

ERIC D. RACKLEY

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AREAS OF SPECIALIZATION

Disciplinary Literacies
 Youth Literacies
 Religious Literacies
 Motivation for Literacy
 Literacy Teacher Education

PROFESSIONAL HISTORY

Associate Professor

School of Education, Brigham Young University-Hawaii 2018-present

Assistant Professor

School of Education, Brigham Young University-Hawaii 2012-2018

Courses Taught

- Education 212: Foundations of Education
- Education 312: Effective Pedagogy: Teaching in Practice
- Elementary Education 320: Literacy Instruction for the Emergent Reader
- Elementary Education 421: Methods of English Language Arts Instruction
- Secondary Education 350: General Methods for Secondary Teachers
- Secondary Education 401: Disciplinary Literacy
- Secondary Education 430: Classroom Management in Secondary Contexts
- Secondary Education 491: Observation and Practicum
- Secondary Education 492: Student Teaching
- College Literacy: Navigating Complex Texts (under development)
- Literature of Pedagogy (under development)

Chair of Secondary Education Program

2015-present

Adjunct Faculty Positions

2011-2012

Practicum in Teaching Methods

School of Education, University of Michigan

Teaching of English

School of Education, MAC Program, University of Michigan

First Year Composition

English Department, Baker College

Summer English Language Arts Teacher Ypsilanti High School, Ypsilanti, Michigan	2011
Graduate Student Research Assistant <i>Advancing Adolescent Literacy Learning</i> School of Education, University of Michigan Supervisor: Dr. Elizabeth Moje	2006-2010
Graduate Student Instructor <i>Using Literacy to Teach and Learn Content in the Secondary Schools</i> School of Education, University of Michigan Supervisors: Dr. Elizabeth Moje, Dr. Deanna Birdyshaw	2006-2008
Graduate Student Research Assistant <i>Evaluating the Validity of Teacher Licensure Decisions</i> School of Education, University of Michigan Supervisor: Dr. Pamela Moss	2006
English Teacher John W. North High School, Riverside, California	2004-2005
English Teacher Hunter High School, West Valley City, Utah	2002-2004
Reading Tutor America Reads, University of Utah	2002-2003
Summer Humanities and Algebra Teacher Horizonte Alternative High School, Salt Lake City, Utah	2001

EDUCATION & CERTIFICATIONS

Ph.D. Literacy, Language, and Culture, University of Michigan Dissertation: Motivation for Religious Literacy Practices of Religious Youth: Examining the Practices of Latter-day Saint and Methodist Youth in One Community, Chair: Elizabeth Birr Moje	2005-2010
M.Ed. Teaching and Learning (Literacy emphasis), University of Utah	2002-2004
M.A. English Literature, Portland State University	1999-2001
B.A. Humanities, Brigham Young University	1990-1997
Professional Education Certificate, State of Michigan English Endorsement, grades 6-12 (Certificate No: PF0003474)	2005-2016

PROFESSIONAL AFFILIATIONS

American Educational Research Association, Divisions G and K
ASCD
Hawaii Educational Research Association
International Reading Association
Literacy Research Association
Phi Delta Kappan International

MANUSCRIPTS FOR PUBLICATION

- Rackley, E.D. (in press). Religious literacies as social practice: A Latter-day Saint perspective. *Religious Educator*.
- Rackley, E.D., & Hilton, J. (2018). Principles and practices for motivating youth for scripture literacy. *Religious Educator*, 19(1), 119-137.
- Rackley, E.D. (2017). Reading for understanding: Methodist youths' shared scripture reading practices. *International Journal of Christianity & Education*.
- Rackley, E.D. (2017). Three keys to reading well in college. *Ke Alakai*, 118(1), 6-7.
- Rackley, E.D. (2017). Scripture reading practices of Methodist youth. *Religious Education*, 112(2), 136-148.
- Rackley, E.D. (2016). Religious youths' motivations for reading complex, religious texts. *Teachers College Record*, 118(11), 1-50.
- Rackley, E.D. (2016). Developing scripture literacy: What good scripture readers know and do. *Religious Educator* 17(3), 13-27.
- Rackley, E.D., & Kwok, M. (2016). "Long, boring, and tedious": Youths' experiences with complex, religious texts. *Literacy* 50(2), 55-61.
- Rackley, E.D. (2016). Latter-day Saint youths' construction of sacred texts. *Interpreter: A Journal of Mormon Scripture* 19, 39-65.
- Rackley, E.D. (2015). How young Latter-day Saints read the scriptures: Five profiles. *Religious Educator* 16(2), 129-147.
- Rackley, E.D. (2014). Scripture-based discourses of Latter-day Saint and Methodist youths. *Reading Research Quarterly*, 49(4), 417-435.
- Rackley, E.D. (2012). Principles and practices for motivating students for content area literacy. *Journal of Reading, Writing and Literacy*, 6(1).

Rackley, E.D. (under review). Religious educators' reading of sacred texts: A examination of religious, literacy events.

Rackley, E.D. (in preparation). *Scripture literacy: How to teach youth to read scripture*.

Rackley, E.D., & Birdyshaw, D. (in preparation). Teacher candidates' analyses of school-based and authentic disciplinary texts: A qualitative study.

Rackley, E.D., & Rainey, E. (in preparation). "It's like an octopus reaching out in different directions": A multidimensional English literacy framework.

SCHOLARLY PRESENTATIONS

Rackley, E.D. (2017, January). *A disciplinary literacy framework for constructing meaning of English texts*. Paper presentation at the annual meeting of the Hawaii International Conference on Education, Honolulu, Hawaii.

Rackley, E.D. (2015, April). *Experts' understanding of literacy in the English discipline*. Roundtable symposium presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Rackley, E.D., & Erickson, C.E. (2015, February). *The reading processes of Latter-day Saint religious experts*. Paper presentation at the annual Brigham Young University-Hawaii Learning and Teaching Symposium, Laie, Hawaii.

Rackley, E.D., & Erickson, C.E. (2015, January). "*Students who do the bare minimum*": *Secondary teacher candidates' views of literacy learners and texts*. Paper presentation at the annual meeting of the Hawaii International Conference on Education, Honolulu, Hawaii.

Rackley, E.D., & Moyes, T. (2014, December). *Literacy as a multidimensional construct in the English discipline*. Paper presentation at the annual meeting of the Literacy Research Association, Marco Island, Florida.

Rackley, E.D. (2014, May). *The Interactive Model of Motivation for Literacy: Motivating students for success*. Paper presentation at the annual meeting of the International Reading Association, New Orleans, Louisiana.

Rackley, E.D., & Tano, C. (2014, May). *Motivating students to read complex texts*. Paper presentation at the annual meeting of the International Reading Association, New Orleans, Louisiana.

Rackley, E.D., & Tano, C. (2014, February). "*I learn in many different ways*": *An analysis of BYU-Hawaii students as learners*. Paper presentation at the annual Brigham Young University-Hawaii Teaching and Learning Symposium, Laie, Hawaii.

- Rackley, E.D., & Moyes, T. (2014, February). *Readers, texts, and literacies, oh my!/: Surfacing the literacies in the disciplines*. Paper presentation at the annual Brigham Young University-Hawaii Teaching and Learning Symposium, Laie, Hawaii.
- Helms, B., Hicks, R., Stout de Ramos, H., Rackley, E.D., & Tano, C. (2014, February). *Reaching beyond the Ivory Tower into the future classroom: Teacher candidates conducting educational research*. Paper presentation at the annual meeting of the Hawaii Educational Research Association, Honolulu, Hawaii.
- Moyes, T., & Rackley, E.D. (2014, February). *Expert and novice conceptions and uses of texts in the English discipline*. Paper presentation at the annual meeting of the Hawaii Educational Research Association, Honolulu, Hawaii.
- Rackley, E.D. (2014, January). *"It is your life": The role of religious texts in the lives of youth*. Paper presentation at the annual meeting of the Hawaii International Conference on Education, Honolulu, Hawaii.
- Helms, B., Hicks, R., Stout de Ramos, H., & Rackley, E.D. (2014, January). *Conceptualizing students, conceptualizing texts: Elementary teacher candidates' conceptions of students and texts early in their teacher preparation*. Paper presentation at the annual meeting of the Hawaii International Conference on Education, Honolulu, Hawaii.
- Rackley, E.D., & Tano, C. (2013, June). *"Help me understand the class": What teacher educators need to know about teaching diverse teacher candidates*. Paper presentation at the annual meeting of the Pacific Circle Consortium, Honolulu, Hawaii.
- Rackley, E.D. (2013, April). *A social and cultural construction of texts: Sacred texts in the lives of religious youth*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco, California.
- Tano, C., Rackley, E.D., Buckner, D., Chowen, B., & Wilcken, A. (2013, February). *Conducting action research in teacher education*. Paper presentation at the annual meeting of the Hawaii Educational Research Association, Manoa, Hawaii.
- Rackley, E.D. (2012, November). *Motivation for reading complex religious texts: A study of Latter-day Saint and Methodist youth*. Paper presentation at the annual meeting of the Literacy Research Association, San Diego, California.
- Rackley, E.D., & Birdyshaw, D. (2012, November). *Secondary preservice teachers' conceptions of using content area texts in subject matter instruction*. Paper presentation at the annual meeting of the Literacy Research Association, San Diego, California.

- Rackley, E.D. (2010, April). *Religious youths' motivation for literacy in religious contexts*. Roundtable presentation at the annual meeting of the American Educational Research Association, Denver, Colorado.
- Rackley, E.D. (2009, December). *Literate practices of Christian youth*. Roundtable presentation at the annual meeting of the National Reading Conference/Literacy Research Association, Albuquerque, New Mexico.
- Rackley, E.D. (2009, April). *White, middle class, Christian literacies: Do they matter?* Roundtable presentation at the University of Michigan School of Education Graduate Student Research Symposium, Ann Arbor, Michigan.
- Rackley, E.D., & Birdyshaw, D. (2008, November). *Preservice teachers' models of disciplinary texts*. Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Orlando, Florida.
- Rackley, E.D., Moje, E.B., Birdyshaw, D., & Bain, R. (2007, November). *Preservice teachers' conceptions of disciplines and disciplinary literacy*. Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Austin, Texas.

INVITED & DEVOTIONAL PRESENTATIONS

- Rackley, E.D. (2016, January). *Transforming gospel discussions*. Kaneohe Stake Teaching Seminar, Kaneohe, Hawaii.
- Rackley, E.D. (2015, February). *Improving discussions in Church classrooms*. Laie Stake Priesthood Meeting, Laie, Hawaii.
- Rackley, E.D. (2015, February). *Using talk to promote religious learning among youth*. Laie North Stake Young Women's Training, Laie, Hawaii.
- Rackley, E.D. (2015, January). *Demystifying scripture reading: How to teach youth in the Church to read scripture*. Laie Stake Sunday School Training, Laie, Hawaii.
- Rackley, E.D. (2014, July). *Literacy in secondary schools: What it is and why it matters*. Fiji LDS Church College, Suva, Fiji.
- Rackley, E.D. (2014, July). *Reading as thinking: Principles for developing strong readers*. Namuka-I-Cake Primary School, Raviravi, Fiji.
- Helms, B., Hicks, R., Stout de Ramos, H., & Rackley, E.D. (2014, January). *Conceptualizing students, conceptualizing texts: Elementary teacher candidates' conceptions of students and texts early in their teacher preparation*. School of Education, Brigham Young University-Hawaii, Laie, Hawaii.

Rackley, E.D. (2013, July). *Moving beyond decoding: Reading for comprehension*. Namuka-I-Cake Primary School, Raviravi, Fiji.

Rackley, E.D. (2013, March). *Why religious youth read scripture: An exploration of complex religious texts and motivation*. Brigham Young University-Hawaii Honors Colloquim, Laie, Hawaii.

PROFESSIONAL DEVELOPMENT WORKSHOPS

Rackley, E.D. (2014, April). *Metacognitive conversations: Demystifying reading for struggling readers*. Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2014, March). *Developing robust reading instruction for struggling readers*. Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2013, September). *Writing instruction that meets the demands of the Common Core State Standards: A practitioner perspective*. Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2013, August). *Writing instruction that meets the demands of the Common Core State Standards*. Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2013, May). *Teaching closely for reading closely using the Common Core State Standards*. Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2013, April). *Negotiating complex texts in a Common Core world*. Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2013, March). *Nurturing the writing life: Creating thoughtful, motivated writers*. Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2013, February). *Where is comprehension and how do I help make it happen?* Brigham Young University-Hawaii Literacy Workshop, Laie, Hawaii.

Rackley, E.D. (2012, December). *The wonderful world of writing: Assessing writing assignments and using writing in the English Language Arts classroom*. Oakland Intermediate School District, Waterford, Michigan.

Rackley, E.D. (2012, November). *Using schema theory, comprehension strategies, and classroom discourse to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.

- Rackley, E.D. (2012, November). *Using metacognition and text structures to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2012, February). *Discourse in the middle grades: Leveraging classroom talk to improve student learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2012, January). *Writing as a tool for learning in middle grade English Language Arts classrooms*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2011, December). *Improving middle school students' comprehension of texts in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2011, November). *Using metacognition and text structures to improve middle school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2011, November). *Using writing as a tool for learning in middle school social studies classrooms*. Sashabaw Middle School, Clarkston, Michigan.
- Rackley, E. (2011, November). *Assessing and analyzing content area informational texts in middle school science classrooms*. Sashabaw Middle School, Clarkston, Michigan.
- Rackley, E.D. (2011, November). *The wonderful world of writing: Assessing writing assignments and using writing in the English Language Arts classroom*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2011, November). *Using schema theory, comprehension strategies, and classroom discourse to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2011, November). *Using metacognition and text structures to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2011, October). *What is content area literacy in science and social studies and how can I use it to improve my students' content area learning?* Sashabaw Middle School, Clarkston, Michigan
- Rackley, E.D. (2011, April). *Motivating secondary students for literacy learning*. Oakland Intermediate School District, Waterford, Michigan.

- Rackley, E.D., & Stockdill, D. (2011, March). *Using questioning strategies and skills to improve secondary students' learning of content area material*. West Middle School, Rochester Hills, Michigan.
- Rackley, E.D. (2010, December). *Facilitating deep disciplinary learning across the content areas through reading, writing, talking, and thinking*. Meridian High School, Meridian, Michigan.
- Rackley, E.D. (2010, November). *The wonderful world of writing: Assessing writing assignments and using writing in the English Language Arts classroom*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2010, November). *Using schema theory, comprehension strategies, and classroom discourse to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2010, November). *Using metacognition and text structures to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2010, August). *The common core English language arts standards: What do they say? What do they mean? What can I do with them?* Holly Area Schools, Holly, Michigan.
- Rackley, E.D. (2009, December). *The wonderful world of writing: Assessing writing assignments and using writing in the English Language Arts classroom*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2009, November). *Using schema theory, comprehension strategies, and classroom discourse to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2009, October). *Using metacognition and text structures to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2009, February). *High school content literacy assessments, standards, and strategies for English language arts*. Brandon School District, Ortonville, Michigan.
- Rackley, E.D. (2008, November). *The wonderful world of writing: Assessing writing assignments and using writing in the English Language Arts classroom*. Oakland Intermediate School District, Waterford, Michigan.

- Rackley, E.D. (2008, October). *Using schema theory, comprehension strategies, and classroom discourse to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2008, October). *Using metacognition and text structures to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2007, November). *The wonderful world of writing: Assessing writing assignments and using writing in the English Language Arts classroom*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2007, October). *Using schema theory, comprehension strategies, and classroom discourse to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2007, September). *Using metacognition and text structures to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2006, December). *The wonderful world of writing: Assessing writing assignments and using writing in the English Language Arts classroom*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2006, November). *Using schema theory, comprehension strategies, and classroom discourse to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E.D. (2006, October). *Using metacognition and text structures to improve high school students' literacy learning in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.

RESEARCH PROJECTS

Disciplinary Literacy Initiative, Principle Investigator

2013-2018

- In collaboration with Taylor Moyes (BYU-Hawaii student) this project explores the unique ways in which disciplinary experts and novices navigate and produce texts, as well as develops tools for teaching disciplinary literacy skills and practices to secondary teacher candidates.

The Study of Literacy Teaching and Learning, Principle Investigator 2013-2016

- Exploring secondary teacher candidates' conceptions of literacy from their introductory literacy course through program completion.

The Study of Elementary Literacy Teaching & Learning, Co-PI 2013-2015

- In collaboration with Colleen Tano (BYU-Hawaii professor) this project explores elementary teacher candidates' views of literacy throughout their teacher preparation.

SERVICE AND CONSULTANCIES

Reviewer, Ubiquity: The Journal of Literature, Literacy, and the Arts 2017-present**General Education Committee, Brigham Young University-Hawaii** 2016-present**Guest Reviewer, Reading Research Quarterly** 2015-present**Senior Thesis Advisor, Taylor Moyes (English Education, BYUH)** 2015**Proposal Reviewer, Hawaii Educational Research Association** 2013-2015**Advisory Board Member, BYUH Center for Learning & Teaching** 2013-2015

- Advised the development and direction of the university's newly developed Center for Learning and Teaching.

Faculty Lead, Faculty Learning & Teaching Study Group 2013-2015

- Developed and lead monthly BYU-Hawaii faculty discussions about quality teaching and learning.

Membership Director, Organization of Teacher Educators of Literacy 2013-2015

- Managed membership records for OTEL, an International Literacy Association special interest group.

Senior Consultant, WELL Africa 2013

- Advised BYU-Hawaii student-founder on educational issues related to this not-for-profit organization's mission to develop communities in Ivory Coast.

Senior Consultant, Assisting Education in the Fijian Islands 2013

- Advised the creation and implementation of national mathematics and reading assessments for Fijian students in grades 1-6.

Editorial Review Board, Literacy Research Association Yearbook 2013-2015

- Reviewed manuscripts for publication in LRA Yearbook.

- Search Committee Member, *BYU-Hawaii School of Education*** Various
- Reviewed applications, discussed candidates, and recommended hiring decisions.
- We the People Advisor, *Kahuku High School*** 2012-2013
- Worked with students to produce arguments based on historical texts. Won state championship in 2013.
- Editorial Review Board, *Journal of Literacy Research*** 2012-present
- Review manuscripts related to secondary literacy and teacher education.
- Proposal Reviewer, *Literacy Research Association*** 2011-2015
- Reviewed proposals for areas 6 and 7.
- Proposal Reviewer, *American Educational Research Association*** 2011-2014
- Reviewed proposals for divisions C, G, and K.
- Action Team Member, *Ann Arbor Public Schools*** 2011
- Member of the team responsible for developing a plan to engender constituents' trust and support to accomplish the district's strategic educational objectives.
- Research Consultant (*paid*), *ThinkStretch Summer Learning Program*** 2010-2011
- Lead the research on a summer learning program to determine its value to students and suggested areas for improvement.
 - My 29 recommendations informed the development of the program.
- Volunteer Instructor, *The Church of Jesus Christ of Latter-day Saints*** 2008-2012
- Teach undergraduate and graduate courses in religion at the Ann Arbor, Michigan Institute of Religion.
- Literacy Volunteer, *Dicken Elementary School, Ann Arbor, Michigan*** 2007-2012
- Assisted students with reading, writing, and mathematics instruction.
 - Co-facilitated Recess Writers, a creative writing workshop for 1st - 4th graders.
- Literacy Consultant (*paid*), *Oakland Schools, Waterford, Michigan*** 2006-2012
- Developed and facilitated content area literacy professional development through workshops and classroom visits for 28 school districts.
 - Developed and facilitated professional development workshops focused on motivating secondary students for literacy.
- Graduate Student Ambassador, *University of Michigan*** 2006
- Oriented new doctoral students in School of Education to graduate study.

GRANTS, HONORS, & AWARDS

BYU-Hawaii, Teaching Innovation Grant	2013, 2104
University of Michigan, School of Education, Finishing Grant	2010
University of Michigan, Spencer Mini-Grant Research Award	2009
University of Michigan, Dean's Student Travel Grant	2007-2009
University of Michigan, Rackham Conference Travel Grant	2007-2009
University of Michigan, Education Scholar Award/Rackham Fellowship	2005-2010
<i>Who's Who Among America's Teachers</i>	2003
Brigham Young University, Full Leadership Scholarship	1990-1997