

## ERIC D. RACKLEY

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### AREAS OF SPECIALIZATION

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Content Area Literacies  
Youth Literacies  
Motivation for Literacy  
Teacher Education

### PROFESSIONAL HISTORY

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**Assistant Professor of Secondary Education** 2012-present  
School of Education, Brigham Young University-Hawaii

*Courses Taught*

- Multicultural Approach to Reading in the Content Areas (SCED 301)
- Effective Pedagogy: Teaching in Practice (EDU 312)
- Creating Literacy Instruction for the Emergent Reader (ELED 320)
- Observation and Practicum (ELED 491)
- Student Teaching (ELED 492)
- College Literacy: Navigating Complex Texts (under development)

**Adjunct Faculty Positions** 2011-2012

*Practicum in Teaching Methods*

School of Education, University of Michigan

- Supervised social studies teaching interns in their secondary field placements as part of the university's newly developed Teacher Education Clinical Rounds Project.
- Facilitated connections between teaching interns' academic coursework and their field practicum experiences to develop interns' academic and practical knowledge of teaching.

*Teaching of English*

School of Education, University of Michigan

- Developed and implemented English methods curricula and instruction in the Master of Arts with Secondary Teacher Certification (MAC) program.
- Prepared English teacher candidates to use appropriate strategies, repertoires, materials, and ways of thinking and doing English in order to help their students develop a deep understanding of the English language arts.

***First Year Composition***

English Department, Baker College

- Strengthened students' academic writing and communication skills by guiding them through the development of response, analysis, and research papers.
- Worked with students inside and outside of class to improve their academic writing and understanding of the writing process.

**Summer English Language Arts Teacher**

2011

Ypsilanti High School, Ypsilanti, Michigan

- Differentiated ELA instruction for struggling 10<sup>th</sup> and 12<sup>th</sup> grade high school students attending a low income, urban school in Southeastern Michigan.
- Instruction focused on developing students' facility with reading and writing content area texts and developing content area knowledge.

**Graduate Student Research Assistant**

2006-2010

***Advancing Adolescent Literacy Learning***

School of Education, University of Michigan

Supervisor: Dr. Elizabeth Moje

- Empirically examined secondary preservice teachers' understanding of literacy by creating and conducting interviews, developing data analysis protocols, and analyzing participant data.
- Conducted reviews of relevant research, presented findings at international education conferences, and wrote scholarly publications.

**Graduate Student Instructor**

2006-2008

***Using Literacy to Teach and Learn Content in the Secondary Schools***

School of Education, University of Michigan

Supervisors: Dr. Elizabeth Moje, Dr. Deanna Birdyshaw

- Developed and implemented content area literacy curricula for English-cohorted, social studies-cohorted, and non-cohorted sections.
- Apprenticed beginning instructors into teaching the course.
- Led collaborative work with colleagues to develop and implement various learning activities for all sections.

**Graduate Student Research Assistant**

2006

***Evaluating the Validity of Teacher Licensure Decisions***

School of Education, University of Michigan

Supervisor: Dr. Pamela Moss

- Reviewed literature on the current methods of and problems associated with teacher assessment and the directions successful teacher education institutions were headed.
- Analyzed teacher case studies and portfolios for evidence of teachers' professional development.

**English Teacher** 2004-2005

John W. North High School, Riverside, California

- Differentiated instruction for culturally and economically diverse students enrolled in 9<sup>th</sup> and 10<sup>th</sup> grade English classes in Southern California.
- Students exceeded state and district means on state-mandated assessments.

**English Teacher** 2002-2004

Hunter High School, West Valley City, Utah

- Differentiated instruction for economically diverse students enrolled in 10<sup>th</sup> and 12<sup>th</sup> grade English classes in a working class suburb of Salt Lake City.
- Improved the enrollment, credibility, and academic respect of Concurrent Enrollment English program through which students received college credit.
- Students exceeded state and district means on state-mandated assessments.

**Reading Tutor** 2002-2003

America Reads, University of Utah

- Tutored struggling elementary school students in reading.

**Summer Humanities and Algebra Teacher** 2001

Horizonte Alternative High School, Salt Lake City, Utah

- Differentiated instruction for culturally and economically diverse students enrolled in 10<sup>th</sup> and 12<sup>th</sup> grade humanities and algebra summer school classes.

**EDUCATION**

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**University of Michigan, School of Education** 2005-2010*Literacy, Language, and Culture, Ph.D.*

Dissertation: Motivation for Religious Literacy Practices of Religious Youth: Examining the Practices of Latter-day Saint and Methodist Youth in One Community.

Committee: Drs. Elizabeth Moje (chair), Robert Bain, Jacquelynne Eccles, and Pamela Moss.

**University of Utah, School of Education** 2002-2004*Teaching and Learning (Literacy emphasis), M.Ed.***Portland State University, Department of English** 1999-2001*English Literature, M.A.***Brigham Young University, College of Humanities** 1990-1997Major: *Humanities*, Minors: *English, Business Administration***State of Michigan Professional Education Certificate** 2005-2016

Grades 6-12; Endorsement in English

Certificate No: PF0003474

**PROFESSIONAL AFFILIATIONS**

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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**

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- Rackley, E. (2012). Principles and practices for motivating students for content area literacy. *Journal of Reading, Writing and Literacy*, 6(1).
- Rackley, E. (*Reading Research Quarterly*; revise and resubmit). *The literacy practices of Latter-day Saint and Methodist youth*.
- Rackley, E., (*Religious Educator*; revise and resubmit). *Religious literacies and gospel instruction*.
- Rackley, E. (in preparation). *A social and cultural construction of texts: The place of sacred texts in the lives of Latter-day Saint and Methodist youth*.
- Rackley, E. (in preparation). *Scripture-based discourses of Latter-day Saint and Methodist youth*.
- Rackley, E. (in preparation). "Long, boring, and tedious": *Religious youths' conceptions of the complexities of religious texts*.
- Rackley, E., and Birdyshaw, D. (in preparation). *Secondary teacher candidates' analysis of school-based texts and authentic disciplinary texts: A qualitative study of one cohort*

**SCHOLARLY PRESENTATIONS**

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- Rackley, E. (2014, May). *The Interactive Model of Motivation for Literacy: Motivating students for success*. Paper presentation the annual meeting of the International Reading Association, New Orleans, Louisiana.
- Rackley, E., and Tano, C. (2014, May). *Motivating students to read complex texts*. Paper presentation the annual meeting of the International Reading Association, New Orleans, Louisiana. Under review.

- Rackley, E., and 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. (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., Buckner, D., Chowen, B., and 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., (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., and 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. (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. (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. (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., and 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., 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 PRESENTATIONS**

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

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

**PROFESSIONAL DEVELOPMENT WORKSHOPS**

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

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

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

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

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

Rackley, E. (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. (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. (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. (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. (2012, January). *Writing as a tool for learning in middle grade English Language Arts classrooms*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E. (2011, December). *Improving middle school students' comprehension of texts in the English Language Arts*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E. (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. (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. (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. (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. (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. (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. (2011, April). *Motivating secondary students for literacy learning*. Oakland Intermediate School District, Waterford, Michigan.
- Rackley, E., and 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. (2010, December). *Facilitating deep disciplinary learning across the content areas through reading, writing, talking, and thinking*. Meridian High School, Meridian, Michigan.
- Rackley, E. (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. (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. (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. (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. (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. (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. (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. (2009, February). *High school content literacy assessments, standards, and strategies for English language arts*. Brandon School District, Ortonville, Michigan.
- Rackley, E. (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. (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 (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.

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Rackley, E (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**

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**Disciplinary Literacy Initiative, Principle Investigator** Under review

- In collaboration with Taylor Moyes (BYU-Hawaii student) this project will explore the unique ways in which disciplinary experts and novices navigate and produce texts, as well as develop 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** 2013-2016

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

## **SERVICE AND CONSULTANCIES**

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- Advisory Board Member, *BYUH Center for Teaching & Learning*** 2013-present
- Advise the development and direction of the university's newly developed Center for Teaching and Learning.
- Faculty Lead, *Faculty Teaching & Learning Study Group*** 2013-present
- Developed and currently leading monthly university faculty discussions aimed at exploring quality teaching and learning.
- Membership Director, *Organization of Teacher Educators of Reading*** 2013-present
- Manage membership records for OTER, an International Reading Association special interest group.
- Senior Consultant, *WELL Africa*** 2013
- Advise student-founder on educational issues related to this not-for-profit organization's mission to develop communities in Ivory Coast.
- Assisting Education in the Fijian Islands, *Senior Consultant*** 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 62<sup>nd</sup> Yearbook*** 2013
- Review manuscripts for publication in *LRA Yearbook*.
- We The People Advisor, *Kahuku High School*** 2012-present
- Work with students to produce arguments based on historical texts. Won state championship in 2013.
- Manuscript Reviewer, *Journal of Literacy Research*** 2012-present
- Review manuscripts related to secondary literacy and teacher education.
- Proposal Reviewer, *Literacy Research Association*** 2011-present
- Reviewed proposals for areas 6 and 7.
- Proposal Reviewer, *American Educational Research Association*** 2011-present
- Review 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 1<sup>st</sup> - 4<sup>th</sup> 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**

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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

**PROFESSIONAL REFERENCES**

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**Elizabeth Moje, Ph.D.**

Associate Dean of Research, Professor of Education

University of Michigan

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**Robert Bain, Ph.D.**

Associate Professor of Education, Associate Professor of History, Chair of Secondary Teacher Education

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**Laura Schiller, Ph.D.**

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**Pamela Moss, Ph.D.**

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