

Amanda L. Lindner, Ph.D.

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Education

2018	Ph.D., Curriculum & Instruction, Reading and Literacy Emphasis Texas A&M University–College Station, TX
2014	M.Ed., Special Education Texas A&M University–College Station, TX
2012	B.S., Interdisciplinary Studies Texas A&M University–College Station, TX

Professional Certifications

Texas	Generalist (EC-6) Special Education (EC-12) English as a Second Language Supplemental
Quality Matters	Teaching Online Certification

Academic Positions

2024–Present	<i>Associate Professor</i> , Department of Curriculum & Instruction, College of Education and Human Development, Texas A&M University–San Antonio, TX
2018–2024	<i>Assistant Professor</i> , Department of Curriculum & Instruction, College of Education and Human Development, Texas A&M University–San Antonio, TX
2018	<i>Adjunct</i> , Texas A&M University–College Station, TX
2015–2018	<i>Graduate Assistant</i> , Texas A&M University–College Station, TX
2015–2017	Editorial Assistant: Reading and Writing: An Interdisciplinary Journal

Research Concentrations

- Literacy for English Language Learners
- Literacy Instruction for Individuals with Disabilities
- Reading Abilities in Multiple Languages
- Literacy and Social Justice
- Effective Literacy Instruction for Diverse and Special Populations
- Teacher Knowledge and Practice of Literacy

Courses Taught

Graduate

EDRG 5310	Early Literacy Learning and Instruction
EDRG 5325	Teaching Language Arts and Reading
EDRG 5335	Models and Theories of Literacy and Language Development
EDRG 5320	Improving Reading in Secondary Schools
EDRG 5329	Literacy Educator as a Researcher
EDRG 5365	Action Research in Literacy
EDRG 5380	Internship in Literacy Leadership
RDNG 616	Literacy Professional Development

Undergraduate

EDRG 3315	Early Literacy & Language I
EDRG 3316	Early Literacy & Language II
EDRG 4389	Reading in Intermediate and Middle Grades
RDNG 467	Reading and Language Arts
RDNG 461	Teaching Reading Through Children's Literature

Publications

Peer-Reviewed Manuscripts

Daniels, R. A., Knowles, K. A., **Lindner, A. L.**, & Naasz, E. (2024). Spiral curriculum: Pedagogy for developing a quantitative habit of mind in marketing students. *Marketing Education*
Review. <https://doi.org/10.1080/10528008.2024.2340575>

Lindner, A. L., Wijekumar, K., McKeown, D. (2023). Preparing for Adaptive Spelling Instruction During Writing Instruction. In M. Hebert & R. A. Alves (Eds.). *The Hitchhiker's Guide to Writing Research: A Festschrift for Steve Graham*. Springer.

Pittman, R. T., Chang, H., **Lindner, A. L.**, Binks-Cantrell, E. S., Joshi, R. M. (2023). What do Teachers know about English spelling? *Annals of Dyslexia*.
<https://doi.org/10.1007/s11881-023-00286-4>

Daniels, R. A., Appenzeller Knowles, K., Naasz, E., & **Lindner, A. L.** (2023). Focused on pedagogy: QR grading rubrics for written arguments. *Numeracy: Advancing Education in Quantitative Literacy*, 16(1). <https://doi.org/10.5038/1936-4660.16.1.1431>

Lindner, A. L., & Webb, C. L. (2022). Educational technology: A systematic review of the literature. In C. L. Webb & A. L. Lindner (Eds.) *Preparing pre-service teachers to integrate technology in K-12 classrooms* (pp. 1-15). IGI. doi: 10.4018/978-1-6684-5478-

Pittman, R. T., **Lindner, A. L.**, Zhang, S., & Binks-Cantrell, E. C. (2022). What do Teacher Educators Know About English Spelling? *Reading and Writing: An Interdisciplinary Journal*. <https://doi.org/10.1007/s11145-022-10326-x>

Lindner, A. L., Wijekumar, K., & Joshi, R. M. (2020). English spelling performance in writing samples among Spanish-speaking ELLs. *Journal of Learning Disabilities*. Advance online publication. <https://doi.org/10.1177/0022219420982995>

Suarez, M. I., Meister, S. M., & **Lindner, A. L.** (2021). Envisioning queer curricula: A systematic review of LGBTIQ + topics in teacher practitioner literature. *Journal of LGBT Youth*, 18(3), 239–255. <https://doi.org/10.1080/19361653.2019.1705223> (Released online 2019).

Feng, L., **Lindner, A. L.**, Xuejun R. J., & Joshi, R. M. (2019). The roles of handwriting and keyboarding in writing: A meta-analytic review. *Reading and Writing: An Interdisciplinary Journal*, 32(1), 33–63. <https://doi.org/10.1007/s11145-017-9749-x> (Released online 2017).

Peer-Reviewed Manuscripts Under Review

Pittman, R. T., **Lindner, A. L.**, et al. (2024). Elementary Teachers' Knowledge, Self-efficacy, and Philosophy of Teaching Spelling. Manuscript submitted for publication (*Journal of Research in Reading*).

Pittman, R. T., **Lindner, A. L.**, Chang, H., Wright, K., & Binks-Cantrell, E. S., & Joshi, R. M. (2024). Elementary Teachers' Spelling Knowledge, Self-efficacy, and Philosophy of Teaching Spelling. Manuscript submitted for publication (*Dyslexia*).

*Alcorta, J., & **Lindner, A. L.** (2024). Using circle maps to support student learning and teacher assessment in the primary classroom. Manuscript submitted for publication (*The Reading Teacher*).

*Garza, A., & Lindner, A. L. (2024). Fluency deficit in students: What should an educator do? Manuscript submitted for publication (*The Reading Teacher*).

Daniels, R., Knowles, K., **Lindner, A. L.**, Naasz, E. (2024). Tackling the quantitative skills gap: Interventions to improve marketing students' confidence and use of quantitative reasoning. Manuscript submitted for publication. (*Journal of Marketing Education*).

Lindner, A. L., & Wijekumar, K., Zhang, S., Owens, J., Lambright, K., Beerwinkle, A., & McKeown, D. (2022). *Web-based tools to deliver professional development to middle and high school teachers*. Manuscript submitted for publication (*Educational Technology Research and Development*).

Lindner, A. L., Pittman, R. T., & Corona, S. N. (2022). *The Importance of Phonological Awareness*. Manuscript submitted for publication (*The Reading Teacher*).

**Asterisk denotes student publications*

Manuscripts in Progress

Lindner, A. L., Knowles, K., Daniels, R., & Naasz, E. (In Progress). Including quantitative reasoning in preservice teachers' literacy education.

Pittman, R. T., **Lindner, A. L.,** Zhang, S. & Binks-Cantrell. (In Progress). Preservice teachers' knowledge of English spelling (national study).

Lindner, A. L., Wijekumar, K., et al. (In Progress). Background knowledge intrusions on inservice teacher education.

Lindner, A. L., & Wijekumar, K. (In Progress). Spanish writing recall and spelling among ELLs.

Peer-Reviewed Books

Webb, C. L., & **Lindner, A. L.** (Eds.). (2022). *Preparing Pre-Service Teachers to Integrate Technology in K-12 Classrooms: Standards and Best Practices*. IGI Global.

Presentations

International Peer Reviewed

Pittman, R. T., Chang, H., **Lindner, A. L.,** Wright, K., White, B., Binks-Cantrell, E., & Joshi, R. M. Teachers' Knowledge of the Differences between Structured Literacy and African American and Hispanic Students' Spelling Development. Paper presented at the 2024 annual meeting of the Society for the Scientific Study of Reading, Copenhagen, Denmark.

Lindner, A. L., Zhang, S., Wijekumar, K., Beerwinkle, A., & Pittman, R. T. Impact of virtual professional development for middle and high school teachers' reading comprehension knowledge. Paper accepted for presentation at the 2023 annual meeting of the Society for the Scientific Study of Reading, Port Douglas, Queensland, Australia.

Binks-Cantrell, E., Pittman, R. T., **Lindner, A. L.,** & Joshi, M. Unpacking teacher educators' knowledge of spelling. Paper accepted for presentation at the 2023 annual meeting of the Society for the Scientific Study of Reading, Port Douglas, Queensland, Australia.

Pittman, R. T., Chang, H., **Lindner A. L.**, Joshi, M. Are teachers adequately prepared to teach spelling? Paper accepted for presentation at the 2023 annual meeting of the Society for the Scientific Study of Reading, Port Douglas, Queensland, Australia.

Pittman, R. T., **Lindner, A. L.**, Cantrell-Binks, E., Joshi, R. M., & Zhang, S. (2022, November). What do teacher educators, teachers, and preservice teachers know about English spelling? Paper presented at the 2022 annual meeting of the International Dyslexia Association, San Antonio, TX.

Lindner, A. L., Cantrell-Binks, E., Pittman, R. T., Joshi, R. M., & Zhang, S. (2022, July). Teacher educators' knowledge of English spelling: Is it sufficient? Paper presented at the 2022 annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA.

Pittman, R. T., & **Lindner, A. L.** (2021, July). Teachers' knowledge about the phonological, morphological, and orthographic characteristics of spelling. Paper presented at the 2021 annual meeting of the Society for the Scientific Study of Reading.

Lindner, A. L., Wijekumar, K., & Joshi, R. M. Analysis of spelling performance and contextual factors among native Spanish-speaking English language learners. Paper accepted for presentation at the 2020 annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Conference canceled).

Pittman, R. T., & **Lindner, A. L.** Teachers' knowledge about the phonological, morphological, and orthographic characteristics of spelling. Paper accepted for presentation at the 2020 annual meeting of the Society for the Scientific Study of Reading, Newport Beach, CA. (Conference canceled).

Lindner, A. L., Joshi, R. M., & Wijekumar, K. (2017, July). *English spelling errors among English language learners: A latent class analysis study*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

Lindner, A. L., Zhang, S., & R. M. Joshi (2016, July). *50 years of disagreement: A meta-analytic review of hyperlexia profile*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Feng, L., Joshi, R. M., & **Lindner, A. L.** (2016, July). *How do dyslexic children perform on spelling tasks? The contribution of reading skills to spelling*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

Feng, L., **Lindner, A. L.**, Joshi, R. M., & Zhang, S. (2016, July). *A meta-analytic review of the contribution of handwriting on writing: Can handwriting be substituted by keyboarding?* Paper presented at the annual meeting of SIG Writing, Liverpool, UK.

Joshi, R. M., Velazquez, F. G., González Garrido, A. A., Ji, R. X., Zamora, J., Feng, L., **Lindner, A. L.**, Araujo, L. B. (2016, July). Spelling error analyses of Spanish-speaking children in early grades. In J. Arciuli (Chair), *Adventures in encoding*. Symposium conducted at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.

National Peer Reviewed

Pittman, R. T., Binks-Cantrell-E., Chang, H., Wright, K., **Lindner, A. L.**, & Joshi, M. (2024).

Linguistic diversity and spelling: Is it a disability or a difference? Poster to be presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Lindner, A. L., & Appenzeller Knowles, K. Enhancing literacy educator preparation through quantitative reasoning. Paper presented at the 2022 meeting of National Numeracy Network, Albuquerque, NM.

Daniels, R. A., Appenzeller Knowles, K., Naasz, E., & **Lindner, A. L.** Work smarter not harder: Reliable and valid QR grading rubrics for written arguments. Paper presented at the 2022 meeting of National Numeracy Network, Albuquerque, NM.

Lindner, A. L., & Appenzeller Knowles, K., & Pittman, R. T. (2022, August). Connecting QR and literacy education in teacher preparation. Paper presented at the 2022 annual meeting of Mathematical Association of America, Philadelphia, PA.

Lindner, A. L., & Wijekumar, K. Latent class analysis of English and Spanish spelling among native Spanish-speaking ELLs. Paper submitted for presentation at the 2022 annual meeting of the American Educational Research Association.

Lindner, A. L., Pittman, R. T., & Appenzeller Knowles, K. (2022, March). Numeracy in Literacy: Why Quantitative Reasoning Matters in Pre-Service Teacher Education. Paper presented at the 2021-2022 meeting of National Numeracy Network.

Lindner, A. & Wijekumar, K. (2020, Apr 17–21). *The Impact of Teacher Spelling Knowledge and Beliefs on Spelling Performance Among English Language Learners* [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Conference Canceled)

Lindner, A. L., & Wijekumar, K. Latent class analysis of English and Spanish spelling among native Spanish-speaking ELLs. Paper accepted for presentation at the 2020 annual meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled).

Smith, D., **Lindner, A. L.**, & Blake, J. J. (2017, February). *Reading and delinquency: The differential impact of trauma exposure*. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.

State/Regional Peer Reviewed

Rackley, R., Hammer, J., & **Lindner, A. L.** (2018, February). *Mentoring using an advantage model*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, LA.

Meister, S., **Lindner, A. L.**, & Suarez, M. (2017, February). *Silenced under the umbrella: Inclusion and exclusion of LGBTIQ+ voices in practitioner literature*. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.

Texas A&M University-San Antonio On Campus

Lindner, A. L. (2019). The importance of spelling instruction especially for English language learners. Presentation provided for Hot Topics in Literacy, Texas A&M University–San Antonio.

Grants

Wijekumar, K. et al. (2022-Present). Knowledge Acquisition and Transformation Expansion. S411A210002 U. S. Department of Education Institute of Education Sciences. \$14.9 million (**Researcher, Consultant**).

Wijekumar, K., McKeown, D., Thompson, J., & Joshi, R.M. (2018-2021). Promoting improvements in teacher quality through massively open online professional development. U423A180074 U.S. Department of Education Institute of Education Sciences. \$7.5 million (**Researcher, Consultant**).

Wijekumar, K., Joshi, R. M., McKeown, D., Beerwinkle, A., & **Lindner, A. L.** (submitted). Longitudinally Exploring Effects of Language Learning on Reading, Executive Function, and Dispositions of Elementary Students (LEELLE). U.S. Department of Education Institute of Education Sciences Goal 1–Exploration. \$1.6 million. Not funded.

Vice, T. (PI), Piper, R. E., Pittman, R. T., & **Lindner, A. L.** (2018). Jag's Literacy Conference. University Strategic Plan: Build. Impact. Transform. Internal Grant–Texas A&M University–San Antonio (\$13,000). Funded.

Fellowships

Quantitative Reasoning–Research Fellow, Texas A&M University–San Antonio, 2022-2023

Quantitative Reasoning–Curriculum Fellow, Texas A&M University–San Antonio, 2021-2022

Professional Development

Presenter

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *Knowledge Acquisition Transformation Expansion (Reading Comprehension Professional Development)*. Presented to a school district in Texas. (2023).

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *MOOV Knowledge Acquisition Framework (Reading Comprehension Professional Development)*. Presented to a school district in Texas. (2023).

We-Write Teacher-Led with High School Science Students. Facilitator, Dickinson, ISD, Texas, September, 2022.

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *MOOV Knowledge Acquisition Framework (Reading Comprehension Professional Development)*. Presented to multiples school district in Texas. (2022).

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *SEED-MOOV (Reading Comprehension Professional Development)*. Presented to a school district in Texas. (2021).

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *Framework for Accelerating Strategic Comprehension of Text Professional Development*. Multiple sessions presented to Texas Association for Literacy Education (TALE) Members. (2021).

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *SEED-MOOV (Reading Comprehension Professional Development)*. Presented to a school district in Texas. (2021).

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *Framework for Accelerating Strategic Comprehension of Text Professional Development*. Multiple sessions presented to Texas Association for Literacy Education (TALE) Members. (2020).

Dr. Kay Wijekumar, Dr. Amanda Lindner et al. *Framework for Accelerating Strategic Comprehension of Text Professional Development*. Presented to a school district in Texas. (2020).

Dr. Amanda Lindner. *The Science of Teaching Reading: Phonics and Spelling Instruction*. Galena Park ISD, Galena Park, TX. (2019).

Dr. Kay Wijekumar, & Dr. Amanda Lindner. *SEED–MOOV Reading Comprehension*. Presented to a school district in Texas. (2019).

Dr. Kay Wijekumar, Dr. Andrea Beerwinkle, & Dr. Amanda Lindner. *Supporting Effective Educator Development (SEED) Massively Open Online Virtual (MOOV) Learning for Reading Comprehension*. Presented to a school district in Texas. (2019).

Dr. Andrea Beerwinkle, Dr. Amanda Lindner, & Dr. Ramona Pittman. *Improving Reading Comprehension through Text Structure Instruction*. Presented to a school district in Texas. (2019).

Dr. Kay Wijekumar, & Dr. Amanda Lindner. *Framework for Accelerating Strategic Comprehension of Text*. Presented to a school district in Texas. (2018).

Attendee

Schachter, R. (2023). *What Can We Learn about Literacy Instruction from Teachers' Perspectives?* [Webinar]. Texas A&M University–Literacy Studies Group.

Gerde, H. K. (2022). *Designing Complementary Measures of Teachers' Practice and Children's Development of Early Writing*. [Webinar]. Texas A&M University–Literacy Studies Group

Cromley, J. G. (2022). *Coordinating Multiple Representations: Basic and Applied Research* [Webinar]. Texas A&M University–Literacy Studies Group

Dee, B., Kelkar, S., Khan, K., Gephart, D., & Nguyen, T. A. (2021). *Tackling Tough Topics through Middle Grade Literature* [Webinar]. International Literacy Association.

Quality Matters. *Gauging Your Technology Skills*. (2020).

Quality Matters. *Orienting Your Online Learners*. (2020).

Quality Matters. *Evaluating Your Course Design*. (2020).

Quality Matters. *Exploring Your Institution's Policies*. (2020).

Quality Matters. *Connecting Learning Theories to Your Teaching Strategies*. (2020).

Quality Matters. *Creating Presence in Your Online Course*. (2020).

Quality Matters. *Assessing Your Learners*. (2020).

Neuhaus Education Center. *Unlocking Literacy Conference*. (2019). edTPA.

Handbook and Rubric Deep Dive Regional Workshop. (2019)

Dr. Laura Pantano. *Civility in the Workplace*. – Texas A&M University San Antonio, San Antonio, TX. (2018).

Professional Memberships

International

Society for the Scientific Study of Reading, Member

International Literacy Association, Member

National

American Educational Research Association, Member

National Society of Leadership and Success, Member

State/Regional

Southwest Educational Research Association, Member

Texas Association for Literacy Education, Member

Service

University

2023–Present	Member, Faculty Evaluation Task Force
2023–Present	Member, Post-Tenure Review Committee
2023–Present	Member, Parking and Transportation Advisory Committee
2022–Present	Member, Compliance and Grievance Committee
2021–Present	Senator, Faculty Senate
2021–Present	Member, Quantitative Reasoning Advisory Committee
2021–2022	Member, Faculty Development and Research Committee
2021–2022	Member, Faculty Handbook Committee

College and Department

2023–Present	Member, Curriculum Committee
2023–Present	Member, Policies & Procedures Committee
2022–Present	Member, New Student/Transfer Student Orientation & Recruitment Committee
2022–2023	Member, Diversity, Equity, and Inclusion Committee
2022–2023	Member, Strategic Planning Committee
2022	Member, Search Committee (Lecturer)
2020–Present	Co-Chair, Technology Committee
2020	Member, Strategic Planning Committee
2019	Member, Fitness to Teach Committee
2019	Member, Technology Committee
2019	Member, Search Committee (Lecturer)
2018	Member, Budget Committee
2018	Member, Mini-Grant Award Committee
2018	Member, Faculty Evaluation Committee

Students

2023	Thesis Committee Member: Erica Willie
2022	Graduate Internship Advisor: Norma Lozano
2022	Graduate Internship Advisor: Toni Wright
2020–2021	Reading Graduate Program Liaison
2019	Graduate Research Project Advisor: Rosa Barrera
2019	Graduate Research Project Advisor: Leonard Castilleja
2019	Graduate Research Project Advisor: John Castillo
2019	Graduate Research Project Advisor: Stephanie Corona
2019	Graduate Research Project Advisor: Jenna Hixon
2019	Graduate Research Project Advisor: Abigail Mendoza
2019	Graduate Research Project Advisor: Jessica Villareal-Mock

2018 Jag Literacy Conference, Texas A&M University–San Antonio

Profession

2023 Reviewer for Technology, Knowledge, and Learning Journal
2023 Reviewer for American Educational Research Association (AERA) Conference
2022 Reviewer for American Educational Research Association (AERA) Conference
2021 Reviewer for American Educational Research Association (AERA) Conference
2020 Reviewer for Educational Technology Research and Development Journal
2020 Reviewer for Technology, Knowledge, and Learning Journal
2020 Reviewer for American Educational Research Association (AERA) Conference
2019 Neuhaus Education Center–Literacy and Leadership University Collaborative
2018 Reviewer for American Educational Research Association (AERA) Conference

Community

2018 Family Literacy Night – Texas A&M University–San Antonio