

Adrea J. Truckenmiller

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PROFESSIONAL PREPARATION

2011	Ph.D., Syracuse University, School Psychology (APA accredited)
2010	Predoctoral internship, Devereux Center for Effective Schools (APA accredited)
2007	M.S., Syracuse University, Psychology
2004	B.A., Penn State University, Psychology, with distinction

PROFESSIONAL EXPERIENCE

2022- present	Associate Professor of Special Education (tenured), affiliated faculty in School Psychology, Michigan State University, Department of Counseling, Educational Psychology, and Special Education
2016-2022	Assistant Professor of Special Education (tenure track), affiliated faculty in School Psychology, Michigan State University, Department of Counseling, Educational Psychology, and Special Education
2013-2016	Senior Research Associate (12-month faculty), Regional Educational Laboratory Southeast, Florida State University
2011-2016	Associate in Research (12-month faculty), Florida Center for Reading Research, Florida State University
2010-2011	Training & Consulting Specialist , Center for Effective Schools, Devereux Advanced Behavioral Health

AWARDS, HONORS, & CERTIFICATIONS

2026	Inducted into the Society for the Study of School Psychology
2025	Mid-Career Research Award, College of Education, Michigan State University
2023	Fellow, Research Institute for Implementation Science in Education (RIISE), funded by Institute for Education Sciences
2017	Fellow, Sequential Multiple-Assignment Randomized Trials (SMART) Research Training Institute, funded by Institute for Education Sciences
2016	Florida Center for Reading Research Wall of Fame
2015	Nationally Certified School Psychologist, certification #45919, last renewed 2024
2014	What Works Clearinghouse certified reviewer of group design studies 3.0
2011	School Psychologist, State of Florida
2010	School Psychologist, Commonwealth of Pennsylvania
2009	National Association of School Psychologists' Graduate Student Research Award

PROFESSIONAL AFFILIATIONS

Faculty affiliate, *Education Policy Innovation Collaborative (EPIC)*
National Center for Leadership in Intensive Intervention (NCLII-2)

Hybrid Interdisciplinary Training to Address High Intensity Needs of Students with Learning Disabilities (Project Hi2LD)

Member, Lexia Learning [Educational Leadership Council](#)

Member, Program Advisory Committee, *Esther A. & Joseph Klingenstein Fund*

President-elect 2026, Steering committee member, *Providing Opportunities for Women in Education Research (POWER)*

Voting member, *Society for the Scientific Study of Reading (SSSR)*

Member, *American Psychological Association (divisions 15 and 16), Council for Exceptional Children (CEC), National Association of School Psychologists (NASP), Michigan Reading League, Michigan Reading Association*

Sole proprietor, *Truckenmiller Learning Partners, LLC*

Content expert advisor, *Newsela*

Past affiliations

2021 – 2024 Steering committee member and co-chair of the Data for Equity Table, *313Reads*

2017 – 2024 Representative, *Higher Education Consortium on Special Education (HECSE)*

GRANT SUPPORT

Extramural Grants Awarded

Co-Principal Investigator, *Understanding Michigan's Literacy Policy: Early Implementation* (\$3,000,000). Michigan Department of Education. Funded 10/1/2026 to 9/30/2028

Principal Investigator, *Enhancing Writing Instruction 2027*. Michigan Association of Intermediate School Administrators (\$119,233). Funded 10/1/2026 to 9/30/2027.

Principal Investigator, *Enhancing Writing Instruction 2026*. Michigan Association of Intermediate School Administrators (\$152,870). Funded 2026.

Co-Principal Investigator, *MiRead Program Evaluation*. Michigan Association of Intermediate School Administrators (\$69,996.62). Funded 2026. Completed.

Principal Investigator on subcontract, *Literacy Launch Program Evaluation*. Massachusetts Department of Elementary and Secondary Education. (subcontract from Brown University is \$227,856). Funded 2025 – 2029.

Principal Investigator, *Writing Architect: A Web-based Tool for Adapting Writing Instruction to Meet Students' Needs*, Institute of Education Sciences (\$1,575,000). Award #R305A210061. Funded 2021 – 2026. Completed.

Co-Principal Investigator, *Hybrid Interdisciplinary Training to Address High Intensity Needs of Students with Learning Disabilities (Project Hi2LD)*. U. S. Department of Education, Office of Special

Education Programs, CFDA 84.325K (\$1,161,999), Award #H325K200018. Funded 2021 – 2026. Completed.

Principal Investigator on subaward (2023-2025) & Curriculum Committee Member, *National Center for Leadership in Intensive Interventions-2*. U. S. Department of Education, Office of Special Education Programs, CFDA 84.325H (subcontract from Vanderbilt University is \$799,900) Award #H325190003. Funded 2019 – 2026. Completed.

Principal Investigator on sub-contract, *Professional development for the Progress Monitoring and Reporting Network and Florida Assessments for Instruction in Reading, Florida Standards*. Florida Department of Education, (subcontract from Indian River State College is \$1,017,158). Funded 2014 –2016. Completed.

Co-Principal Investigator, *Development of Common Core reading screening and diagnostic assessment system*, Florida Department of Education (\$805,331). Funded 2012 – 2015. Completed.

Intramural Grants Awarded

Principal Investigator, *Understanding Barriers to Assessment Literacy for Educator Preparation*, Rick Stiggins Endowment for the Improvement of Classroom Assessment Literacy of Teachers and School Leaders (\$100,000). Funded 2026 – 2028.

Principal Investigator, *Advancing Formative Assessment for Reading, Writing, and Language Instruction Among Preservice Educators*, Rick Stiggins Endowment for the Improvement of Classroom Assessment Literacy of Teachers and School Leaders (\$70,000). Funded Jan. 2024 – Dec. 2026.

Co-Investigator, *Stackable Pathways to MA: Increasing Access and Reducing Barriers*. Michigan State University, College of Education, Online Innovation Award (\$49,000). Funded 2020-2021. Completed.

Principal Investigator, *Exploring Writing in Response to Text*, Michigan State University, Institute for Research on Teaching and Learning (\$5,866). Funded 2016 – 2017. Completed.

Undergraduate research funds, Michigan State University. Funded 2018, 2019, 2021, 2022, 2023, 2024, 2025

Contracts Awarded

Truckenmiller, A. J., Moura, P., Hall, G., & Valentine, K. A. (2026). *Connecticut Profiles of Reading* (\$40,000). University of Connecticut.

Truckenmiller, A. J., Sarmiento, C. S., Valentine, K. A., & Moura, P. (2025). *Independent Researcher Review of Commercial Reading Screening Assessment Suites* (\$40,000). University of Connecticut. Completed.

Advisory Boards

Mentor for PhD students, *Project INTERSECT*. PI, Emily Lund. U.S. Department of Education, Office of Special Education and Rehabilitative Services Award #H325D230037. 2025 – 2030.

Member, Convening to Develop Patient-Centered CER on the Neurological Condition of Dysgraphia. Patient-Centered Outcomes Research Institute® (PCORI®) Engagement Award Initiative (EASCS-41745). Awarded to Dysgraphia Life. 2025-2027.

Advisory board member, *Leaders in Advancing Data Decisions for Educational Responsiveness*. PI, Jessica Toste. U.S. Department of Education, Office of Special Education Programs. Award #H325D240071. 2024 – 2029.

Advisory board member, *Advancing Assessment of Early Elementary Writing*. PI, Meaghan McKenna. U.S. Department of Education, Institute for Education Sciences. Award # R305B240033. 2024 – 2028.

Advisory board member, *Virginia Language & Literacy Screening System*. PI, Emily Solari. Virginia Department of Education. 2022 – 2024.

Pending Proposals

**denotes trainee*

Co-Investigator, *Quality Effective Structured Literacy (QUEST) SEED Grant*. PI, Kay Wijekumar. U.S. Department of Education. (subaward to MSU \$329,924.82). Proposed May 2026, not funded.

Co-Investigator, *Does Special Education Help Students with Specific Learning Disabilities? Examining the Role of Local Policies and Student Characteristics on Eligibility, IEPs, and Academic Outcomes*. PI, Courtenay Barrett. National Institutes of Health (\$1,700,000). Proposed February 2026, not funded.

Co-Investigator and mentor, *From Writing Analysis to Intervention: A Dialect-Informed Approach to Differentiating Language Difference and Disorder*. PI, *Kiana Hines. National Institutes of Health, National Institute on Deafness and Other Communication Disorders (\$374,995). Proposed February 2026.

Co-Investigator and mentor, *From Writing Analysis to Intervention: A Dialect Informed Approach to Differentiating Language Difference and Disorder – Pilot Study*. PI, *Kiana Hines. ASHA Foundation (\$50,000). Proposed April 2026.

PUBLICATIONS

Peer-reviewed articles

**denotes trainee author*

†denotes community partner

48. *Novelli, C., *Hennenfent, L., *Johnson, L., & Truckenmiller, A. J. (accepted). Instructional practices for the component skills of writing: A theoretically based synthesis. *Scientific Studies of Reading*. doi: 10.1080/10888438.2026.2732983

47. *Johnson, L. J., *Moura, P., *Bourgeois, S., *Friedman, E., & Truckenmiller, A. J. (2026). Linguistic Justice in Action: A QuantCrit Investigation of Culturally Responsive Scoring Practices in Writing. *Topics in Language Disorders*, 46, 47-59. doi: 10.1097/TLD.0000000000000381

46. *Valentine, K. A., Truckenmiller, A. J., & †Gascon, H. (2026). Effective implementation of Tier 1 instructional decisions in reading using a logic model and coaching tool. *Elementary School Journal*, 126, <https://doi.org/10.1086/740694>.
45. *Bachmann, J., Witmer, S. E., Solanki, P., Ma, W., Truckenmiller, A. J., Parker, D. C., & †Windram, H. (2026). The role of home and school reading interventions in improving oral reading fluency. *Reading and Writing Quarterly*, 42, 1-17. <https://doi-org.proxy1.cl.msu.edu/10.1080/10573569.2025.2517602>
44. Truckenmiller, A. J., *Valentine, K. A., *Sarmiento, C. M., *Moura, P., *Hennenfent, L., *Johnson, L., *Bachmann, J., *Friedman, E., & *Bourgeois, S. (2025). Analysis of student informational writing to personalize writing instruction. *Intervention in School and Clinic*, 61, 8-18. <https://journals.sagepub.com/doi/10.1177/10534512251346794>
43. Truckenmiller, A. J., & Toste, J. (2025). Introduction to the special series: Using fine-grained literacy analysis to guide decision-making for instructional intensification. *Intervention in School and Clinic*, 61, 3-7. <https://journals.sagepub.com/doi/10.1177/10534512251345798>
42. *Sarmiento, C. M., Truckenmiller, A. J., Cho, E., & *Wang, H. (2025). Academic language use in middle school informational writing. *British Journal of Educational Psychology*, 95(2), 384-404. doi: 10.1111/bjep.12724 Preprint: PsyArXiv <https://psyarxiv.com/umt7w/>
41. *Valentine, K. A., & Truckenmiller, A. J. (2025). Instructionally useful writing assessment for multidisciplinary professionals. *Intervention in School and Clinic*, 60, 141-149. <https://doi.org/10.1177/10534512241289921> (5-year IF = 1.0)
40. Hopkins, B., *Guzman, M., Imberman, S., Truckenmiller, A. J., Strunk, K. O., & Fisher, M. (2025). Trends in special education identification during the COVID-19 pandemic: Evidence from Michigan. *Educational Evaluation and Policy Analysis*, 47(4), 1179-1201 <https://doi.org/10.3102/01623737241274799>
39. Truckenmiller, A. J., Barrett, C. A., & Hogan, T. P. (2024). Teaching students to read: A call to action for social justice in school psychology. *Canadian Journal of School Psychology*, 39, 357-369. doi: 10.1177/08295735241262849
38. *Sarmiento, C. M., & Truckenmiller, A. J. (2024). What is important to measure in sentence level language comprehension?. *Assessment for Effective Intervention*, 49, 202-213. <https://doi.org/10.1177/15345084241265620>
37. Truckenmiller, A. J., Cho, E., *Bourgeois, S., & *Friedman, E. (2024). Uses and misuses of commercial reading assessment: An applied framework for decision-making in Grades K through 6. *The Reading Teacher*, 77, 609-623. doi:10.1002/trtr.2274
36. Barrett, C. A., *Johnson, L. J., Truckenmiller, A. J., & VanDerHeyden, A. M. (2024). Comparing the cost-accuracy ratio of multiple approaches to reading screening in elementary schools. *Remedial and Special Education*, 45, 71-84. <https://doi.org/10.1177/07419325231190809> Preprint: <https://psyarxiv.com/2q7sm/>
First 3 authors share first author status.

35. *Rice, M., Erbeli, F., Truckenmiller, A. J. & †Morris, J. (2024). Universal screening in Kindergarten: Validity and classification accuracy of Istation's Indicators of Progress - Early Reading. *School Psychology*, 39, 72-80. doi: 10.1037/spq0000549
34. Wissinger, D. R., Truckenmiller, A. J., Konek, A. E., & Ciullo, S. (2024). The validity of two tests of silent reading fluency: A meta-analytic review. *Reading & Writing Quarterly*, 40, 118-134. <https://doi.org/10.1080/10573569.2023.2175340>
33. Tortorelli, L., & Truckenmiller, A. J. (2024). Automaticity in writing in response to reading: Relations between oral reading fluency and compositional writing fluency in grades 3–5. *Reading and Writing Quarterly*, 40, 103-117. <https://doi.org/10.1080/10573569.2023.2172757>
32. *Zagata, E., Kearns, D. M., Truckenmiller, A. J., & Zhao, Z. (2023). Using the features of written compositions to understand reading comprehension. *Reading Research Quarterly*, 58, 624-654. <https://doi.org/10.1002/rq.503>
31. LaLonde, K., VanDerwall, R., Truckenmiller, A. J., & Walsh, M. (2023). An evaluation of a decision-making model on pre-service teachers' data literacy decision making. *Psychology in the Schools*, 60, 2195-2208. <http://doi.org/10.1002/pits.22863>
30. Truckenmiller, A. J., & *Chandler, B. W. (2023). What does writing research tell us about reading outcomes? *The Reading League Journal*, 4, 5-11.
29. Hall, G. J., Truckenmiller, A. J., & Eckert, T. L. (2023). Deconstructing mathematics computation fluency: Does handwriting matter? *Contemporary School Psychology*, 27, 458-468. <https://doi-org.proxy2.cl.msu.edu/10.1007/s40688-022-00406-8>
28. Truckenmiller, A. J., Cho, E., & Troia, G. (2022). Expanding assessment practices to instructionally relevant writing components in middle school. *Journal of School Psychology*, 94, 28-48. doi: 10.1016/j.jsp.2022.07.002
27. *Agha, A. A., Truckenmiller, A. J., Fine, J. G., & †Perreault, M. (2022). The role of planning in early writing development. *Assessment for Effective Instruction*, 48, 3-12. doi:10.1177/15345084211073601
26. *Valentine, K. A., Truckenmiller, A. J., Troia, G. A., & *Aldridge, S. (2021). What is the nature of change in late elementary writing and are curriculum-based measures sensitive to that change? *Assessing Writing*, 50, 100567. <https://doi.org/10.1016/j.asw.2021.100567>
25. Truckenmiller, A. J., Shen, M., & *Sweet, L. E. (2021). The role of vocabulary and syntax in informational written composition in middle school. *Reading and Writing*, 34, 911-943. doi: 10.1007/s11145-020-10099-1
24. Truckenmiller, A. J., & *Brehmer, J. S. (2021). Making the most of Tier 2 intervention: What decisions are made in successful studies? *Reading & Writing Quarterly*, 37, 240-259. doi: 10.1080/10573569.2020.1768612
23. Bouck, E. C., Truckenmiller, A. J., *Bone, E., & Flanagan, S. (2021). Comparing the effectiveness of reading modifications on comprehension accuracy and reading comprehension rate. *Preventing School Failure*, 65, 194-205.

22. Brodhead, M. T., & Truckenmiller, A. J. (2021). Proof-of-concept evaluation of a decision-making algorithm. *Behavior Analysis: Research and Practice*, 21, 84-89. doi: 10.1037/bar0000207
21. Truckenmiller, A. J., *Yohannan, J., & Cho, E. (2020). Linking reading assessment data to instructional planning: A component-skills approach. *Communiqué*, 48, 15-18.
20. Barrett, C. A., Truckenmiller, A. J., & Eckert, T. L. (2020). The cost-effectiveness of performance feedback during writing instruction. *School Psychology*, 35(3), 193–200. <https://doi.org/10.1037/spq0000356>
19. Truckenmiller, A. J., *McKindles, J. V., Petscher, Y., Eckert, T. L., & Tock, J. L. (2020). Expanding curriculum-based measurement in written expression for middle school. *Journal of Special Education*, 54, 133-145. doi:10.1177/0022466919887
18. Truckenmiller, A. J., & Petscher, Y. (2020). The role of academic language in written composition in elementary and middle school. *Reading & Writing*, 33(1), 45-66. doi: 10.1007/s11145-019-09938-7
17. Englert, C. S., Mariage, T. V., Truckenmiller, A. J., *Brehmer, J., Hicks, K., & *Chamberlain, C. (2020). Preparing special education preservice teachers to teach phonics to struggling readers: Reducing the gap between expert and novice performance. *Teacher Education and Special Education*, 43, 235-256. doi: 10.1177/0888406419863365
16. Truckenmiller, A. J., & Lannie, A. (2019). Utilization of best practices by problem-solving teams: Addressing implementation procedures resistant to feedback. *School Psychology Forum*, 13(1), 2-15.
15. Truckenmiller, A. J., *Park, J., *Dabo, A., & Newton, Y. W. (2019). Academic language interventions for students in grades 4 through 8: A literature synthesis. *Journal of Research on Educational Effectiveness*, 12(1), 135-159. doi: 10.1080/19345747.2018.1536773
14. Foorman, B. R., Petscher, Y., Stanley, C., & Truckenmiller, A. J. (2017). Latent profiles of reading and language and their association with standardized reading outcomes in kindergarten through tenth grade. *Journal of Research on Educational Effectiveness*, 10, 619-645. doi: 10.1080/19345747.2016.1237597
13. Reed, D., Petscher, Y., & Truckenmiller, A. J. (2017). The contribution of general reading ability to science achievement. *Reading Research Quarterly*, 52, 253-266. doi: 10.1002/rrq.158
12. Petscher, Y., Foorman, B. R., & Truckenmiller, A. J. (2017). The impact of item dependency on the efficiency of testing and reliability of student scores from a computer adaptive assessment of reading comprehension. *Journal of Research on Educational Effectiveness*, 10, 408-423. doi: 10.1080/19345747.2016.1178361
11. Truckenmiller, A. J., Petscher, Y., †Gaughan, L., & †Dwyer, T. (2016). *Predicting mathematics outcomes with a reading screener in grades 3 – 8*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

10. Herrera, S., Truckenmiller, A. J., & Foorman, B. R. (2016). *Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices* (REL 2016-178). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.
9. McCurdy, B. L., Thomas, L., Truckenmiller, A. J., Rich, S. H., Hillis-Clark, P., & Lopez, J. C. (2016). School-wide positive behavioral interventions and supports for students with emotional and behavioral disorders. *Psychology in the Schools, 53*, 375-389. doi: 10.1002/pits.21913
8. Mitchell, A. M., Truckenmiller, A. J., & Petscher, Y. (2015). Computer adaptive assessments: Fundamentals and Considerations for School Psychologists. *Communique, 43*(8).
7. Foorman, B. R., Herrera, S., Petscher, Y., Mitchell, A., & Truckenmiller, A. J. (2015). The structure of oral language and its relation to reading at various levels of comprehension in kindergarten through grade 2. *Reading and Writing, 28*(5), 655-681. doi: 10.1007/s11145-015-9544-5
6. Foorman, B. R., Koon, S., Petscher, Y., Mitchell, A. M., & Truckenmiller, A. J. (2015). Examining general and specific factors in the dimensionality of oral language and reading in grades 4-10: A bi-factor approach. *Journal of Educational Psychology, 107*(3), 884-899. doi: 10.1037/edu0000026
5. Garbacz, S. A., Lannie, A., Jeffrey-Pearsall, J., & Truckenmiller, A. J. (2015). Coaching to support classroom management: A review of the literature and state of the field. *Preventing School Failure, 59*(4), 263-273. doi:10.1080/1045988X.2014.942835
4. Coddling, R. S., Petscher, Y., & Truckenmiller, A. J. (2015). Middle-school CBM predictors: Examining the contributions of writing in addition to reading and mathematics. *Journal of Educational Psychology, 107*(2), 437-450. <http://dx.doi.org/10.1037/a0037520>
3. Truckenmiller, A. J., Eckert, T. L., Coddling, R. S., & Petscher, Y. (2014). Evaluating the impact of feedback on elementary aged students' fluency growth in written expression: A randomized controlled trial. *Journal of School Psychology, 52*(6), 531-548. doi: 10.1016/j.jsp.2014.09.001
2. Rieger, B. P., Lewandowski, L., Callahan, J., Spenceley, L., Truckenmiller, A. J., Gathje, R. S., & Miller, L. (2013). A prospective study of symptoms and neurocognitive outcomes in youth with concussion vs. orthopedic injuries. *Brain Injury, 27*, 169-178.
1. Eckert, T. L., Dunn, E. K., Rosenblatt, M. A., & Truckenmiller, A. J. (2008). Identifying effective school-based reading interventions: A review of the brief experimental analysis literature. *School Psychology Forum, 2*, 16 – 28.

Research Products

- Truckenmiller, A. J., & Cho, E. (2026). *Writing Architect* [unpublished dataset]. LDbase. <https://doi.org/10.17605/OSF.IO/ZHNRK>
- Truckenmiller, A. J., Sarmiento, C. M., Valentine, K. A., Johnson, L. J., Cho, E., Troia, G. A., Bourgeois, S., Friedman, E., Hennenfent, L. G., Bachmann, J., Moura, P., & Perreault, M. K. (June, 2024). *Writing Architect 2023-24 Cluster Randomized Trial*. [Study Protocol Preregistration]. [Open Science Framework. https://doi.org/10.17605/OSF.IO/ZHNRK](https://doi.org/10.17605/OSF.IO/ZHNRK)

Inventions

- Truckenmiller, A. J., Troia, G. A., Sarmiento, C., Valentine, K., Johnson, L., Cho, E., Bourgeois, S., Friedman, E., †Perreault, M., Petty, J., & Eckert, T. L. (2024). *The Writing Architect, versions 1 & 2*. Michigan State University invention disclosure #TEC2024-0130.
- Petscher, Y., Truckenmiller, A.J., & Zhou, C. (2016). *Earlier Assessment for Reading Success*. Web application. U.S. Copyright #TXu002007444. 3 <https://flassessments.fcrr.org/EARS/uo/> Commercial license with the Center on Teaching and Learning (December 2016- Present). Research license agreement with University of Oregon (October 2015-February 2016).
- Goodwin, A., Petscher, Y., Truckenmiller, A. J., Steacy, L., & Hughes, K. (2015). *Monster, P.I.* [assessment of language for grades 5 through 8]. Florida State University Invention Disclosure #15-220. Commercial license with Ventriss Learning. <https://www.ventrisslearning.com/monsterpi/>

Book chapters

- Truckenmiller, A. J., & McMaster, K. (in prep). Assessing writing. In S. Graham, C. MacArthur, & M. Hebert (Eds.), *Best Practices in Writing Instruction, 4th Edition*. Guilford.
- †Coyne-Green, A., †Zampitella, T., Truckenmiller, A. J., & Valentine, K. A. (in press). Instruction-focused writing assessment through the Writing Architect. In T. P. Hogan (Ed.), *The House that Research Built*. Brookes Publishing.
- Sabatini, J. Petscher, Y., O'Reilly, T., & Truckenmiller, A. J. (2015). Improving comprehension assessment for middle and high school students: Challenges and opportunities. In K.L. Santi & D.K. Reed (Eds.), *Improving Comprehension for Middle and High School Students* (pp.119-151). Springer.
- Eckert, T. L., Truckenmiller, A. J., Rymanowski, J. L., Koehler, J. L., Koenig, E. A., & Hier, B. O. (2013). Curricular assessment. In *APA Handbook of Testing and Assessment in Psychology, Volume III (School Psychology)*. American Psychological Association.
- Eckert, T. L., Coddling, R. M., Truckenmiller, A. J., & Rheinheimer, J. L. (2009). Improving children's fluency in reading, mathematics, spelling, and writing: A review of evidence-based academic interventions. In A. Akin-Little, Little, Bray, & Kehle (Eds.), *Behavioral Interventions in the Schools: Evidence-Based Positive Strategies*. American Psychological Association.
- Koehler, J. L., Eckert, T. L., Truckenmiller, A. J., Rheinheimer, J. L., & Koenig, E. A. (2009). Transition for High School Special Education Students to Post-Secondary Environments: Best Practices, Benefits, and Barriers. In M. T. Buton (Ed.), *Special Education in the 21st Century*. Nova Sciences.
- Eckert, T. L., Truckenmiller, A. J., Perry, L. J., Rheinheimer, J. L., & Koehler, J. L. (2008). Improving children's academic achievement: Benefits and barriers associated with fluency-based interventions (pp. 327-343). In D. H. Molina (Ed.), *School Psychology: 21st Century Issues and Challenges*. Nova Sciences.

Eckert, T. L., Lovett, B. J., Rosenthal, B. D., Jiao, J., Ricci, L. J., & Truckenmiller, A. J. (2006). Classwide instructional feedback: Improving children's academic skill development. In F. Columbus (Ed.) *Learning Disabilities: New Research*. Nova Sciences.

Publications, not peer-reviewed

Truckenmiller, A. J., & Barrett, C. A. (2026). Balancing cost and accuracy: How to select reading assessments for universal screening. *The Reading League Journal*, 7, 46-50.

Truckenmiller, A. J., Coyne, M., Valentine, K. A., Moura, P., & Sarmiento, C. S. (2025). *Independent Researcher Review of Commercial Reading Screening Assessment Suites*. Policy implementation guidance commissioned by Connecticut State Department of Education. https://osf.io/preprints/edaxiv/vrn3g_v1

Givens Generett, G., Gray-Essex, O., Mouton, C., Truckenmiller, A., & Wheeler, C. (April, 2025). Creating the Culture for Literacy Transformation. *Language Magazine*, 19-23.

Truckenmiller, A. J. (2024). New and not-well-known research about reading disabilities: Teachers want to know. *Reading Teacher*, 77, 705-711. <https://doi.org/10.1002/trtr.2280>

Truckenmiller, A. J., Valentine, K. A., Sarmiento, C. M., Johnson, L. J., Bourgeois, S., Friedman, E., Hennenfent, L. G., Troia, G. A., Cho, E., & Eckert, T. L. (June, 2024). *Writing Architect version 2 Scoring Manual*. [Open Science Framework](#).

Michigan Assessment Consortium. (2020). Early literacy assessment systems that support learning. Lansing, MI: Authors. <https://www.michiganassessmentconsortium.org/ELAS/> [**Role: Principal contributor group author**]

Truckenmiller, A. J., & Petscher, Y. (2015). The screening accuracy of the FAIR-FS in the early identification of students who are at-risk for failing math outcomes in grades 3 – 8. Limited Distribution Report for the Regional Education Laboratory-Southeast. Tallahassee, FL: Institute for Education Sciences.

Florida Department of Education (2014). Administration Manual: Grades 3 through 12 Florida Assessments for Instruction in Reading Aligned to the Language Arts Florida Standards. Tallahassee, FL: Author. [**Role: Primary author**]

Florida Department of Education (2014). Administration Manual: Grades K through 2 Florida Assessments for Instruction in Reading Aligned to the Language Arts Florida Standards. Tallahassee, FL: Author. [**Role: Primary author**]

OUTREACH PRODUCTS

Podcast episodes, webinars

Loftus, M., Sappington, L., & Truckenmiller, A. J. (Nov. 2026). [Audio podcast episode]. In *Melissa and Lori Love Literacy*.

Keesler, V., & Truckenmiller, A. J. (July, 2026). From Literacy Wars to Literacy Systems. [[Audio podcast episode](#)]. In *The Launch Michigan Podcast*, season 1, episode 1.

- Truckenmiller, A. J., & Sherz, B. (2026). What I Got Wrong: 10 Assumptions about Literacy Implementation that Don't Hold Up. [Invited webinar for HILL for Literacy](#).
- Truckenmiller, A. J. (Feb., 2026). What is the role of sentence comprehension in instruction and how is it best assessed?. Invited webinar for the *Dyslexia Training Institute*.
- Coyne-Green, A., Zampitella, T., Truckenmiller, A. J., & Valentine, K. A. (Jan., 2026). What today's research shows about writing instruction and assessment. [Invited webinar for AIM Institute](#).
- Truckenmiller, A. J. (Nov., 2025). Rethinking reading assessments: From misuse to meaningful use. Webinar invited by the *International Literacy Association*.
- Bridge Michigan (Sept., 2025). Improving Michigan's Schools Panel.
- Downs, J., Truckenmiller, A. J., Cho, E. (Sept., 2025). Assessment 101 with Dr. Adrea Truckenmiller & Dr. Eunsoo Cho. [\[Audio podcast episode\]](#). In *Teaching Literacy Podcast*, episode 68.
- Alden, K., & Goldberg, M., Sarmiento, C. M., & Truckenmiller, A. J. (Sept., 2025). Academic Language in Middle School. Invited webinar for the *Right to Read Project Lunch and Literacy* series.
- Truckenmiller, A. J., & Miles, R. (Aug., 2025). The Landscape of Reading Screening is Changing. [Webinar](#) for *The Reading League Michigan*.
- Valentine, K. A., & Truckenmiller, A. J. (May, 2025). *Evaluation Practices and Instructional Recommendations for Writing*. Webinar for the National Association of School Psychologists.
- Lexia & edWeb. (March, 2025). *Transformative Leadership in the Science of Reading: Empowering School Administrators*. [Webinar and podcast](#).
- Lambert, S., & Truckenmiller, A. J. (March, 2025). Academic Language with Dr. Adrea Truckenmiller. [\[Audio podcast episode\]](#). In *Science of Reading Podcast*, season 9, episode 12.
- Brooke, E., & Truckenmiller, A. J. (Feb., 2025). Teaching the Teachers with Dr. Adrea Truckenmiller. [\[Audio podcast episode\]](#). In *All For Literacy Podcast*, season 4, episode 2.
- Downs, J., Truckenmiller, A. J., & Barrett, C. A. (Jan., 2024). Cost and Accuracy of Third Grade Reading Screeners with Dr. Adrea Truckenmiller & Dr. Courtenay Barrett. [\[Audio podcast episode\]](#). In *Teaching Literacy Podcast* (episode 47).
- Alden, K., & Goldberg, M., & Truckenmiller, A. J. (Dec., 2023). The Reality of Reading Screening in Schools. [Invited webinar](#) for the *Right to Read Project Lunch and Literacy* series.
- Valentine, K. A. & Truckenmiller, A. J. (August 2023). Using curriculum-based measures to identify instructional goals in writing. Webinar presented to members of *Council for Exceptional Children and Council for Educational Diagnostic Services*.
- Murray, M., Truckenmiller, A. J., & Foorman, B. R. (June, 2023). Science of Reading Trailblazer and Protege Conversation, Featuring Dr. Barbara Foorman and Dr. Adrea Truckenmiller. [Invited webinar](#) sponsored by *The Reading League*.

Truckenmiller, A. J. (April, 2023). New Research in Writing: Linking Effective Literacy Practices Across Time and Between Reading and Writing. Invited professional learning for the *LETRS Literacy Symposium* (available to all LETRS facilitators).

Truckenmiller, A. J., (2021, October – 2022, February). Are you ready to step up your writing instruction? [[5-part webinar series](#)]. *The Reading League – Michigan*.

Truckenmiller, A. J., & *Johnson, L. (Oct., 2021). Key Assessment Practices for Acceleration: Implementation in Action. Invited [webinar](#) for the *Michigan Department of Education*.

Hamman, J. (2021, September 11). Researching written expression measures for middle school with Dr. Adrea Truckenmiller. [[Audio podcast episode](#)]. In *Research to Practice Podcast*. Glean Education.

Truckenmiller, A. J. (June, 2021). *What Makes a Practice Evidence-Based?* Presentation to the National Center for Leadership on Intensive Intervention scholars.

Truckenmiller, A. J., & Koon, S. (2016, January). Critical Elements of Professional Development Planning and Evaluation. 5-part [webinar series](#) for the *Institute for Education Sciences*.

Invited Talks and Workshops

- 2027 Featured Speaker, Wisconsin Reading League – Milwaukee, WI
- 2027 Moderator, AIM Institute Symposium – Conshohocken, PA
- 2026 Featured Speaker, Arizona Writing Standards Symposium – Phoenix, AZ
- 2026 Featured Speaker, Illinois Reading League – O’Fallon, IL
- 2026 Featured Speaker, Council of Chief State School Officers – Baltimore, MD
- 2026 Keynote & Featured Speaker, Connecticut Literacy Conference – New Britain, CT
- 2026 Featured Speaker, Vermont Leading Literacy Summit – Killington, VT
- 2026 [Keynote](#) & Featured Speaker, Michigan Literacy Coaching Institute – Lansing, MI
- 2026 Featured Speaker, Iowa Science of Reading Summit – Cedar Rapids, IA
- 2026 **Cooper Lecture**, University of Virginia – Charlottesville, VA
- 2026 Featured Workshops, The Reading League Summit – Syracuse, NY
- 2026 Invited Talk, Wired to Learn Fast – Vero Beach, FL
- 2026 Featured Speaker, The Reading League and Planet Word Museum – Washington, DC
- 2025 Invited Panel, California Department of Education – webinar
- 2025 Featured Speaker, Leading Literacy Summit – Albany, NY
- 2025 Invited Panel, The Reading League Summit – Chicago, IL
- The Science of Reading: With Growing Awareness Comes Incomplete Understandings*
- 2025 Featured Speaker, AIM Institute Symposium – Conshohocken, PA
- 2025 [Invited Panel](#), Lexia Learning and EdWeb – webinar
- 2024 **Distinguished Lecture**, Stanford Learning Accelerator – Palo Alto, CA
- Mechanisms for Literacy Learning*
- 2024 Featured Speaker, Nevada Summer Literacy Institute – Reno, NV
- 2023 Workshop to Saginaw ISD School Psychologists – East Lansing, MI
- 2023 Workshop to Michigan Department of Education – Lansing, MI
- 2023 Workshop to Kentwood Public Schools – Kentwood, MI
- Effective Co-Teaching Instructional Strategies to Increase Academic Growth in all Students*
- 2023 Workshop to the Saginaw Intermediate School District – Saginaw, MI
- Maximizing Utility of Assessment for All Students’ Outcomes*
- 2020 Council of Chief State School Officers English Language Arts Fall Collaborative Meeting – Virtual

- Michigan Early Literacy Assessment System*
- 2017 MEMSPA and ASCD Literacy Summit – Ann Arbor, MI
Demystifying Assessment
- 2017 Keynote presentation at the Michigan Literacy Leadership Workshop – Lansing, MI
Word of the Day: Evidence-Based
- 2016 Language and Literacy Colloquy – East Lansing, MI
Influences of Writing Fluency and Writing Quality
- 2016 Full-day workshop to the Ohio School Psychology Association – Columbus, OH
Evidence-based Interventions for Preventing Reading Failure
- 2014 FCRR brown bag presentation – Tallahassee, FL
Writing Assessment: The Next Frontier
- 2013 Presentation to the Florida Council of Language Arts Supervisors – Orlando, FL
Introduction the New Florida Assessments for Instruction in Reading

MANUSCRIPTS

- Truckenmiller, A. J., Collins, A., & Valentine, K. A. (in review). Prioritizing effective writing in schools: Evidence, equity, and research opportunity for school psychologists
- *Valentine, K. A., Truckenmiller, A. J., Cho, E., & Troia, G. A. (in review). Most kids stop writing early and does goal setting through planning help? examining patterns of production in upper elementary writing.
- Barrett, C. A., Pas, E. T., Truckenmiller, A. J., Bouck, E. C., Cox, S. K., & Raghunathan, R. S. (revise & resubmit). Rethinking special education: Clarifying debates to advance public schooling for children with specific learning disabilities. *School Psychology*
- *Johnson, L. J., Truckenmiller, A. J., *Bourgeois, S., & *Friedman, E. (revise & resubmit). Redefining correctness in writing assessments: A Delphi study on culturally responsive scoring. *American Journal of Speech-Language Pathology*
- *Moura, P., & Truckenmiller, A. J. (revise & resubmit). What do school-based assessments reveal about the reading instructional needs in multilingual learners and students at-risk for learning disabilities? *Journal of Learning Disabilities*
- *Valentine, K. A., Truckenmiller, A. J., Barrett, C. A., *Hines, K., *Moura, P., *Hennenfent, L., *Sarmiento, C. M., *Friedman, E., *Bachmann, J., Cho, E., Perreault, M. (revise & resubmit). Bridging the gap: Using implementation science to support research-based writing instruction. *Scientific Studies of Reading*
- Choi, S., An, J., Guha, M., Reno, E. A., Shanahan, E., Truckenmiller, A. J., & McMaster, K. L. (revise & resubmit). Generative artificial intelligence and automated scoring in curriculum-based measurement for elementary students with early writing needs. *Assessing Writing*

PRESENTATIONS

Peer-reviewed international and national conference presentations, *denotes trainee author

- Truckenmiller, A. J., & Cho, E. (April, 2027). Putting instruction at the center of assessment: Strengths and limitations of 10 assessments. In S. Hart (chair), *Early Literacy Screeners Across North America*. Symposium proposed to the American Educational Research Conference. Toronto, CA.

- *Hesse, Z., Truckenmiller, A. J., & *Moura, P. (Feb., 2027). Strengthening tier 1 writing instruction through coaching and assessment. Poster proposed to the Pacific Coast Research Conference. San Diego, CA.
- Cho, E., *Kim, S., *Wright, J., & Truckenmiller, A. J. (Feb., 2027). Gender differences in writing. In G. Bingham (chair), *Advancing Assessment of Writing Development, Skills, and Disparities Across Childhood*. Symposium proposed to the Pacific Coast Research Conference. San Diego, CA.
- Choi, S., Truckenmiller, A. J., An, J., Guha, M., & McMaster, K. (Feb., 2027). How does AI do with early development in spelling? In D. Reed (chair), *Accuracy and Consistency in Generative AI Scores of Written Expression*. Symposium proposed to the Pacific Coast Research Conference. San Diego, CA.
- Truckenmiller, A. J. (Feb., 2027). New Research for Using Reading Assessment for Justice. Paper accepted to the National Association of School Psychologists. Charlotte, NC.
- Valentine, K. A., Truckenmiller, A. J., *Hines, K., *Hennenfent, L., & Barrett, C. A. (July, 2026). Implementing research-based writing instruction in fourth and fifth grade. In **A. Truckenmiller (chair)**, *Beyond efficacy – leveraging research practice partnerships for implementable instruction*. Symposium presented to the Society for the Scientific Study of Reading. Rotterdam, The Netherlands.
- *Johnson, L. J., Truckenmiller, A. J., *Friedman, E., *Bourgeois, S. (April, 2026). Redefining Correctness in Writing Assessments: A Modified Delphi Study on Culturally Responsive Scoring. Paper accepted to the American Educational Research Association. Los Angeles, CA.
- *Hesse, Z., Truckenmiller, A. J., & Valentine, K. A. (March 2026). Opportunities for Teacher Knowledge about Writing Development. Paper presented to the Badar Kaufmann Conference.
- Truckenmiller, A. J., Cho, E., & *Hines, K. (Feb. 2026). Reading and Writing Screening Together. In G. Bingham (chair), Symposium presented to the Pacific Coast Research Conference. Long Beach, CA.
- *Moura, P. & Truckenmiller, A. J. (Feb. 2026). School-based assessments to determine reading and language profiles of multilingual learners. Poster presented to the Pacific Coast Research Conference. Long Beach, CA.
- Valentine, K. A., & Truckenmiller, A. J. (Feb. 2026). Tier 2 overload? Tools to improve Tier 1 reading instruction. Paper presented to the National Association of School Psychologists. Chicago, IL.
- *Hines, K., *Hennenfent, L., Troia, G., & Truckenmiller, A. (Nov. 2025). Grammatical morphemes as literacy levers: how production and spelling relate to reading and writing strengths. Technical Research Session presented to the American Speech and Hearing Association. Washington, DC.
- *Hines, K., *Sarmiento, C. M., *Hennenfent, L., & Truckenmiller, A. J. (July, 2025). Unpacking morphological complexity: Its impact on writing skills in students across literacy development levels. In H. Gerde (chair), *Innovative approaches to examining children's writing development and assessment from preschool to grade five*. Symposium accepted to the Society for the Scientific Study of Reading. Calgary, Canada.
- Truckenmiller, A. J., *Valentine, K. A., *Sarmiento, C. M., *Johnson, L. J., Cho, E., *Hines, K., *Hennenfent, L., *Bachmann, J., *Moura, P., & Troia, G. A. (July, 2025). Where do we start

- when teaching informational writing in grades 4 and 5? In H. Gerde (chair), *Innovative approaches to examining children's writing development and assessment from preschool to grade five*. Symposium accepted to the Society for the Scientific Study of Reading. Calgary, Canada.
- Truckenmiller, A. J. (Feb., 2025). New and Not-Well-Known Research on Reading Disabilities. Paper presented to the National Association of School Psychologists. Seattle, WA.
- Truckenmiller, A. J. (Feb., 2025). Applying a Problem-Solving Model to the Implementation Issues of Reading Instruction, In K. Filter (chair), *Implementation Science: Problem Solving Issues of Implementation in School Psychology*. Symposium presented to the National Association of School Psychologists. Seattle, WA.
- Truckenmiller, A. J. *Valentine, K. A., *Sarmiento, C. M., *Johnson, L. J., Cho, E., *Hines, K., *Hennenfent, L., *Bachmann, J., *Moura, P., & Troia, G. A. (Feb., 2025). Assessing high leverage skills for informational writing: Preliminary results of a randomized controlled trial in grades 4 and 5. In S. Graham (chair), *Teaching Writing: AI, Efficacy, and Explicit Instruction (Implicit Too!)*. Symposium presented to the Pacific Coast Research Conference. San Diego, CA.
- *Kim, E-H., Cho, E., Truckenmiller, A. J., Linnenbrink-Garcia, L., Schmidt, J. A. (Feb., 2025). A meta-analysis of motivational differences between students with and without reading difficulties. Poster presented at the Pacific Coast Research Conference. San Diego, CA.
- Truckenmiller, A. J. & *Valentine, K. A. (Jan., 2025). The Writing Architect: A Tool for Guiding Writing Instruction. Poster accepted to the IES Principal Investigator Meeting. Washington, DC.
- *Novelli, C., *Hennenfent, L. G., Truckenmiller, A. J., & *Johnson, L. J. (2024, October). *Evidence-based practices for the component skills of writing*. Presentation to the International Dyslexia Association (IDA) Annual Reading, Literacy, & Learning Conference. Dallas, TX.
- *Johnson, L. J., Truckenmiller, A. J., *Sarmiento, C. M., *Valentine, K. A., *Hennenfent, L., *Friedman, E., *Bachmann, J., & *Moura, P. (July, 2024). Constructs for benchmark writing assessment shared with reading in late elementary grades. In E. Lembke (chair), *Recent Innovations in Writing Research*. Symposium presented to the Society for the Scientific Study of Reading. Copenhagen, Denmark.
- Truckenmiller, A. J. (March, 2024). Innovations in CBM-WE: The Writing Architect. In L. Fuchs (chair), *History and future of CBM: Monitoring progress to improve instruction*. Division of Learning Disabilities Showcase panel presented to the Council for Exceptional Children. San Antonio, TX.
- *Sarmiento, C. M., & Truckenmiller, A. J. (March, 2024). Using a co-teaching model to support elementary science argument writing. Poster presented to the Council for Exceptional Children. San Antonio, TX.
- Truckenmiller, A. J. & *Bachmann, J. (Feb., 2024). Using decision trees to promote implementation of data-based decision-making. In J. Toste (chair), *Studying Implementation to Improve Intervention Delivery for Students with Disabilities*. Symposium presented to the Pacific Coast Research Conference. San Diego, CA.
- *Agha, A. A., & Truckenmiller, A. J. (August, 2023). Relations of the BRIEF-2 Self-Regulation Indices with Writing Quality. Poster presented to the American Psychological Association. Washington, DC.

- *Sarmiento, C. M., & Truckenmiller, A. J. (July, 2023). Building greater connection between instruction and assessment: Exploration of factors related to syntax assessment difficulty. Paper presented to the Society for the Scientific Study of Reading. Port Douglas, Australia.
- *Johnson, L. J., *Hennenfent, L., Truckenmiller, A. J., Johnson, L. C., *Bourgeois, S., *Friedman, E., & *Sarmiento, C. M. (July, 2023). How to adjust curriculum-based measurement rules for dialect variation. In A. Truckenmiller & D. Reed (chairs), *Exploring sources of bias in writing assessment*. Symposium presented to the Society for the Scientific Study of Reading. Port Douglas, Australia.
- Hall, G. J., *Valentine, K. A., & Truckenmiller, A. J. (March, 2023). Moving beyond correlated change: System dynamic of written expression development. Paper presented to the Badar Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.
- Strunk, K., Imberman, S., *Hopkins, B., *Guzman, M., Truckenmiller, A., Fisher, M., & *Grenda, J. (March, 2023). Special education identification and instructional modality during COVID-19: Evidence from Michigan. Paper presented to Association for Education Finance and Policy. Denver, CO.
- Truckenmiller, A. J., Cho, E., Sarmiento, C., Valentine, K., & Bourgeois, S. (February, 2023). In A. Truckenmiller (panel chair), *Advancing the field by extending seminal work on reading and writing CBMs*. Symposium presented to the Pacific Coast Research Conference. San Diego, CA.
- *Valentine, K., Truckenmiller, A. J., Cho, E., & Troia, G. A. (February, 2023). How planning contributes to persistence in the writing process. Poster presented to the Pacific Coast Research Conference. San Diego, CA.
- Witmer, S., Truckenmiller, A., Cho, E., Aupperlee, J., Hamilton, E., *Valentine, K., & *Bachmann, J. (2023, February). Hybrid interdisciplinary training for school psychologists and special educators: Opportunities to promote skills for collaboration and address personnel shortages. Poster accepted at the annual meeting of the Trainers of School Psychologists, Denver, CO.
- Truckenmiller, A. J., & Troia, G. A. (June, 2022). One assessment, many instructional decisions. Paper accepted to the European Association for Research on Learning and Instruction (EARLI) Writing Special Interest Group. Umeå, Sweden.
- Truckenmiller, A. J., Barrett, C. A., & *Johnson, L. (March, 2022). Comparing the cost-effectiveness of multiple approaches to early elementary reading screening. Paper accepted to the Badar Kauffman Conference. Kent, OH.
- *Valentine, K., & Truckenmiller, A. J. (February, 2022). Understanding change in elementary writing across genres using curriculum-based measures. Poster presented at the National Association of School Psychologists, Boston, MA.
- Truckenmiller, A. J. (panel chair)(January, 2022). Writing assessment: Shared challenges and opportunities. Interactive discussion at the IES Principal Investigator Annual Meeting, Virtual Meeting.

- *Zagata, E., Kearns, D. M., & Truckenmiller, A. (2021, November 15). Writing Variables as a Risk for Reading Comprehension. Poster presented to Dyslexia Con 21: International Dyslexia Association Annual Conference. Virtual meeting.
- *Sarmiento, C. M., Truckenmiller, A. J., & Cho, E. (July, 2021). Middle school students' use of academic language in narrative and informational writing. In H. Gerde (Chair), *Writing assessment: Novel approaches across ages and contexts*. Symposium presented to the Society for the Scientific Study of Reading, Virtual Meeting.
- *Agha, A., Truckenmiller, A. J., & Fine, J. G. (February, 2021). The role of planning in early elementary writing performance. Poster presented to the National Association of School Psychologists, Virtual Meeting.
- Truckenmiller, A. J. Bugni, B., & Pellegrino, J., (October, 2020). Michigan's Early Literacy Assessment System. Panel presented at Council of Chief State School Officers English Language Arts Collaborative Fall Meeting. Virtual Meeting.
- Truckenmiller, A. J., Gascon, H., Proebstle, S., & Hekler, S. (April, 2020). Exploring the impacts of coaching high leverage reading skills. Paper accepted to the Badar Kauffman Conference. Kent, OH. (Conference cancelled due to COVID-19).
- Truckenmiller, A. J., & Cho, E. (February, 2020). Relations between writing accuracy and complexity in a levels of language framework in middle school. In H. Gerde (Chair), *Innovations in Writing Assessments across Features of Writing, Ages, and Ability Status*. Symposium presented to the Pacific Coast Research Conference, San Diego, CA.
- Truckenmiller, A. J., (February, 2020). Transcription and text generation skills predicting low writing achievement. In D. Rodgers (Chair), *From Theory to Practice: Examining and Improving the Writing Skills of Students in Special Populations*. Symposium presented to the Council for Exceptional Children, Portland, OR.
- Truckenmiller, A. J., & Bowles, R. (July, 2019). Diagnostic profiles of written expression in middle grades. In H. Gerde (Chair), *Writing development: Predictors, profiles, and intervention*. Symposium presented to the Society for the Scientific Study of Reading, Toronto, Canada.
- Truckenmiller, A. J., Cho, E., & Troia, G. A. (February, 2019). Teachable skills predicting informational text writing for students in Grades 3 through 8. In G.A. Troia (Chair), *Predictors of Literacy Development in Middle Grades: Implications for Assessment and Instruction*. Symposium presented to the Pacific Coast Research Conference, San Diego, CA.
- Truckenmiller, A. J., & Shen, M. (February, 2019). Relations Between Expressive Written Language and Writing Performance in Middle School. Poster presented to the Pacific Coast Research Conference, San Diego, CA.
- *McIlraith, A. L., Petscher, Y., Truckenmiller, A. J., & Foorman, B. R. (July, 2018). An explanatory item response model for Grade 3 reading comprehension: the influence of child, item, and passage characteristics. Poster presented to the Society for the Scientific Study of Reading. Brighton, United Kingdom.
- Truckenmiller, A. J. & Petscher, Y. (July, 2018). The unique role of academic language in written expression across late elementary to secondary grade levels. In G.E. Bingham (Chair), *Writing*

- development processes and practices: Attention to child, parent, and teacher factors.* Symposium presented to the Society for the Scientific Study of Reading. Brighton, United Kingdom.
- Truckenmiller, A. J. & Tortorelli, L. (July, 2017). Changes over time in student writing in response to reading: Grades 3-9. In H.K. Gerde (Chair), *Early and later writing development: An examination of important contexts across time*. Symposium presented to the Society for the Scientific Study of Reading. Halifax, Nova Scotia.
- Truckenmiller, A. J. (April, 2017). Exploring the relation of handwriting fluency to math computation. Poster presented to Society for Research in Child Development. Austin, TX.
- Truckenmiller, A. J. & Petscher, Y. (February, 2017). The relation of syntax and comprehension to outcomes in reading, math, writing, and science. In A. J. Truckenmiller (Chair), *Identifying arteries of academic achievement: Do some skills underlie multiple outcomes?* Symposium presented to the Pacific Coast Research Conference, San Diego, CA.
- Truckenmiller, A. J., & Herrera, S. (February, 2016). What works in education. Paper presented at the National Association of School Psychologists. New Orleans, LA.
- Truckenmiller, A. J., Foorman, B. R., Petscher, Y., & Stanley, C. (February, 2016). Assessment profiles for guiding adolescent reading instruction. Poster presented at the National Association of School Psychologists. New Orleans, LA.
- Truckenmiller, A. J., Petscher, Y., & Foorman, B. R. (April, 2015). Reading to Learn: The relationship between component reading skills and math, science, and writing outcomes across elementary and middle school grades. Poster presented at the Morcom Conference on Reading Disabilities, Tallahassee, FL.
- Petscher, Y., & Truckenmiller, A. J. (April, 2015). A curriculum-based measurement alignment database. Poster presented at the Morcom Conference on Reading Disabilities, Tallahassee, FL.
- Truckenmiller, A. J., & Mitchell, A. M. (February, 2015). Computer-adaptive assessments: What school psychologists need to know. Paper presented at the National Association of School Psychologists, Orlando, FL.
- Truckenmiller, A. J. & Kershaw, S. (February, 2014). Differential prediction of fluency for adolescents. In S. A. Hart (Chair), *Not your grandpa's statistics: New modeling approaches to student achievement and RtI*. Symposium conducted at the Pacific Coast Research Conference, San Diego, CA.
- Garbacz, S. A., Lannie, A., Truckenmiller, A. J., & Jeffrey-Pearsall, J. (March, 2013). Best practices for coaching teachers: Process, strategies, and recommendation. Paper presented at the Association of Positive Behavior Support, San Diego, CA.
- McCurdy, B. L., Truckenmiller, A. J., Hillis-Clark, P., & Byrnes, J. (February, 2012). PBIS & EBD: Applying a systems-approach in alternative education. Paper presented at the National Association of School Psychologists, Philadelphia, PA.
- Codding, R. S., Petscher, Y., Truckenmiller, A. J., & Davis, M. (February, 2012). Middle-school CBM predictors: Examining the contributions of writing in addition to reading and mathematics. Paper presented at the National Association of School Psychologists, Philadelphia, PA.

- Lannie, A. L., McCurdy, B. L., & Truckenmiller, A. J. (March, 2011). Implementing critical classroom management skills for students with EBD. Paper presented at the International Conference on Positive Behavior Support, Denver, CO.
- Truckenmiller, A. J., Lannie, A. L., & Ritvalsky, K. (February, 2011). What's the problem-solving team's problem: Improving best practices by PSTs. Paper presented at the National Association of School Psychologists, San Francisco, CA.
- Truckenmiller, A. J., Eckert, T. L., Rymanowski, J. L., Koehler, J. L., & Koenig, E. A. (February, 2011). Predicting writing fluency growth for elementary-aged children. Poster presented at the National Association of School Psychologists, San Francisco, CA.
- Truckenmiller, A. J., Eckert, T. L., Rheinheimer, J. L., Koehler, J. L., Koenig, E. A., Doyle, N. G., & Hier, B. O. (March, 2010). What is the role of fluency in early writing tasks? Poster presented at the National Association of School Psychologists, Chicago, IL.
- Truckenmiller, A. J., Eckert, T. L., & Rymanowski, J. L. (March, 2010). Group performance feedback as a classwide writing intervention. In T. L. Eckert (Chair), *Writing fluency research: Improving the compositional skills of elementary-aged children*. Symposium conducted at the National Association of School Psychologists, Chicago, IL.
- Eckert, T. L., Truckenmiller, A. J., Rheinheimer, J. L., Koehler, J. L., & Koenig, E. A. (March, 2010). How valid is curriculum-based measurement in written expression? Poster presented at the National Association of School Psychologists, Chicago, IL.
- Rheinheimer, J. L., Eckert, T. L., Truckenmiller, A. J., Koehler, J. L., & Koenig, E. A. (March, 2010). School-home notes: Students' and parents' involvement and perceptions of satisfaction. Poster presented at the National Association of School Psychologists, Chicago, IL.
- Spenceley, L., Truckenmiller, A. J., Lewandowski, L. J., & Rieger, B. P. (March, 2010). Recovery from Concussions in Children: Implications for School Psychologists. Poster presented at the National Association of School Psychologists, Chicago, IL.
- Truckenmiller, A. J., Eckert, T. L., Perry, L. J., Rheinheimer, J. L., Koehler, J. L., & Eckert, T. L. (February, 2009). Curriculum-based measurement in written expression: A criterion validity study. Poster presented at the National Association of School Psychologists, Boston, MA.
- Perry, L. J., Truckenmiller, A. J., Koehler, J. L., Werder, C. S., & Eckert, T. L. (February, 2009). Student-teacher relationships and students' academic competence, engagement, and behavioral outcomes. Poster presented at the National Association of School Psychologists, Boston, MA.
- Rheinheimer, J. L., Eckert, T. L., Truckenmiller, A. J., & Koehler, J. L. (February, 2009). Promoting elementary students' writing fluency with school-home notes. Poster presented at the National Association of School Psychologists, Boston, MA.
- Eckert, T. L., Truckenmiller, A. J., & Rheinheimer, J. L. (February, 2008). Benefits and barriers associated with writing fluency interventions. Paper presented at the National Association of School Psychologists, New Orleans, LA.

- Truckenmiller, A. J., Eckert, T. L., Rheinheimer, J. L., Perry, L. J., & Koehler, J. L. (February, 2008). Effects of group feedback on children's writing fluency growth. Poster presented at the National Association of School Psychologists, New Orleans, LA.
- Rheinheimer, J. L., Eckert, T. L., Truckenmiller, A. J., Perry, L. J., & Koehler, J. L. (February, 2008). Relationship between parental involvement and students' adaptive and maladaptive behavior. Poster presented at the National Association of School Psychologists, New Orleans, LA.
- Truckenmiller, A. J., Eckert, T. L., Perry, L. J., Doyle, N. G., & Rheinheimer, J. L. (March, 2007). Using group feedback as a writing intervention for elementary-aged children. Poster presented at the National Association of School Psychologists, New York, NY.
- Eckert, T. L., Perry, L. J., Truckenmiller, A. J., Rosenthal, B. D., & Rheinheimer, J. L. (March, 2007). Using classwide performance feedback to improve elementary-aged children's written compositions. Poster presented at the annual convention of the National Association of School Psychologists, New York, NY.

State & regional conference presentations

† Denotes Practice Partner

- Truckenmiller, A. J., †Perreault, M., †Senkowski, E., & Barrett, C. (Aug., 2024). Aligning Evidence-Based Assessments and Instruction within an MTSS Model. Presentation to the Michigan Association of Administrators of Special Education. Traverse City, MI.
- Truckenmiller, A. J., Nelson, N., †vanBelle, L., †Gustafson, A., & †Hugbart, P. (March, 2023). Dyslexia Identification: A Tool for Literacy Equity? Presentation to the Michigan Reading Association. Grand Rapids, MI.
- †Archer, B., Pellegrino, J., Truckenmiller, A. J., & Cho, E. (Feb., 2020). Early Literacy Assessment Systems Report and Implications for MI Schools. Invited presentation to the Michigan School Testing Conference. Ann Arbor, MI.
- Truckenmiller, A. J. (March, 2018). Choosing effective instruction for individual reading instruction plans. Paper presented to the Michigan Council for Exceptional Children. Grand Rapids, MI.
- Truckenmiller, A. J. (October, 2017). Show me the evidence. Presentation to The Reading League. Casanovia, NY.
- Truckenmiller, A. J. (March, 2017). How do I know if an intervention is research-based? Paper presented to the Michigan Council for Exceptional Children. Grand Rapids, MI.
- Truckenmiller, A. J., & McDonnell, A. (October, 2015). New research on using the FAIR-FS to inform instruction. Paper presented at the Florida Reading Association. Orlando, FL.
- Truckenmiller, A. J. (October, 2014). Using FAIR-FS scores to the fullest potential. Presentation to the Florida Reading Association, Orlando, FL.
- Mitchell, A. M., & Truckenmiller, A. J. (September, 2013). Enhancements to the Florida Assessments for Instruction in Reading and Its Alignment to the ELA CCSS. Presentation to the Florida Reading Association, Orlando, FL.

Truckenmiller, A. J. (August, 2010). What's the problem with the Problem-Solving Team? Research presentation to the Devereux Institute for Clinical Training and Research, Villanova, PA.

Truckenmiller, A. J. (November, 2008). Addressing food refusal in a 15 year-old girl with severe brain injury. In B. K. Martens (Chair), *Clinical applications of functional behavior assessment to diverse treatment settings*. Symposium conducted at the New York State Association for Behavior Analysis, Albany, NY.

TEACHING and MENTORING

COURSE DEVELOPMENT

- 2027 Lead author of *Making Literacy Data Work for You* – self-paced online courses for Michigan educators. Coming to EduPaths 2027.
- 2024 CEP 941: Academic Issues: At-Risk and Special Education Students – Michigan State University
- 2022 Evaluating Implementation of Evidence-based Practices, a summer seminar for the *Hybrid Interdisciplinary Training to Address High Intensity Needs of Students with Learning Disabilities* (Project Hi2LD) – Michigan State University
- 2022 CEP 825: Capstone in Multi-Tiered System of Supports – Michigan State University
- 2021 Curriculum committee member and Lead instructor for module 6 – National Center for Leadership in Intensive Intervention (NCLII)
- 2018 Co-creator, Multi-Tiered Systems of Supports masters degree program and certificate – Michigan State University
- 2017 CEP 844: Applied Behavior Analysis I for LD endorsement – Michigan State University
- 2016 CEP 809: Multi-Tiered System of Supports – Michigan State University
- 2015 Lead author and principal investigator of 12 self-paced online courses for Florida pre-service and in-service educators and administrators. *Florida Assessments for Instruction in Reading Aligned to the Florida Standards (FAIR-FS)* Available at cpalms.org.

INSTRUCTOR

- CEP 941 Academic Issues: At-risk and Special Education Students (doctoral)
- CEP 825 Capstone in Multi-Tiered System of Supports (online masters)
- CEP 949 Critical Issues in Special Education (doctoral)
- CEP 809 Data-driven instruction in Multi-Tiered System of Supports (online masters)
- CEP 803A Assessment of Mild Disabilities (preservice teacher interns)
- CEP 844 Applied Behavior Analysis I (online masters)
- CEP 990 Independent Study (doctoral)

POSTDOCTORAL SUPERVISION

Kiana Hines (Clinical Assistant Professor at University of Georgia 2026)

DISSERTATIONS

- Committee member – Emily Hardeman, University of Texas at Austin, current student
- Chair – Pamella Moura, special education, current student
- Chair – Lindy Johnson, special education, 2026 (Tenure Track Assistant Professor at SUNY Cortland, 2026)
- Committee member – Matthew Guzman, education policy & economics, current student
- Committee member – Lisa Hendricks, teacher education, current student
- Committee member – Amy Edlefsen, teacher education, current student
- Committee member – Elizabeth Liffley, special education, 2026
- Committee member – Lamia Bagasrawala, school psychology, current student

Committee member – Lauren Hennenfent, special education, 2026
Committee member – James Grenda, education policy, 2025
Committee member – Elizabeth Hicks, special education, current candidate
Chair – Julia (Bachmann) Randle, school psychology, 2025 (Postdoctoral Fellow, Thriving Minds Behavioral Health, 2026)
Chair – Cherish Sarmiento, special education, 2024 (Tenure Track Assistant Professor at Utah State University, 2024)
Chair – Katie Valentine, school psychology, 2024 (Tenure Track Assistant Professor at Florida State University, 2025)
Chair – Amna Agha, school psychology, 2024 (Adjunct Lecturer of Psychology, University of Richmond, 2025)
Committee member – Eun Ha Kim, educational psychology, 2025
Committee member – Jessica Bourget, special education, 2025
Committee member – Emily Reno, special education, 2024
Committee member – Tyler Ryan, PhD, school psychology, 2023
Committee member – Jessica McKindles Hubell, school psychology, 2024
Committee member – Julie Brehmer, PhD, special education, 2023
Committee member – Lake Sweet, PhD, school psychology, 2022
Committee member – Danielle Haggerty, PhD, school psychology, 2020
Committee member – James Los, PhD, school psychology, 2019

RESEARCH APPRENTICESHIPS

Chair – Zac Hesse, current student
Committee member – Amy Edlefson, passed 2025
Chair – Pamella Moura, passed 2025
Chair – Lindy Johnson, passed 2025
Committee member – Lauren Hennenfent, passed 2024
Committee member – Julia Randle (Bachmann), passed 2023
Chair – Cherish Sarmiento, passed 2021
Co-Chair – Amna Agha, passed 2021
Committee member – Heqiao (Ivy) Wang, passed 2021
Chair – Katie Valentine, passed 2020
Committee member – Jessica McKindles, passed 2018

THESES

Committee member – Darla Kril, graduate 2019

GUIDANCE COMMITTEES

Cherish Sarmiento, Katie Valentine, Tyler Ryan, Lindy Johnson, Lauren Hennenfent, Karen Serna, Elizabeth Liffley, Emily Reno (University of Minnesota), Jessica Bourget (University of Connecticut), Pamella Moura, Matthew Guzman (Education Policy), Laura Norwine, Zac Hesse, Charlotte Gaynor

STUDENTS WHO HAVE RECEIVED AWARDS UNDER MY GUIDANCE

American Psychological Association, Division 16, Outstanding Dissertation Award
Katie Valentine 2025

International Literacy Association, Timothy and Cynthia Shanahan Dissertation Award
Katie Valentine 2025

Council for Exceptional Children, Division for Research, Doctoral Student Scholars

Cherish Sarmiento 2023

Summer Research Fellowships Cherish Sarmiento, Katie Valentine,
Amna Agha, Lindy Johnson, Julia Bachmann, Pam Moura, Zac Hesse

Research Awards at MSU UURAF conferences
Sydney Aldridge 2018, Sam Bourgeois (2021, 2022), Ellie Friedman (2021, 2022)

University Grand Prize at MSU UURAF conference
Sam Bourgeois, Ellie Friedman 2022

SERVICE

SERVICE TO THE PROFESSIONAL COMMUNITY

2023 – present	President-elect (2026), Steering Committee Member, Promoting Opportunities for Women in Education Research (POWER)
2025	Chair, Conference Program Committee, Pacific Coast Research Conference
2023 – 2025	Member, Conference Program Committee, Pacific Coast Research Conference
2021 – present	Educational Leadership Council member , Lexia Learning
2021 – 2024	Co-chair, 313Reads Evaluation Team for Literacy Equity and Impact
2023 – 2024	Steering Committee Member, 313 Reads
2021	Reviewer, Reading Tiered Fidelity Inventory, MiMTSS Technical Assistance Center
2019 – 2024	Principal panel member, Institute for Education Sciences (IES) Reading, Writing, and Language Development Education Research Scientific Review Panel
2018 – 2024	Representative from MSU, Higher Education Consortium for Special Education

EDITORIAL BOARDS

2024 – present	Associate Editor, Journal of School Psychology
2023 – present	Associate Editor, Elementary School Journal
2017 – 2021	Associate Editor, British Journal of Educational Psychology
2026	Guest Action Editor, Journal of Educational Psychology
2026	Guest Editor, special issue for Journal of School Psychology
2025	Guest Editor, special issue for Intervention in School & Clinic
2025 – present	Journal of Educational Psychology
2024 – present	School Psychology
2021 – 2024	Psychology in the Schools
2021 – present	Assessment for Effective Intervention
2020 – 2025	The Reading League Journal
2018 – present	School Psychology Review – additional designation as Methods and Analyses Specialist
2018 – present	Canadian Journal of School Psychology

AD HOC REVIEWER

AERA Open

American Educational Research Association
 Annals of Dyslexia
 Assessing Writing
 Assessment for Effective Intervention
 Remedial and Special Education
 Early Childhood Research Quarterly
 Early Education and Development
 Educational Evaluation and Policy Analysis
 Educational Psychology Review
 Exceptionality
 Exceptional Children
 Frontiers in Psychology
 Infant and Child Development
 Journal of Adolescent and Adult Literacy
 Journal of Educational Psychology
 Journal of Learning Disabilities
 Journal of School Psychology
 Journal of Speech, Language, and Hearing Research
 Journal of Teacher Education
 Learning and Individual Differences
 National Association of School Psychology
 Reading Teacher
 Reading and Writing
 Reading and Writing Quarterly
 Remedial and Special Education
 School Psychology (formerly School Psychology Quarterly)
 School Psychology International
 Society for Research on Educational Effectiveness
 Teaching Exceptional Children
 Topics in Language Disorders

SERVICE TO STATE EDUCATION AGENCIES

2026 Member, Institute of Higher Education Collaborative on Literacy (Public Act 147)
 2025 Member, Michigan Committee on Literacy Achievement
 2024 Principal Contributor, Connecticut State Department of Education's *Review of Commercial Reading Screening Assessment Suites*
 2023 Advisory committee for Michigan Department Education Reading Universal Screening measures
 2023 Advisory committee for 388.1623g legislation MI Kids Back-on-Track program
 2021 Reviewer, [Michigan Dyslexia Handbook](#), Michigan Department of Education
 2020 Reading assessment, curriculum, and intervention guidance to Michigan Department of Education
 2019 Principal Contributor, *Michigan Early Literacy Assessment System* guidance documents
 2017 Multi-tiered System of Supports guidance to the Michigan Department of Education
 2014 Assessment report guidance to Florida Department of Education
 2014 Reading coach training to Mississippi Department of Education

SERVICE TO THE UNIVERSITY, COLLEGE, DEPARTMENT

2026 CEPSE Search Committee chair
 2026 Leading updating coursework in Special Education, School Psychology, and Teacher Education for state literacy laws

- 2026-29 College of Education Faculty Advisory Committee member
- 2025-26 CEPSE Personnel committee co-chair
- 2023, 2025 EPIC Director Search Committee member
- 2025 College of Education representative to the MSU Undergraduate Research
- 2022 College of Education Advisory Board to the Office of Research Administration member
- 2022 CEPSE Search Committee member – successful tenure track faculty search
- 2021 CEPSE Awards Committee chair
- 2020 Special Education doctoral research brown bag series co-coordinator
- 2020 CEPSE Awards Committee member
- 2018, 2023-2025 CEPSE Personnel Committee member
- 2019 CEPSE By-laws Ad hoc Committee member
- 2019 CEPSE Search Committee – successful post-doctoral fellow search
- 2018 CEPSE doctoral fellowship reviewer
- 2017 TE Search Committee member – successful tenure track faculty search

- 2015 Personnel Committee – Florida State University
- 2015 FCRR brown bag series coordinator – Florida State University
- 2007 Student Coordinator, School Psychology Brown Bag series – Syracuse University
- 2007 Representative to the Graduate Student Organization – Syracuse University
- 2006 Student Admissions Co-coordinator – Syracuse University

CLINICAL EXPERIENCE

- 2010-2011 Training & Consulting Specialist, Devereux Center for Effective Schools, Villanova, PA
- 2009 Pre-doctoral intern – Devereux Center for Effective Schools, Villanova, PA
(APA-accredited Pre-doctoral Internship in Professional Psychology)
 - Coached several underserved Philadelphia and southern New Jersey schools in developing School-Wide Positive Behavior Support
 - Consulted in re-structuring a high school alternative education program to use evidence-based practices: social skills training, function-based behavior management, and data-based decision-making
 - Trained elementary and high school teachers in evidence-based prosocial behavior practices for Tiers 1 and 2.
 - Coached urban schools in the development of Tier 2 behavior support teams
 - Conducted system-level assessments, several high-stakes functional behavior assessments, and psychoeducational evaluations
 - Fulfilled all pre-doctoral requirements for licensure in psychology

- 2008 School Psychology Extern – McKinley Brighton Elementary School, Syracuse, NY
- 2008 Social Skills Group Facilitator – SUNY Upstate Medical University, Syracuse, NY
- 2007 Neuropsychology Technician – SUNY Upstate Medical University, Syracuse, NY
- 2007 Psychometrician for ADHD diagnosis – SUNY Upstate Medical University, Syracuse, NY
- 2005 Therapeutic Staff Support – Keystone Support Systems, North Central PA