

## **Sarah W. Sharpe, Ph.D.**

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### **EDUCATION**

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**Doctor of Philosophy in Reading Education**  
Auburn University in Auburn, AL

**May 2020**

**Master of Science in Early Childhood Education (K-5)**  
Wesleyan College in Macon, GA

**August 2015**

**Bachelor of Science in Early Childhood Education (K-5)**  
University of Georgia in Athens, GA

**August 2013**

### **RELEVANT PROFESSIONAL SUMMARY**

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I am a dedicated teacher educator committed to preparing highly qualified future teachers. I currently serve as the K–5 Mathematics Endorsement Coordinator at Columbus State University, where I teach all program courses, including Arithmetic and Algebra for K–5 Teachers, Geometry and Measurement for K–5 Teachers, and Data and Analysis for K–5 Teachers. In addition, I teach the Math in Elementary Education methods course each summer, supporting undergraduate pre-service teachers in building both content knowledge and effective pedagogy for elementary classrooms.

### **TEACHING INTERESTS**

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#### **Teaching**

Prepare highly qualified educators by teaching pre-service and in-service teachers the necessary educational theories, demonstrating and monitoring the application of theoretical practices, and guiding the pre-service and in-service teachers to become strategic, forward-thinking educators who seek to meet the academic needs of all students.

#### **Courses Taught**

Columbus State University

*2021 - present*

- ELEM 3256 – Curriculum, Instruction, and Assessment in Elementary Education - methods course (undergraduate course with field placement)
- ELEM 3155 – Assessment in Elementary Education (undergraduate; in-person)
- ELEM 7157 - Advanced Assessment in Teaching (graduate; online)
- EDCI 4485 - Student Teaching (supervised a student teacher; in-person)
- EDUF 4115/6125 - Classroom Management (graduate & undergraduate cross-listed; online)
- EDMA 6235 – Arithmetic and Algebra for K-5 Teachers (graduate; online)
- EDMA 6236 – Geometry and Measurement for K-5 Teachers (graduate; online)
- EDMA 6237 – Data and Analysis for K-5 Teachers (graduate; online)
- ELEM 4247 – Math in Elementary Education - methods course (undergraduate; online)
- EDMA 6000 - Mathematics Endorsement Capstone Portfolio (graduate; online)
- EDRG 6148 - Psychology of Reading (graduate; online)

- EDRG 6245 - Literacy Assessment and Effective Curriculum and Instruction (graduate; online)
- EDRG 6249 - Reading Methods for Elementary and Special Education (graduate; online)
- EDRG 4218 – Reading in the Content Areas: Social Studies - methods course (undergraduate; in-person & online)
- EDRG 2156 – Multicultural Children’s Literature (undergraduate; in-person)
- EDUC 2120 - Diversity in Education (graduate; online)
- EDUC 2130 - Exploring Learning and Teaching (undergraduate; in-person & online)
- Instructor for courses and supervised pre-service teachers in field placements

Auburn University

*Fall 2019 - Spring 2020 (graduate teaching assistant), Fall 2022 (adjunct):*

- CTEE 4020 – Language Arts Methods (undergraduate; in-person)
- CTRD 3010/13 – Foundations of Language and Literacy Instruction II (undergraduate; hybrid course)
- CTRD 6000 - Language and Literacy in the Content Areas (graduate; online with weekly synchronous meetings)
- Instructor for courses and supervised pre-service teachers in field placements

## UNIVERSITY EMPLOYMENT

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### **Assistant Professor of Elementary Education**

Department of Teacher Education, Leadership, and Counseling – Columbus State University

*August 2021 – Present*

- Plan and develop course content and activities for teacher education courses
- Teach teacher education preparation courses to teacher candidates
- Supervise and mentor teacher candidates during field placements

### **Adjunct Professor**

Department of Curriculum and Teaching - Auburn University

*August 2022 - December 2022*

- Planned and developed course content and activities for an online education course (CTRD 6000)
- Used a variety of asynchronous and synchronous online activities to engage students in learning
- Taught students various instructional strategies for incorporating language and literacy in instruction

### **Graduate Teaching Assistant**

Department of Curriculum and Teaching – Auburn University

*August 2019 – May 2020*

- Planned and developed course content and activities for teacher education courses
- Taught teacher education preparation courses to teacher candidates
- Supervised and mentored teacher candidates during field placements

### **Academic Coach - Graduate Assistant**

Academic Support with Student Affairs - Auburn University

*June 2017 – May 2019*

- Carried out research-based best practices to work individually with undergraduate and graduate students on improving self-regulation strategies in areas such as textbook reading, note-taking, and test preparation
- Presented at various functions, sharing the multiple student services provided by Academic Support at Auburn University
- Facilitated workshops for groups of undergraduate and graduate students seeking assistance in various learning strategies to enhance their academic achievement

## K-12 EMPLOYMENT

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### **3<sup>rd</sup> Grade Teacher**

Southfield Elementary School – Macon, GA

*August 2020 – July 2021*

- Planned and executed research-based instructional strategies to advance students academically
- Monitored student achievement through summative and formative assessments
- Implemented differentiated instruction to meet the academic needs of each student
- Used innovative technology to support and enhance student learning

### **Academic Resource Teacher**

Russell County School System - Fort Mitchell, AL

*September 2016 - July 2017*

- Employed research-based strategies and interventions for students in grades 3-6 in math and reading through sociocultural approaches
- Administered regular progress monitoring assessments for 6th-grade students needing improvement in reading

### **Long-Term Substitute**

Auburn City Schools - Auburn, AL

*August 2016 – September 2016*

- Fulfilled teachers' duties when they were going to be out for 10 or more days
- Substitute taught for 3rd grade and 6th grade (science) classrooms

### **3rd Grade Teacher**

Burdell-Hunt Magnet Elementary School - Macon, GA

*July 2015 - June 2016*

- Planned and executed research-based instructional strategies to advance students academically
- Monitored student achievement through summative and formative assessments
- Implemented differentiated instruction to meet the academic needs of each student

### **Reading Intervention Teacher**

Burdell-Hunt Magnet Elementary School - Macon, GA

*December 2013 - July 2015*

- Implemented and modified the Read 180 program to propel students toward reading success
- Demonstrated to students reading techniques that can be used independently for literacy tasks
- 36 out of 39 students demonstrated reading growth with an increase in Lexiles from the beginning of the school year to the end of the 2014-15 academic school year

## COMMUNITY SERVICE

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- Enrichment Services Program Board Member, Spring 2024-present
- Reading professional development for CenterStage Education and Consulting, Fall 2022-Spring 2023

## PROFESSIONAL SERVICE

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- Conference book talk facilitator - American Reading Forum, December 2024
- Georgia Assessments for the Certification of Educators (GACE) Content Advisory Committee (CAC) - Evaluation Systems (Pearson), October 2024
- Editorial Advisory Board for *Cases on Enhancing P-16 Student Engagement With Digital Technologies*, September 2024
- Proposal reviewer for ARF's Annual Meeting, December 2023
- Editorial Advisory Board for *Instructional Leadership Efforts and Evidence-Based Practices to Improve Writing Instruction*, June 2023
- Editorial Advisory Board for *Cultivating Critical Discourse in the Classroom*, March 2023
- Session discussant and chair for LRA's 72<sup>nd</sup> Annual Meeting, November 2022
- Proposal reviewer for LRA's 72<sup>nd</sup> Annual Meeting, August 2022
- Proposal reviewer for MSERA's 50<sup>th</sup> Annual Meeting, August 2021
- Assisted teachers and administrators with setting up their classes for online learning in Canvas and Microsoft Teams. As a result, I was named Certified Teacher of the Month for August 2020.
- edTPA Scorer, Spring 2020
- COST Program (Consortium for Overseas Student Teaching), May-August 2013

## DEPARTMENT/COLLEGE/UNIVERSITY SERVICE

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- Chair of the job search committee at Columbus State University for ELEM Lecturer position, Fall 2024
- Climate Committee, Fall 2024
- Distance Learning Committee, Fall 2024
- Conducted DAP (Dispositions, Attributes, and Proficiencies) interviews for the Center of Quality Teaching and Learning, Fall 2023 & Spring 2024
- Women's Advisory Board, Fall 2023 - present (co-chair)
- Job search committee at Columbus State University for ELE Assistant Professor position, Fall 2023/Spring 2024
- **K-5 Mathematics Endorsement Program Coordinator, Fall 2022 - present**
- Technology Advisory Committee at Columbus State University, Fall 2022 - Spring 2023
- Awards Committee at Columbus State University (University), Fall 2022 - Spring 2023
- Awards Committee at Columbus State University (COEHP), Fall 2021 - Spring 2023
- Job search committee at Auburn University for the English professor position, Fall 2019/Spring 2020
- Assisted with the hiring process for the Elementary Education program at Auburn University, Spring 2019; Fall 2019
- Conducted a metacognitive think-aloud workshop for pre-service teachers and provided mentorship during summer placements, Summer 2019
- Reading coach at the Auburn University Summer Enrichment Program and mentored pre-service teachers during summer placements, Summer 2018
- Reading tutor at the Auburn University Summer Reading Program, Summer 2017; Summer 2018

## PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS

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- National Council of Teachers of Mathematics (NCTM), 2022 - Present
- Literacy Research Association (LRA), 2021 – Present
- American Association of Colleges for Teacher Education (AACTE) Holmes Scholar Program, 2019 – 2020
- Alabama Literacy Association (ALA), 2019 – 2020
- American Reading Forum (ARF), 2019 – 2020; 2022 - Present

## AWARDS AND FELLOWSHIPS

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- Laura Bassi Scholarship, Spring 2025
- Certified Teacher of the Month for August, Fall 2020
- American Reading Forum Graduate Student Scholarship, Fall 2019
- Graduate Research and Travel Fellowship, Fall 2019
- Dr. Terry C. Ley Endowed Scholarship Graduate Award, Fall 2019
- Outstanding Graduate Student Award, Spring 2019
- Graduate Assistantship, June 2017 – May 2020

## GRANT APPLICATIONS

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- Brady Education Foundation (not accepted)
  - PI: Saoussan Maarouf, Co-PI: **Sarah W. Sharpe**. *"iREAD Makerspace: Bridging Innovation, Literacy, and STEAM Through Emerging Technologies"* Requested: \$258,500. Submitted July 2025.
- Spencer Foundation Large Research Grant (not accepted)
  - PI: **Sarah W. Sharpe**, Co-PI: Saoussan Maarouf. *"Structured Literacy Instruction Through an Asset-Based Approach: A Professional Learning and Implementation Initiative"* Requested: \$130,500. Submitted June 2025.
- Columbus State University Grant
  - PI: **Sarah W. Sharpe**. *Science of Reading Training (Institute for Multi-Sensory Education)*. Requested: \$1,500. Awarded March 2024.

## RESEARCH INTERESTS

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Explore pedagogical practices in reading instruction to support the literacy skills of underserved students of low socioeconomic status. I am also interested in how pre-service teachers can implement transparent and research-based reading instructional strategies during their field placement and student teaching assignments.

- Dissertation Title: *Making Teacher Thinking Transparent: An Examination of Teacher Think-Aloud Instruction*

### Current Research Projects:

- Collaborative study on pre-service teachers' reader and writer identities and their influence on instructional practices.

- Independent research on integrating structured literacy with asset-based approaches to improve reading instruction for underserved students.
  - Currently preparing a manuscript for the Georgia Journal of Literacy. Title: “Teaching thinking for reading: Merging executive function, structured literacy, and asset-based practices.”

## PEER-REVIEWED PUBLICATION

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**Sharpe, S. W.** (under review). Teaching thinking for reading: Merging executive function, structured literacy, and asset-based practices. *Georgia Journal of Literacy*.

VanSlander, J., **Sharpe, S. W.**, Cardullo, V. (2022). Increasing the Effectiveness of Novice Teachers: Constructing Vicarious and Mastery Experiences through a Collaborative Support Model. In B. Zugelder & M. L’Esperance Editor (Eds.), *Handbook of Research on the Educator Continuum and Development of Teachers*. (pp.). IGI Global.

**Sharpe, S. W.** (2022). Think-aloud reading instruction through a culturally responsive teaching lens. *Literacy Matters: The Journal of the Palmetto State Literacy Association*, 22, 32-37.

Marshall, D., Trammell, D., Shetty, P., & **Sharpe, S. W.** (2022). How an alternative licensure program pivoted during the pandemic. In D. Marshall (Ed.), *COVID-19 and the classroom: How schools navigated the great disruption*. Lexington Books.

**Woods, S.\***, Marshall, D., & Shetty, P. (2022). Clinical experiences and program outcomes in alternative licensure pathways. In D. Polly (Ed.), *Preparing quality teachers: Advances in clinical practice*. Information Age Publishing.

**Woods, S.\*** & Cardullo, V. (2019, October). Thinking made visible: instructional think-aloud strategies to support African American struggling readers. *The Reading Paradigm*, 36-42.

## PEER-REVIEWED PRESENTATIONS

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**Sharpe, S. W.**, Mundy-Henderson, C. A., & VanSlander, J. (2025, November 17-20). *Unpacking Reading Identities: Exploring Pre-Service Teachers’ Reading Histories Through Values Coding*. Paper to be presented at the Online Learning Consortium Conference, Orlando, FL.

Mundy-Henderson, C.A., **Sharpe, S. W.**, & VanSlander, J. (2025, April 3-4). *Exploring Literacy Identities: The Impacts of Self-Perceptions on Preservice Teachers’ Self-Efficacy*. Infographic presented at the USG Teaching and Learning Conference, Columbus, GA.

VanSlander, J., **Sharpe, S. W.**, Mundy-Henderson, C., & Patrick, P. (2024, December 11-14). *An Exploration of the Influence of Literacy Identities on Perceived Instructional Ability*. Paper presented at the American Reading Forum conference, Charlotte Harbor, Florida.

- Sharpe, S. W.** (2023, December 6-9). *Inclusive and transparent reading instruction: Pilot exploratory research on elementary teachers' explicit culturally responsive teaching* [Roundtable discussion]. American Reading Forum conference, St. Pete Beach, Florida.
- VanSlander, J., Cardullo, V., & **Sharpe, S. W.** (2022, December 7-10). *The collaborative professional development framework for novice teachers*. Paper presented at the American Reading Forum conference, St. Pete Beach, Florida.
- Sharpe, S.** (2022, February 2-4). *Teacher-Led Think Aloud Reading Instruction: Examining the Relationship between Teacher Efficacy and Students' Reading*. Paper presented at the Eastern Education Research Association conference, Clearwater, FL.
- Woods, S.** (2021, December 1-4). *Metacognitive think-aloud training: Exploring the angles of teacher professional development*. Paper presented at the Literacy Research Association conference, Atlanta, GA.
- Woods, S.** (2020, October 15-18). *Providing 20/20 reading instruction: An analysis of teachers' self-reported metacognitive competencies and pedagogical practices* [Paper presentation]. International Literacy Association conference, Columbus, OH. [Conference canceled]
- Woods, S.** (2020, February 19-22). *Examination of teacher metacognitive competencies following a think-aloud workshop* [Roundtable discussion]. Eastern Educational Research Association conference, Orlando, FL.
- Woods, S.** (2020, January 3-7). *Making teacher thinking transparent: An examination of teacher think-aloud instruction* [Roundtable discussion]. Hawaii International Conference on Education conference, Honolulu, HI
- Woods, S., & Cardullo, V.** (2020, January 3-7). *The impact of a think-aloud workshop on pre-service teachers' metacognition* [Roundtable discussion]. Hawaii International Conference on Education conference, Honolulu, HI
- Burton, M., Cardullo, V., Tripp, O. L., Demoiny, S., & **Woods, S.** (2020, January 3-7). *Elementary Preservice teacher's perceptions of teaching in a summer stem teaching experience* [Poster presentation]. Hawaii International Conference on Education conference, Honolulu, HI
- Woods, S.** (2019, December 11-14). *Write like scientists: An examination of pre-service teacher think-alouds at a STEM summer camp* [Paper presentation]. American Reading Forum conference, Sanibel, FL.
- Marshall, D., **Woods, S.**, & Shetty, P. (2019, November 6-8). *Understanding professional knowledge development in a rural-serving alternative teacher preparation program* [Paper presentation]. Mid-South Educational Research Association conference, New Orleans, LA.
- Woods, S.** (2017, November 9-10). *The act of re-engagement: Instruction using authentic literature* [Paper presentation]. Alabama Literacy Association, Birmingham, AL.