

**Margie B. Gillis, Ed.D.**

**Select Publications and Presentations**

Brady, S., Gillis, M., Conway-Palumbo, L., Lavalette, M., Liss-Bronstein, L., Lowe, E., North, W. Russo, E., Smith, T., and Wilder, T.D. (2008). Assessing and Building Teacher Knowledge: The Haskins' Mastering Reading Instruction Project. *Reading & Writing: An Interdisciplinary Journal's Special Issue on Teacher Knowledge*.

Gillis, M. and Tolis, J.M. (2016). You Can't Make an Omelet Without Breaking a Few Eggs: The Trials, Tribulations and Triumphs of Retraining Tenured Teachers in Scientific Research-Based Approaches to Teaching Reading. *Perspectives on Language and Literacy* 42 (4): 49.

[Gillis, M. \(2017\). \*How RTI Supports Early Identification of Students with Different Reading Profiles\*. \*Perspectives on Language and Literacy\* 43 \(3\): 49.](#)

Gillis, M. (2017). *The Role of Speech in Reading*. Symposium IDA National Conference, Atlanta, GA

Gillis, M. (2017). [\*Using Literacy Screening Data to Support Students with Reading Difficulties\*](#). Webinar for the CT State Department of Education

Gillis, M. (2017). *The Decision Tree: Selecting Diagnostic Assessments and Interventions for Struggling Readers*. Presentation at Reading Matters to Maine.

[Gillis, M. \(2018\). \*Chronicles from the Classroom: Teachers Must Be Critical Thinkers and Informed Consumers\*. \*The IDA Examiner\* 7 \(1\).](#)

Gillis, M. (2018). *The Science of Reading: Evidence-based Reading Instruction for Students with Dyslexia*. Colorado Reading Forum.

Gillis, M. (2018). *Knowledge to Practice: Identifying Dyslexia and Providing Interventions Based on the Science of Teaching Reading*. Colorado Reading Forum.

[Gillis, M. \(2018\). \*Chronicles from the Classroom: All Teachers Are Responsible for All Students' Success\*. \*The IDA Examiner\* 7 \(4\).](#)

Coyne, M. D., Oldham, A., Dougherty, S. M., Leonard, K., Koriakin, T., Gage, N. A., & Gillis, M. (2018). Evaluating the effects of supplemental reading intervention within an MTSS or RTI reading reform initiative using a regression discontinuity design. *Exceptional Children*, 84(4), 350-367.

Gillis, M. (2019). *Lessons Learned: Advocating for Legislation*. National IDA Structured Literacy Symposium. Portland, OR.

Gillis, M. and Cohen, C. (2019). *The Hows and Whys of Coaching: From Passive Consumers to Gourmet Omnivores*. National IDA Conference. Portland, OR.

[Raynolds, L. B., Gillis, M. B., Matos, C., & Carpini, K. D. \(2019\). Equalizing Opportunities to Learn: A Collaborative Approach to Language and Literacy Development in Preschool. \*YC Young Children\*, 74\(1\), 22-28.](#)

Kiest, R., Matos, C., Gillis, M. (2019). Why Not a Preschool?. Hand to Hand, Association of Children's Museums. Volume 32, Number 2.

[Leonard, K. M., Coyne, M. D., Oldham, A. C., Burns, D., & Gillis, M. B. Implementing MTSS in Beginning Reading: Tools and Systems to Support Schools and Teachers \(2019\). \*Learning Disabilities Research & Practice\*.](#)

[Gillis, M. \(2019\). Chronicles from the Classroom: When Assessing Becomes a Blessing. \*The IDA Examiner\* 7 \(4\).](#)

Gillis, M. (2020). *The Science of Reading: Why, How, and What to Teach*. Keynote Presentation. IDA LA Conference.

Gillis, M. (2020). *One Teacher at a Time: Supporting Teachers' Knowledge and Practice of Structured Literacy Instruction*. Fox Reading Conference. MTSU Dyslexia Center.