

April 26, 2019

Dear TALE Nomination Committee,

I would like to apply for the Texas Association for Literacy Education (TALE) Chair-Elect position that is open on the TALE Board of Directors. Not only have I been a member of ILA since 2009, but I have been a member of TALE since 2013. I take great pride in being a part of these two organizations that dedicate themselves to promoting literacy across the state and nation. In addition to being a member, I have also served as an At-Large Director on the Board of Directors as well as the Vice-Chair for TALE. I have truly enjoyed helping this organization grow over the past four years and hope to be able to continue the work as the Chair-Elect of TALE. This is truly an exciting time to be a part of TALE as there are now more than 500 members!

As Chair-Elect, I would work with the board to help TALE continue to grow and retain members by encouraging literacy professionals at all levels to join the organization and become involved with the many ways, such as #TALEtalks and the Educator Empowerment's book studies, in which TALE supports literacy educators in Texas. I will work diligently to fulfill the duties of this role, especially by assisting the Chair with strategic planning. I also hope to work with the ILA Coordinator to start local chapters and special interest groups around the state, thereby promoting ways for all educators to become engaged and grow their professional network. My vision for TALE is for it to promote and disseminate evidence-based practices for all learners and provide high-quality, effective professional development for literacy educators. My ultimate goal is for TALE to continue to promote a positive literacy identity within both teachers and students, as it has since its origin.

Having served in education for twelve years as a classroom teacher, a reading specialist, and now a doctoral student, I believe my experiences have provided me with the opportunities necessary to be successful in this position. Over the course of my career, I have served in various leadership roles including grade level team leader, the director of the campus vertical literacy committee, and a liaison for the TALE K-2 TEKS focus group. I have also helped write elementary ELAR curriculum for the district and, most recently, served as a supervisor at the Texas A&M University Reading Clinic. I maintain an active scholarly agenda publishing and presenting at the local, state, regional, and national levels on various literacy practices.

Thank you for your consideration.

Sincerely,

Alida Hudson, M. Ed.

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Accurate as of April 26, 2019
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alida.hudson@tamu.edu

Education

Doctor of Philosophy (Ph.D.)	Texas A&M University	In Progress
Masters of Education (M.Ed.) 2013	Sam Houston State University	December
Major: Reading Reading Specialist Certification		
Bachelors of Science (B.S)	Texas A&M University	May 2007
Major: Interdisciplinary Studies Summa Cum Laude Graduate		

Certifications and Licensures

Generalist EC-4; Texas Certification
English as a Second Language; Texas Certification
Reading Specialist: Grades PK-12; Texas Certification

Honors and Awards

Texas A&M University Student Research Week Oral Presentation Award-Education Division, 2nd place, 2019
Texas A&M University Association of Former Students Merit Fellowship, 2018
Tomball Chamber of Commerce Teacher of the Month, December 2018
Excellence in Education Leadership Elementary Award Finalist, H-E-B, 2017
Bonnie Campbell Hill National Literacy Leader Award, Children's Literature Assembly and National Council of Teachers of English, 2013
Teacher of the Year, Northgate Crossing Elementary School, Spring, Texas 2013

Higher Education Experience

College of Education and Human Development, Texas A&M University

Texas A&M Reading Clinic Supervisor, 2018-2019
Supervise and mentor undergraduate, preservice teachers providing reading tutoring to elementary students
Co-teacher to Dr. Debra McKeown, Fall 2018

Courses co-taught include: RDNG 361: Assessment in Reading

K-12 Teaching Experience

Tomball Independent School District, 2013-2018

Reading Specialist, Decker Prairie Elementary (2015-2018)

ESL Specialist, Timber Creek Elementary (2014-2015)

Classroom Teacher, Timber Creek Elementary (2013-2014)

Spring Independent School District, 2008-2013

Classroom Teacher, Northgate Crossing Elementary

Bryan Independent School District, 2007-2008

Classroom Teacher, Ben Milam Elementary

Other Experience

Leach Literacy Training, LLC, 2018

Literacy consultant for K-8 classroom teachers

Publications

Refereed Journal Articles

Pletcher, B. C., **Hudson, A.**, Scott, A., & John, L. (in press). Coaching on borrowed time: Balancing the roles of the literacy professional. *The Reading Teacher*.

Pletcher, B. C., & **Hudson, A.**, Watson, K. (2019). "I want to learn from them as much as I want them to learn from me": Finding a balance of coaching and consulting through the analysis of a literacy coach's conversations over the course of a year. *Reading Horizons: A Journal of Literacy and Language Arts*, 58(1), 48-74.

Hudson, A. (2016). Get them talking! Using student-led book talks in the primary grades. *The Reading Teacher*, 70(2), 221–225. doi: [10.1002/trtr.1494](https://doi.org/10.1002/trtr.1494)

Hudson, A. & Williams, J. (2015). Reading every single day: A journey to authentic reading. *The Reading Teacher*, 68(7), 530–538. doi: [10.1002/trtr.1349](https://doi.org/10.1002/trtr.1349)

Pittman, R., Binks-Cantrell, E. C., Zhang, S., **Hudson, A.**, Joshi, R. M., (under review). Teachers' knowledge about language constructs related to literacy skills and student achievement in low SES schools. *Dyslexia*.

Zhang, S., Ji, X.R., **Hudson, A.**, Joshi, R.M., Zamora, J., Gomez-Velazquez, F.R., Gonzalez-Garrido, A.A. (under review). Spelling performance among native Spanish-speaking children: Investigations using item-based and student-centered analyses. *Scientific Studies of Reading*.

Invited Journal Articles

Hudson, A. & Pletcher, B. (2016). From reading specialist to coach and back again: Considering coaching conversations with teachers. *Texas Journal of Literacy Education*, 4 (2), 115-118.

Presentations

International

Hudson, A., & Pletcher, B.C. (accepted) Learning from their Past: Examining Literacy Coaches Conversations Over the Course of a Year. European Conference on Literacy. Copenhagen, Denmark, August 2019.

National

Pittman, R., Zhang, S., **Hudson, A.** & Joshi, R.M. (under review) Examining Knowledge of Language Constructs Related to Structured Literacy Instruction among Teachers in Low SES Schools. International Dyslexia Association. Portland, OR, November, 2019.

Hudson, A., Kelley, C., Turner, C., & Scott, M. A New Day: Fresh Standards for the Lone Star State. National Council of Teachers of English. Houston, TX, November, 2018.

Pletcher, B. C. & **Hudson, A.** Literacy Coaches' Construction and Reflection of Coaching Conversations with Teachers. Association of Literacy Educators and Researchers. Louisville, KY, November 2018.

Pletcher, B. C. & **Hudson, A.** Finding the Time: Literacy Specialists Who Coach. Learning Forward. Orlando, FL, December, 2017.

Hudson, A. & Pletcher, B. C. Professional Development Models of Literacy Learning. National Council of Teachers of English. St. Louis, MO, November, 2017.

Hudson, A. & Williams, J. Reading Workshop: Story as the Landscape of Authentic Reading. Roundtable Presentation at National Council of Teachers of English. Washington, D.C., November, 2014.

Hudson, A. & Williams, J. Reading Every Single Day: One Teacher's Journey to Authentic Reading. Roundtable presentation at Association of Literacy Educators and Researchers. Dallas, TX, November, 2013.

Bellini, K., **Hudson, A.**, & McBlane, H. What struggling readers need and want. International Reading Association. San Antonio, TX, April, 2013.

Regional

Hudson, A. & Pletcher, B.C. Literacy Coaches Reflection on Questioning Strategies Used During Coaching Conversations with Teachers. Southwest Educational Researchers Association. San Antonio, TX, February, 2019.

State

Hudson, A., Pletcher, B. C., Scott, A., & John, L. Coaching on borrowed time: Balancing the roles of the literacy professional. Texas Association for Literacy Education. Waco, TX, March, 2019.

Hudson, A. & Kelley, C. Fostering a Partnership between Authentic Reading and STAAR. Texas Association for Literacy Education. Canyon, TX, February, 2018.

Hudson, A. & Walker, M. Effective Guided Reading for All Students. Texas Association for Literacy Education. Corpus Christi, TX, February, 2017.

Hudson, A. Setting Up a Reading Workshop: Promoting Motivation and Engagement for all Students. Texas Association for Literacy Education. The Woodlands, TX, February, 2015.

Local

Hudson, A., Zhang, S., Han, B, Joshi, R.M., Binks-Cantrell, E., & Pittman, R. *Examining teachers' in low SES school's knowledge of language constructs related to structured literacy instruction.* Paper presented at Student Research Week at Texas A&M University. College Station, TX. March, 2019.

Hudson, A. & Williams, J. Reading Workshop in the Primary Grades: Is It Possible? Break-out Session at SHAEYC. Huntsville, TX, October, 2014.

Research/Grant Funding

Dean's Graduate Award, College of Education and Human Development, Texas A&M University (2019). Amount: \$4,000

College of Education and Human Development (CEHD) Travel Grant, Texas A&M University (2018). Amount: \$500

Research Enhancement Grant, Texas A&M Corpus Christi (2016). Amount: \$5,000

Research Experience

We Write Research Project

GA (PI: Dr. Kay Wijekumar) Spring
2019

- Data Collection, Assessor
- Literacy Coaching Conversations

Co-Principal Investigator Fall 2016-Spring 2017

- Co-researcher on study examining the discourse between the teacher and the reading specialist/literacy coach in order to determine how coaches selectively navigate coaching conversations to assist teachers and ultimately improve classroom literacy instruction
- Recruited fellow reading specialist/literacy coach participants

Reader's Workshop Action Research

Co-Principal Investigator

Fall 2012-Spring 2013

- Researched the effects of using a reader's workshop model on students' motivation to read and overall reading achievement
- Conducted and analyzed pre and posttest surveys

Service

Professional

Conference Reviewer

Southwest Educational Researchers Association (Conference Proposals) 2018
Texas Association for Literacy Education (Conference Proposals) 2016-2018
Texas Association for Literacy Education Yearbook (Article Reviewer) 2017-2018

Texas Association for Literacy Education

Chair Spring 2019
Vice Chair Fall 2018
Board Member 2015-2018
Communications Committee Director 2015-2019
K-2 ELAR TEKS Revision Focus Group Liaison 2016

Sam Houston State University

Master of Education in Reading/Language Arts Program 2016-2017
Advisory Board Member

Professional Memberships

Society for the Scientific Study of Reading (SSSR)
Association of Literacy Educators and Researchers (ALER)
International Literacy Association (ILA)
Specialized Literacy Professionals (SLP)
National Council of Teachers of English (NCTE)
Texas Association for Literacy Education (TALE)