

VITAE
Jennifer Pool Cheatham, Ph.D.

PERSONAL INFORMATION

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EDUCATION

Doctor of Philosophy, Teaching and Learning, May, 2010
Southern Methodist University, Dallas, TX

Master of Education, Elementary Education, May, 2006
Texas A&M University - Commerce, Commerce, TX

Bachelor of Science, Early Childhood Education, May, 2002
Texas A&M University - Commerce, Commerce, TX

Software Training:

Adobe Illustrator Adobe InDesign Adobe Captivate

PROFESSIONAL ACTIVITIES

August 2010 to
May 2018 **Adjunct and Clinical Faculty, Department of Teaching and Learning**
Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

May, 2009 to
August 2010 **Research Assistant, Department of Teaching and Learning**
Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

August 2007 to
May 2009 **Doctoral Resident, Department of Teaching and Learning**
Annette Caldwell Simmons School of Education and Human Development
Southern Methodist University

August 2006
to May 2007 **English as a Second Language Teacher**, Grades 2-5
Norma Dorsey Elementary School, Rowlett, TX

August 2005
to May 2006 **Bilingual Education Teacher**, Third Grade
Norma Dorsey Elementary School, Rowlett, TX

August 2002
to May 2005 **Classroom Teacher**, Third Grade
Norma Dorsey Elementary School, Rowlett, TX,
Carver Elementary School, Greenville, TX

TEACHING CERTIFICATIONS

Early Childhood Education (PreK-6)
Elementary Self-Contained (1-8)

English as a Second Language (EC-12)
Master Reading Teacher (EC-8)

PUBLICATIONS

Articles in Peer-Reviewed Journals

- Allor, J. H., Gifford, D. B., Jones, F. G., Al Otaiba, S., Yovanoff, P., Ortiz, M. B., & **Cheatham, J. P.** (2018). The effects of a text-centered literacy curriculum for students with intellectual disability. *American Journal for Intellectual and Developmental Disabilities, 123*, 474-494.
- Lindo, E. J., Weiser, B., **Cheatham, J. P.**, & Allor, J. H. (2017). Benefits of structured after-school literacy tutoring by university students for struggling elementary readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties, 34*, 117-131, DOI: 10.1080/10573569.2017.1357156.
- Cheatham, J. P.**, Allor, J. H., & Roberts, J. K. (2014). How does independent practice of multiple-criteria text influence the reading performance and development of second graders? *Learning Disability Quarterly, 37*, 3-14.
- Allor, J. H., & Roberts, J. K., Mathes, P. G., **Cheatham, J. P.**, & Al Otaiba, S. (2014). Is scientifically-based reading instruction effective for students with below-average IQs? *Exceptional Children, 80*, 287-306.
- Allor, J. H., Gifford, D. B., Al Otaiba, S., Miller, S. J., & **Cheatham, J. P.** (2013). Teaching students with intellectual disabilities to unitize words and transfer early reading skills to connected text. *Remedial and Special Education*.
- Cheatham, J. P.**, & Allor, J. H. (2012). The influence of decodability in early reading text on reading achievement: A review of the evidence. *Reading and Writing: An Interdisciplinary Journal, 25*, 2223-2246. doi: 10.1007/s11145-011-9355-2
- Allor, J. H., Mathes, P. G., Jones, F. G., Champlin, T., & **Cheatham, J. P.** (2010). Individualized research-based reading instruction for students with intellectual disabilities. *Teaching Exceptional Children, 42*, 6-12.
- Allor, J. H., Mathes, P. G., Roberts, J. K., **Cheatham, J. P.**, & Champlin, T. (2010). Comprehensive reading instruction for students with intellectual disabilities: Findings from the first three years of a longitudinal study. *Psychology in the Schools, 47*, 445-466.
- Allor, J. H., Mathes, P. G., Champlin, T., & **Cheatham, J. P.** (2009). Research-based techniques for teaching early reading skills to students with intellectual disabilities. *Education and Training in Developmental Disabilities, 44*, 356-366.

Chapters in Edited Books

Cheatham, J. P., & Foote, M. (2009). The bookstore project: How one ELL teacher used project work to promote reading. In F. Falk-Ross, S. Szabo, M. B. Sampson, & M. Foote (Eds.) *Literacy Issues During Changing Times: A Call to Action, Association of Literacy Educators and Researchers*, 30, 323-336.

Published Curriculum and Readers

Allor, J. H., **Cheatham, J.P.** & Al Otaiba, S. (2017). *Friends on the Block Lessons and Readers*. (self-published; friendsontheblock.com)

Websites

Allor, J. H., **Cheatham, J. P.** (2018). www.FriendsOnTheBlock.com

Cheatham, J. P. (2011). www.EducationInspired.com

AREAS OF RESEARCH INTEREST

Effective early literacy instruction for general education and students who struggle to read, and English as a second language instruction.

Implementation of research-based practices by general educators.

Technology-based curricular materials and activities that help struggling readers learn to read.

PRESENTATIONS AT PROFESSIONAL CONFERENCES AND MEETINGS

This is a partial list. For an exhaustive list, please request a separate document.

Allor, J. H., Al Otaiba, S., Yovanoff, P., & **Cheatham, J. P.** (December, 2015). *The Effects of a Text-Centered Supplemental Curriculum for Students with Intellectual Disabilities*. Institute of Education Sciences Principal Investigators Meeting, Washington, D.C.

Allor, J. H., Al Otaiba, S., Yovanoff, P., **Cheatham, J. P.**, Gifford, D., Levy, D., Ortiz, M., Sandoval, A. & Jones, F. (July, 2015). *The Effects of a Text-Centered Supplemental Curriculum for Students with Intellectual Disabilities*. Annual Meeting of the Society for the Scientific Study of Reading, Kona, HI.

Allor, J. H., Al Oatiba, S., & **Cheatham, J. P.** (November, 2013). *Research on Characteristics of Early Reading Text and Implications for Practice*. Annual Meeting of the International Dyslexia Association.

Allor, J. H., Weiser, B. L., & **Cheatham, J. P.** (November, 2013). *Volunteers Making a Difference for Struggling Readers: Demonstrating that Structured Tutorials Improve Reading*

Performance. Annual Meeting of the International Dyslexia Association.

Cheatham, J. P. (February, 2010). *The Effects of Independently Reading Decodable Books on Reading Achievement*. Annual Meeting of the Southwest Educational Research Association.

Allor, J. H. & **Cheatham, J. P.** (February, 2010). *Response to Reading Intervention by Students with Low IQs*. Annual Meeting of the Southwest Educational Research Association.

Cheatham, J. P. (February, 2009). *Discriminant Analysis as a Special Case of Logistic Regression*. Annual Meeting of the Southwest Educational Research Association.

Cheatham, J. P. (February, 2008). *Cross-validation with Regression*. Annual Meeting of the Southwest Educational Research Association.

Cheatham, J. P., Allor, J.H., & Roberts, K. (February, 2008). *Maximizing Literacy Outcomes for Students with Cognitive Disabilities*. Paper presented at the Annual Meeting of the Southwest Educational Research Association.

Cheatham, J. P. (November, 2007). *Strategic Reading: Comprehension Strategies for All Learners*. Annual Regional Meeting of the International Reading Association.

Cheatham, J. P. & Foote, M. (November, 2007). *The Bookstore Project: How One ELL Teacher Used Project Work to Promote Reading Volume*. Annual Meeting of the College Reading Association.

Jasper, B. & **Cheatham, J. P.** (October, 2007). *Meshing linguistic objectives with mathematics lessons*. Annual Meeting of the Texas Association of Bilingual Educators.

Jasper, B., Adams, M. & **Cheatham, J. P.** (July, 2007). *Helping ELLs learn mathematics vocabulary in context*. Annual Mathematics for English Language Learners Conference.

Vasinda, S., Cheatham, J., & Foote, M. (June, 2007). *Inspired Projects within Standards-Based Classrooms*. Annual Meeting of the North American Reggio Emilio Alliance.

COLLEGE TEACHING

Conventional Literacy: Reading and Writing to Learn (EDU 5358). An undergraduate level course in which students learn evidence-based practices for teaching literacy in grades 3 through 6. Fall 2010 – Fall 2012. Southern Methodist University.

Classroom Instruction and Assessment for Language Learners (EDU 6390). Served as a teaching assistant for this graduate level course in which students learn teaching strategies for meeting the individualized needs of students who speak English as a second language. Spring, 2008. Southern Methodist University.

TEACHER MENTORING

Clinical Professor. Acted as liaison between the college, cooperating teachers, and student teachers. Oversaw student teachers and conducted lesson observations.

Teacher Mentor. Served as a mentor to 3 new teachers in the alternative certification programs for Region 10 and for Texas A&M University – Commerce. Served as a mentor to 3 new teachers in the Garland ISD new teacher program, KEDGE. 2006-2007. Garland ISD.

COMMUNITY SERVICE

Read From the Start (2005-2006). Provided free monthly parent training on emergent literacy and provided new books for children.

Bible teaching (2010-present). First Baptist Church of Dallas volunteer in children's and women's ministry.

EXTERNAL FUNDING

Funded Project, Role	Years	FTE
<i>Project Intensity: Designing Texts and Materials for Intensive Practice for Beginning Readers with Intellectual Disabilities, Instructional Specialist</i>	2013-2018	25%
<i>Maximizing Literacy Learning among Children with Mild to Moderate Mental Retardation, Research Assistant</i>	2007-2010	50%