago, IL: Innovations for Learning.
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