

Dr. Katherine O'Donnell

Educational Psychology, College of Education, University of Utah
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EDUCATION

Ph.D., Special Education. University of Texas at Austin. <i>Advisor:</i> Dr. Nathan Clemens. <i>Dissertation:</i> The Role of Set for Variability in the Relationship Between Word Reading and Reading Fluency.	2023
M.A., Special Education. Vanderbilt University, Department of Special Education; High Incidence Disabilities.	2013
B.A., Psychology. Wellesley College.	2011

ACADEMIC POSITIONS

Assistant Professor, Educational Psychology. College of Education, University of Utah.	2023 – present
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RESEARCH POSITIONS

Project Coordinator, Project BASIC. Meadows Center for Preventing Educational Risk, University of Texas at Austin.	2021 – 2023
Graduate Research Assistant, Project BASIC. Meadows Center for Preventing Educational Risk, University of Texas at Austin.	2019 – 2021
Graduate Research Assistant, Project I-READ. Meadows Center for Preventing Educational Risk, University of Texas at Austin.	2020 – 2021
Graduate Research Assistant, Project TEMPLE. Meadows Center for Preventing Educational Risk, University of Texas at Austin.	2020 – 2021
Graduate Research Assistant, Texas Education Agency Dyslexia Professional Learning Course. Meadows Center for Preventing Educational Risk, University of Texas at Austin.	2020
Graduate Research Assistant, 4th Grade Fractions Project. Peabody College of Education and Human Development, Vanderbilt University.	2011 – 2013

EDUCATION POSITIONS

Middle School Learning Center Specialist. Flint Hill School, Oakton, VA. Grades 7–8.	2014 – 2019
Co-Coordinator, Middle School Study Skills Program. Flint Hill School, Oakton, VA. Grades 5–8.	2015 – 2019
Camp Director. Sidwell Summer, Sidwell Friends School, Washington, DC. Age 3 – Entering Grade 1.	2018 – 2019
Aftercare Camp Director. Sidwell Summer, Sidwell Friends School, Washington, DC.	2016 – 2017
Special Education Teacher. District of Columbia Public Schools, Washington, DC. Grades 1–4.	2013 – 2014

PROFESSIONAL LICENSURE, CERTIFICATIONS, AND TRAINING

Keys to Beginning Literacy Certified Faculty Trainer.	2026 – present
LETRS Certificate of Mastery and Attendance for Units 1 Through 8.	2024
Apple Certified Teacher.	2017 – present
Tennessee Practitioner Teacher, Special Education K-12. Tennessee Department of Education.	2013 – 2021
Tennessee Practitioner Teacher, Elementary Education K-6. Tennessee Department of Education.	2013 – 2021
Google Certified Teacher.	2017 – 2019

GRANTS

Funded Grants

PI: Katherine E. O'Donnell; Co-PI: Colli Lucas. <i>University Teaching Grant, University of Utah</i> . Expanding Reading Methods I: Developing Evidence-Based Modules for Low-Incidence Populations. [Teaching Grant.] \$7,000.	2026
PI: Christy R. Austin; Co-PI: Katherine E. O'Donnell. <i>LEARNT Grant, College of Education, University of Utah</i> . Integrating Word Meaning Instruction within Word Reading Instruction for English Learners in Grades 4-5. [Research Grant.] \$24,000.	2023
Grants Under Review	
PI: Katherine E. O'Donnell; Co-PIs: Christy R. Austin, Jade Wexler; Co-Is: Breda V. O'Keeffe, Sharlene A. Kiuvara. <i>Supporting Effective Educator Development (SEED) Grant, U.S. Department of Education</i> . School-embedded literacy coaching and teacher apprenticeship pathway across Utah schools. [Federal Grant.] \$6,577,204.	2026
Unfunded Grant Submissions	
PI: Katherine E. O'Donnell; Co-PI: Colli Lucas, Christy Austin. <i>IHE EPP Special Education Personnel Preparation Student Scholarship Grant, Utah State Board of Education</i> . Building Literacy Expertise for Special Education Teachers: Addressing the Primary Academic Challenge Through a Cohort Model for Rural Teacher Retention. [Teaching Grant.] \$225,000.	2026
PI: Kerry Herman; Co-PI: Christy R. Austin, Colli Lucas, Katherine E. O'Donnell. <i>University Teaching Grant, University of Utah</i> . Preparing Preservice Teachers for the Foundations of Reading Assessment. [Teaching Grant.] \$6,499.96.	2024
PI: Lauren Liang; Co-PI: Christy R. Austin, Katherine E. O'Donnell. <i>Association for Library Service to Children</i> . Project FLUENCY: Facilitating Library Workers in Understanding the Educational Needs of Children and Youth Developing Reading Fluency. [Research Grant.] \$98,744.	2024
PI: Katherine E. O'Donnell; Co-PI: Christy R. Austin. <i>LEARNT Grant, College of Education, University of Utah</i> . Examining the Impact of Science of Reading Laws on Fourth Graders' Reading Outcomes. [Research Grant.] \$24,000.	2024
PI: Breda V. O'Keeffe; Co-PI: Christy R. Austin, Sharlene A. Kiuvara, Katherine E. O'Donnell. <i>Preparation of Special Education, Early Intervention, and Related Services Faculty, CFDA 84.325D, Office of Special Education Programs (OSEP), U.S. Department of Education</i> . Project RISE: Reading and Writing Intervention in Special Education. [Personnel Preparation Grant.] \$1,238,653.	2023
PI: Kerry Herman; Co-PI: Christy R. Austin, Colli Lucas, Katherine E. O'Donnell. <i>University Teaching Grant, University of Utah</i> . Preparing Preservice Teachers for the Foundations of Reading Assessment. [Teaching Grant.] \$6,499.96.	2023
PI: Katherine E. O'Donnell; Co-PI: Sarah Fishstrom, Nathan H. Clemens. <i>Graduate Student Research Award, College of Education, University of Texas at Austin</i> . Do graduates of teacher preparation programs have knowledge of evidence-based reading practices? [Research Grant.] \$2,000.	2020

HONORS, AWARDS, AND NOMINATIONS

Division of Research Doctoral Student Scholar, Council for Exceptional Children. Selected through an internationally competitive review process.	2023
Early Career I-MTSS Research Network Scholar, Institute of Education Sciences I-MTSS Research Network.	2020

PUBLICATIONS

* Denotes graduate student

Peer-Reviewed Journal Articles

- O'Donnell, K.E., Shen, L., Stratford, D. C., Candelaria, P. Y., & Clemens, N. H. (2024). Integrating a self-regulation intervention within a Tier 2 academic intervention. *Intervention in School and Clinic*, 60(1), 17–27. <https://doi.org/10.1177/10534512241253828>

3. Boucher, A. N., Bhat, B. H., Clemens, N. H., Vaughn, S., & **O'Donnell, K.E.** (2023). Reading interventions for students in grades 3–12 with significant word reading difficulties. *Journal of Learning Disabilities*, 57(4), 203–223. <https://doi.org/10.1177/00222194231207556>
2. Clemens, N. H., Mason, S., & **O'Donnell, K.E.** (2023). Language and self-regulation: Interrelated sources of disparities in reading achievement and opportunities for reducing inequity. *Journal of School Psychology*, 38(1), 15–29. <https://doi.org/10.1037/spq0000522>
1. Filderman, M. J., Austin, C. R., Boucher, A. N., **O'Donnell, K.**, & Swanson, E. A. (2022). A meta-analysis of the effects of reading comprehension interventions on the reading comprehension outcomes of struggling readers in third through 12th grades. *Exceptional Children*, 88(2), 163–184. <https://doi.org/10.1177/00144029211050860>

Book Chapters

2. Clemens, N. H., & **O'Donnell, K.E.** (2024). Chapter 5, Section II: Specific reading comprehension disability. In N. Young & J. Hasbrouck (Eds.), *The Ladder of Reading and Writing*. Benchmark Education Company.
1. Clemens, N. H., Boucher, A. N., & **O'Donnell, K.** (2022). Advances in interventions for students with reading difficulties. In C. J. Lemons, S. R. Powell, K. L. Lane, & T. C. Aceves (Eds.), *Handbook of Special Education Research, Volume II: Research-Based Practices and Intervention Innovations*. Routledge.

Other Publications

2. **O'Donnell, K.E.** (2026). *Reading-writing connection: Integrated literacy instruction in K-3*. Kentucky Reading Research Center.
1. **O'Donnell, K.E.** (2023). Early word reading and dyslexia. *International Literacy Association's Literacy Today*, October/November/December Issue, 18–21.

Manuscripts Under Review

5. **O'Donnell, K.E.**, & Austin, C. R. (under review). *A preliminary examination of Science of Reading laws*. Education Policy Analysis Archives.
4. **O'Donnell, K.E.**, Austin, C. R., & Lucas, C. (under review). *No rewrite required: Aligning an evidence-based teacher preparation program with Science of Reading legislation*. Literacy Research and Instruction.
3. Austin, C. R., **O'Donnell, K.E.**, & Rorrer, A. (under review). *Myth perpetuation and refutation in U.S. state dyslexia handbooks*. Educational Policy.
2. Austin, C. R., Raine, D., Liang, L. A., Filderman, M. J., Day, L., Kjesbo, R.*, **O'Donnell, K.**, & Boman, C. (under review). *Between representation and misinformation: A content analysis of dyslexia picturebooks*. Annals of Dyslexia.
1. Clemens, N. H., Roberts, G., Schnakenberg, J., Fall, A., Shen, L., **O'Donnell, K.**, Bhat, B., Austin, C., Lewis, N., & Vaughn, S. (under review). *Effects of integrating self-regulation support within a process of reading intervention intensification*. Journal of Educational Psychology.

Manuscripts in Revision (Revise and Resubmit)

3. Kjesbo, R.*, Austin, C. R., & **O'Donnell, K.E.** (revise and resubmit). *Integrating science standards into explicit and extended vocabulary instruction in the primary grades*. Language, Speech, and Hearing Services in Schools.
2. Austin, C. R., **O'Donnell, K.E.**, & Boucher, A. N. (revise and resubmit). *Building deep lexical quality during high-frequency word instruction*. Language, Speech, and Hearing Services in Schools.
1. Austin, C. R., **O'Donnell, K.E.**, Hicks, E., & Kocherhans, S.* (revise and resubmit). *Instructional routine for teaching students with word reading difficulties and disabilities in grades 4-12 to read and comprehend complex, informational texts*. Intervention in School and Clinic.

Manuscripts in Preparation

6. **O'Donnell, K.E.**, & Clemens, N. H. (in preparation). *Set for variability as a mediating process in the relationship between word reading and reading fluency*. Target: Scientific Studies of Reading.
5. **O'Donnell, K.E.**, & Clemens, N. H. (in preparation). *Set for variability: A narrative review*.
4. **O'Donnell, K.E.** (in preparation). *Science of Reading legislation and implications for students with disabilities and English learners*.

3. **O'Donnell, K.E.** (in preparation). *From legislation to classroom: Curriculum domain coverage and student outcomes across Utah LEAs.*
2. **O'Donnell, K.E.** (in preparation). *State early literacy screening versus dyslexia screening: A review* [working title].
1. Downs, J., Bruner, L., Rolf, K., **O'Donnell, K.E.**, & Austin, C. R. (in preparation). *A district curriculum transition from Reading Mastery to the 95 Phonics Core Program* [working title].

PEER-REVIEWED CONFERENCE PRESENTATIONS

17. Stewart, A. A., **O'Donnell, K. E.**, Filderman, M. J., Austin, C. R., & Washburn, E. K. (2025, February). *Improving teachers' reading instruction: Considerations surrounding the chasm between policy and practice* [Panel presentation]. Pacific Coast Research Conference (PCRC).
16. King, S. G., Fishstrom, S., Payne, B., Chatzoglou, E., Austin, C., **O'Donnell, K.**, Vaughn, S., Haggerty, N., & Balcombe, A. (2025, February). *Special education and general education teachers' views of evidence-based instructional practices* [Poster presentation]. Pacific Coast Research Conference (PCRC).
15. Austin, C. R., Raine, D., & **O'Donnell, K. E.** (2025, February). *Integrating math language instruction within high-frequency word reading instruction* [Poster presentation]. Pacific Coast Research Conference (PCRC).
14. **O'Donnell, K.E.**, Kjesbo, R.*, & Austin, C. R. (2025, February). *Science of Reading laws: Legislation vs. implementation* [Poster presentation]. Pacific Coast Research Conference (PCRC).
13. **O'Donnell, K.E.**, & Clemens, N. H. (2024, July 10–13). *The role of set for variability in the relation between word reading and reading fluency* [Poster presentation]. Scientific Studies of Reading Conference.
12. Payne, S. B., Boucher, A. N., **O'Donnell, K.E.**, Lewis, N. S., Vaughn, S., Clemens, N. H., Fishstrom, S., & Andress, T. (2024, July 10–13). *Initial word reading performance as a moderator of intervention effects for students in grades 3–12 with reading difficulties* [Poster presentation]. Scientific Studies of Reading Conference.
11. **O'Donnell, K.E.**, Austin, C. R., & Clemens, N. H. (2024, February). *A preliminary examination of Science of Reading laws* [Poster presentation]. Pacific Coast Research Conference (PCRC).
10. Austin, C. R., **O'Donnell, K. E.**, & Powell, S. (2024, February). *Integrating math language instruction within high-frequency word reading instruction* [Poster presentation]. Pacific Coast Research Conference (PCRC).
9. Boucher, A. N., Bhat, B. H., Clemens, N. H., Vaughn, S., & **O'Donnell, K.E.** (2023, July 19–22). *Reading interventions for students in grades 3-12 with significant reading difficulties* [Poster presentation]. Scientific Studies of Reading Conference.
8. Boucher, A. N., & **O'Donnell, K.E.** (2023, February 1–3). *Initial word reading performance as a moderator of intervention effects for students with reading difficulties in grades 3-12* [Poster presentation]. Pacific Coast Research Conference.
7. **O'Donnell, K.E.**, & Clemens, N. H. (2022, February 17–19). *A meta-analysis of word-reading interventions on fluency outcomes for K-3 struggling readers* [Poster presentation]. Pacific Coast Research Conference.
6. Filderman, M. J., Austin, C. R., Boucher, A. N., & **O'Donnell, K.E.** (2022, February 1–4). *Reading comprehension intervention: A summary of the evidence and practices to support reading comprehension outcomes for struggling readers in grades 3-12* [Presentation with Q&A]. Council for Exceptional Children Conference, Virtual.
5. Boucher, A. N., & **O'Donnell, K.E.** (2021, November 15). *The critical role of word reading as a predictor of intervention response* [Poster presentation]. International Dyslexia Association Reading, Literacy & Learning Conference, Virtual.
4. **O'Donnell, K.E.**, & Clemens, N. H. (2021, February 11–12). *Relations between group and individually administered reading measures for evaluating intervention responsiveness* [Poster presentation]. Pacific Coast Research Conference, Virtual.
3. Filderman, M. J., Boucher, A. N., Austin, C. R., & **O'Donnell, K.E.** (2021, February 11–12). *Effects of comprehension instruction to support struggling readers in third through twelfth grades* [Poster presentation]. Pacific Coast Research Conference, Virtual.
2. **O'Donnell, K.E.** (2019, February). *The power of student reflection* [Presentation]. Landmark College's Inaugural Winter Institute for Educators, San Francisco, CA.

1. **O'Donnell, K.E.**, & Keatley, T. (2017, October). *Bringing the joy back to grading: Assessing with purpose* [Presentation]. Virginia Association of Independent Schools (VAIS) Leading Learning Conference, Richmond, VA.

Accepted and Forthcoming Presentations

2. **O'Donnell, K.E.** (2026, October 22–23). *Left behind in the laws: LD provisions in SoR legislation* [Presentation]. Council for Learning Disabilities Conference, Fort Worth, TX.
1. Austin, C. R., & **O'Donnell, K.E.** (2026, October 22–23). *AI prompt templates for supporting academic vocabulary instructional planning* [Presentation]. Council for Learning Disabilities Conference, Fort Worth, TX.

Conference Presentations Under Review

1. **O'Donnell, K.E.**, Austin, C. R., & Delgado, A.* (under review). *Myths, mandates, and measures: State dyslexia policy under review* [Submitted presentation]. International Dyslexia Association Reading, Literacy & Learning Conference.

INVITED TALKS AND WORKSHOPS

4. **O'Donnell, K.E.** (2026, March). *Specific reading comprehension difficulties*. Fox Reading Conference.
3. **O'Donnell, K.E.** (2024, September). *Climbing the ladder* [Spotlight Event, Professional Development]. Institute for Multi-Sensory Education.
2. **O'Donnell, K.E.**, & Austin, C. R. (2024, September). *Phonics and America's early literacy crisis* [Grand Challenges for Social Work Lecture Series]. University of Utah College of Social Work and College of Education.
1. **O'Donnell, K.E.** (2024, January). *Early word reading and dyslexia* [Professional Development]. North Dakota Literacy Association.

COURSES TAUGHT (INSTRUCTOR OF RECORD)

ED PS 5315/6315. Reading Methods I. 3 Credits. Undergraduate and Graduate Core Course for Elementary Education Licensure. University of Utah. F23, F24, S25, Su25, F25, Su26	2023 – current
ED PS 6126. Advanced Content Area Literacy. Graduate Seminar. University of Utah. S24, Su24, S25, S26	2024 – current
ED PS 7202. Early Research II. Graduate Seminar. University of Utah. F24.	2024 – current

STUDENT MENTORING AND SUPERVISION

Doctoral Student Advising

██████████, Advisor. Educational Psychology, University of Utah.	2024 – present
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Doctoral Dissertation Committee Member

██████████. Educational Psychology, University of Utah.	2023 – 2025
██████████. Educational Psychology, University of Utah.	2023 – 2025
██████████. Educational Psychology, University of Utah.	2023 – 2025

Doctoral Preliminary Exam Committee Member

██████████. Educational Psychology, University of Utah.	2024
██████████. Educational Psychology, University of Utah.	2023

Master's Committee Chair / Co-Chair

██████████, Chair. Educational Psychology.	2025 – present
██████████, Chair. Educational Psychology.	2025 – present
██████████, Chair. Educational Psychology.	2024 – 2026
██████████, Chair. Educational Psychology.	2024 – 2026
██████████, Chair. Educational Psychology.	2023 – 2025
██████████, Co-Chair. Educational Psychology.	2023 – 2025

Master's Committee Member

██████████. Special Education.	2025 – present
██████████. Special Education.	2025 – present
██████████. Educational Psychology.	2024 – 2026
██████████. Educational Psychology.	2024 – 2026
██████████. Educational Psychology.	2024 – 2026
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██████████. Educational Psychology.	2023 – 2025
██████████. Educational Psychology.	2023 – 2025
██████████. Educational Psychology.	2023 – 2025
██████████. Special Education.	2026 – present

SERVICE

Professional Service

Member, Science of Reading Panel Advisory Committee. Utah State Board of Education. Competitively appointed.	2026 – present
Editorial Board Member, The Elementary School Journal.	
Ad Hoc Reviewer: Educational Evaluation and Policy Analysis; Assessment for Effective Intervention; Journal of Learning Disabilities.	

University, College, and Department Service

Science of Reading Faculty Member, Partnership with the Utah State Board of Education.	2023 – present
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Public Service and Consulting

Curriculum Audit Reviewer (Regular Review and Appeals Review), SB 127 Submissions. Utah State Board of Education.	
Consultant, Meadows Center for Preventing Educational Risk (MCPER): Evaluation of Remediation Efforts of Ohio Institutions of Higher Education (Science of Reading Audit, Round 2).	2026
Implementation Advisory Committee Member, Ohio Department of Higher Education: Evaluation, Science of Reading Audit.	2024 – 2025
Consultant, Kentucky Reading Research Center.	2024 – 2025
Consultant, Meadows Center for Preventing Educational Risk: Tiered Interventions Using Evidence-Based Research (TIER).	2023 – 2025
Consultant, Meadows Center for Preventing Educational Risk: Texas Education Agency K-12 Book List Literature Review.	2024
Consultant, Texas Education Agency: K-5 Sight Word and Vocabulary Lists.	2022 – 2023
Consultant, Evaluation Research Services: NCII Evaluation.	2021