

CURRICULUM VITAE

Lisa L. Ortmann, Ph.D.

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EDUCATIONAL BACKGROUND

Doctor of Philosophy (June, 2015), Curriculum & Instruction; Literacy Education Program, University of Minnesota, Twin Cities, Dissertation: *Disciplinary Literacies in STEM Integration: An Interpretive Study of Discourses Within Classroom Communities of Practice*, (Advisor: Dr. Deborah R. Dillon)

Master of Arts (2009-11), K-12 Reading Education; Curriculum & Instruction, University of Minnesota, Twin Cities, completed coursework for degree and obtained K-12 Reading Teaching license

Post-Baccalaureate (December, 2005), Grades 5-12 English Language Arts licensure, Bethel University, Roseville, MN

Bachelor of Arts (May, 2004), English Major; Business Management Minor, Saint Olaf College, Northfield, MN

PROFESSIONAL EXPERIENCE

Grace and Bertil Pehrson Endowed Professor of Education, (2026-2029), Department of Education, Gustavus Adolphus College, Saint Peter, MN

Associate Professor, (August 2024- present), Department of Education, Gustavus Adolphus College, Saint Peter, MN

Assistant Professor, (August 2020- May, 2024), Department of Education, Gustavus Adolphus College, Saint Peter, MN

Elementary Reading Intervention, (August 2024-May 2025), *AmeriCorp Reading Corp*, Parkview Center School, ISD 623, Roseville, MN

Assistant Professor of Literacy Education, (August 2016-May 2020), Department of Teaching, Learning, & Professional Practice, College of Education & Human Development, University of North Dakota, Grand Forks, ND

Assistant Professor of Literacy Education, (Aug 2015-May 2016), Curriculum & Instruction, Western Illinois University, Macomb, IL

Graduate Research Assistant, (Sep 2012-May 2015), Curriculum & Instruction, University of Minnesota, Twin Cities, MN

Continuous Improvement & Literacy Coach, (Sep 2010- May 2012), ISD 16, Spring Lake Park, MN

English Language Arts Teacher, (Jan 2005-May 2010), Grades 9-12, Spring Lake Park High School, ISD 16, Spring Lake Park, MN

PROFESSIONAL TRAINING

TEACHING LICENSES

Grades K-12 Reading Teaching License, MN

Grades 5-12 Communication Arts/Literature Teaching License, MN

SPECIALIZED PROFESSIONAL DEVELOPMENT

Lexia LETRS Training: Volume II, MN Resource, Training, & Solutions

Lexia LETRS Training: Volume I, MN Resource, Training, & Solutions

Americorp: Reading Corp tutor training

AVID tutor and teacher training

American Sign Language I, Gallaudet University

Specialized Literacy Coaching Training, Department of Curriculum & Instruction, UMN

Professional Development Certificate, Department of Educational Leadership, UMN

Cognitive and Instructional Coaching Training, Spring Lake Park Schools, MN

Beyond Diversity: Courageous Conversations Training, Spring Lake Park Schools, MN

UNIVERSITY TEACHING

GRADUATE COURSES TAUGHT

University of North Dakota

TL 533 – Secondary English Language Arts & Literacy Instruction

TL 536 – Innovations in Teaching Language Arts

TL 524 – Reading in the Content Areas

TL 591 – Readings in Literacy Education

TL 995 – Scholarly Project in Literacy Education

Western Illinois University

RDG 530 – Literacy Coaching Capstone Course

RDG 584 – Vocabulary Development in K-12 Classrooms

University of Minnesota, Twin Cities

C&I 8999 – Special Topics in the Teaching of Science: Coaching for
STEM Integration in School Partnerships

UNDERGRADUATE COURSES TAUGHT

Gustavus Adolphus College

EDU 325—Intermediate and Advanced Literacy Foundations

EDU 320 – Language and Literacy Foundations and Early Literacy Field Experience

FTS 100 – For the Love of Books!

EDU 368 – Secondary and K-12 Methods Practicum (AVID)

EDU 363 – Communication Arts & Literature Teaching (CALT) Methods

EDU 268 – Career Orientation to Teaching (J-Term)

EDU 320 – Literacy for the K-12 Teacher

EDU 350—Reading in the Content Areas: Multiliteracies in the 21st Century Classroom

University of North Dakota

TL 410 – Reading Methods in the Elementary School (TEAM)

TL 409 – Reading in the Content Areas

TL 335 – Understanding Readers and Writers

TL 486 – Field Experience in Literacy

Western Illinois University

RDG 384 – Literacy III: Reading & Writing in the Intermediate Grades

ELED 370 – Fieldwork I: Read 100! Program Practicum

University of Minnesota, Twin Cities

C&I 5413 – Foundations of Literacy Development

C&I 4413 – Working with Developing Readers Practicum

CURRICULUM DEVELOPMENT

Gustavus Adolphus College

EDU 320 “Language and Literacy Foundations and Early Literacy Field Experience”
course redesigned for fall 2024

EDU 325 “Intermediate and Advanced Literacy Foundations” new course for fall 2024

FTS 100 “For the Love of Books!” New course for fall 2023

EDU 350 Writ-L Designation, added in spring 2023

University of North Dakota

TL 563 Classroom-based Coaching Practices, (fall, 2019), online graduate course
development for new professional coaching certificate

TL 564 Designing Professional Development for Teachers, (fall, 2019), online graduate
course development for new professional coaching certificate

TL 335 Understanding Readers & Writers, (summer, 2019), transitioned 3-credit face-to-
face initial licensure course to asynchronous online

TL 404 Assessment in the Elementary Classroom, (summer, 2019), developed new 1-
credit, 8-week online initial licensure course to meet CAEP accreditation
requirements

TL 405 Data Literacy for Preservice Teachers, (summer, 2018), developed new 1-credit, 8-
week online initial licensure course to meet CAEP accreditation requirements

TL 533 Reading in the Secondary School, (summer, 2017), developed new online course
to meet ILA/CAEP advanced program accreditation requirements

Curriculum & Instruction Initial Licensure Master’s Degree Program, advisement and
program development for new degree program for initial licensure in secondary
content areas

Western Illinois University

Literacy Assessment, Instruction, and Intervention for Diverse Learners, 6-12, (spring,
2016), online course development for ILA accredited Reading Education graduate
program

WORKSHOPS FACILITATED

Pena-Pincheira, R. & **Ortmann, L.** (2025). *Multilingual and multiculturally responsive
teaching and learning*. KCEL-sponsored faculty workshop.

Struthers-Walker, V. & **Ortmann, L.** (2025), *Open Windows Books: Gustavus Cohort 2*,
Spring semester Professional Development for partner teachers and media

- specialists on the use of diverse children's and YA literature.
- Struthers-Walker, V. & **Ortmann, L.** (2024), *Open Windows Books: Gustavus Cohort 1*, Spring semester Professional Development for partner teachers and media specialists on the use of diverse children's and YA literature.
- Ortmann, L.** (2023), *Peer Coaching Training*, for HHMI Gustavus faculty cohorts
- Ortmann, L.** & Rogers, A. (2017), *Using Self-Study to Explore Cultural Competencies for Teaching*, 8-week Professional Development course offered through the Office of Continuing Education at UND, for Grand Forks Public School Teachers
- Salyers, M. & **Ortmann, L.** (2016), *Co-Teaching Training*, three-session workshop for Grand Forks Public Schools teachers, East Grand Forks Public Schools teachers, and UND student teachers

ADVISING

GRADUATE

- Doctoral Committee Member (2): Charlene Ellingson, UMN Twin Cities; Roberta Carrlson, UND
- Master's Advisees (15): Cory Cantrall, Margaret Miles, Jennifer Dryburgh; Blake Wragge, Anne Jensen, Michelle Korn, Elizabeth Carlson, Elizabeth Peterson, Heather Gensler, Leah Picanco, Sydney Martin, Kaylin VanDomlen, Kristen Anderson, Susie Brynjolfson-Meide, Taylor Ray

UNDERGRADUATE

- Gustavus Student Teaching Supervisor (25): Alexis Aaby, Kenzie Berg, Zach Deidrich, Ashton Dingmann, Lily Engebretson, Brady Essig, Jenny Golding, Mikayla Kendall, Emily Kinney, Sydney Koppelman, Alex Krueger, Izzy LaMarca, Tia Lerud, Ohnica Melanich, Erin Oberle, Audrey Powell, Adrian Rojas-Malledo, Cole Schwartz, Jessie Strobush, Kayshooly Thao, Samantha Walters, Jacob Wielgos, Cameron Witt, Eli Wolff, Ger Yang
- Gustavus Education Advisor (35): Chris Alvarado-Salazar, Parker Benes, Caroline Brown, Zoe Carik, Alan Cruz Ledesma, Cristian Collazo, Oliva Falk, Emily Giannotta, Anna Goodman, Elise Gotthardt, Joshua Gregory, Zetta Haugen, Chloe Heifort, Zach Heitkemper, Dalton Hermes, Avery Joyce, Grace Kearney, Clarissa Kincaid, Sydney Koppelman, Joanna Mai, Tyge McCarthy, Ohnica Melenich, Eavan McCormick, Glade Paulson, Jordan Petersen, Roger Rogne, Mya Santelman, Leisel Schlangen, Natalie Schmieg, Sophia Solari, Carter Svoboda, Seth Thompson, Ingrid Welna, Kaylynn Weltzien, Jacob Wielgos
- Gustavus FTS Advisor (30): Eli Boelter, Joely Anderson, Madelynn Behning, Adam Bendickson, Abigail Brand, Allie Cross, Madeline Fossum, Emily Garcia, Moa Gameda, Aubrey Hansen, Linden Kelly, Isabel Kristensen, Alaina Nelson, Victor Osanyintola, Cameron Pusey, Caden Riga, Michael Schulte, Joel Ansah, Mattee Ball, McKinlee Cherp, Paige Hendricks, Grace Hoyland, Alexandra Kane, Drew Kretlow, Abby Krueger, Ava McKinley, Regan Oian, Kaitlyn Palmer, Tavan Radke, Cora Renning, Brenna Thordson, Hayley Youngberg
- UND (30): Abbie Bertsch, Amy Hanson, Taylor O'Shea, Makenzie Preston, Val

Schroeder, Kendall Slebodnik, Baliee Graves, Rachel Jacobson, Kylie Lupkes, Sam Twistol, Johanna Hayes, Jaden Lemar, Katlyn Ramseth; Bobbyjo Balderas, Emily Beckman, Megan Bohlman, Mary Chipman, Cooper Czichotzki, Samantha Finger, Claire Geitzenauer, Teaerica Hall, Kaylie Haugen, Claire Kranz, Rachel Kruenegel, Monica Kuehl, Adrianna Lee, Clarissa Pearson, Alli Sandberg, Olivia Schreiner, Abbie VanBergen, Emily Sorenson

PUBLICATIONS

PEER-REVIEWED SCHOLARSHIP

- Sullivan, D. & **Ortmann, L.** (2025). Surveying the Landscape: Minnesota's English Language Arts Teachers' Perspectives on Intellectual Freedom. *Minnesota English Journal*. <https://minnesotaenglishjournalonline.org/2025/05/09/surveying-the-landscape/>
- Ortmann, L.** & Stumme-Berg, S. (2024). Developing responsive disciplinary literacies for student teaching in social studies. *Journal of Adolescent & Adult Literacy*, 67, 239–252. <https://doi.org/10.1002/jaal.1317>
- Ortmann, L.**, Brodeur, K., & Massey, S. (2020). The learner profiles of novice literacy coaches. *Reading Horizons: A Journal of Literacy and Language Arts*, 59 (2). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol59/iss2/5
- Ortmann, L.** & Roehrig, G. (2019). Developing a coaching identity in interdisciplinary STEM partnerships. *Mentoring & Tutoring: Partnership in Learning*, <https://doi.org/10.1080/13611267.2019.1687124>
- Brodeur, K., Massey, S., **Ortmann, L.**, & Bertelsen, C. (2018). What DO they do all day?: Field experiences in literacy coaching. *Association of Literacy Educators and Researchers Yearbook*, 40, p.145-162.
- Allen, K., Brodeur, K., Israelson, M.H., Martin-Kerr, K.G., **Ortmann, L.**, & Peterson, D.S. (2018). Developing reflective practice in teacher candidates through program coherence. *Teaching and Learning Inquiry*, 6(2), p.81-96. <https://doi.org/10.20343/teachlearninginqu.6.2.7>
- Brodeur, K. & **Ortmann, L.** (2018). Preservice teachers' beliefs about struggling readers and themselves. *Midwestern Educational Researcher*, 30(1/2), p. 1-27. http://www.mwera.org/MWER/volumes/v30/issue1_2/V30n1_2-Brodeur-FEATURE-ARTICLE.pdf

BOOK CHAPTERS & SCHOLARSHIP

- Stutelberg, E., Allen, K., Tily, S., Autry, F., Beach, R., Brodeur, K., Cole, M., Doerr-Stevens, C., Faase, C., Gambino, A., Grifenhagen, J., Ingram, J. K., Israelson, M., Jocius, R., Leininger, K., Madison, S. M., McDonald Van Deventer, M., O'Byrne, I., **Ortmann, L.**, Peterson, D., Rabenn, M., Rollag Yoon, S., Schick, A., Share, J., Sterner, S., Suk, A., Sulzer, M. (2025). Annotated bibliography of Research in the Teaching of English. *Research in the Teaching of English*, 59(3), 404-405. <https://doi.org/10.58680/rte2025593404>
- Ortmann, L.**, Crampton, A., Stutelberg, E., Beach, R., Martin-Kerr, K.G., Peterson, D.... Sulzer, M. (2024). Annotated bibliography in research in the teaching of English.

Research in the Teaching of English (RTE).

- Ortmann, L.**, Stutelberg, E., Allen, K., Beach, R., Brodeur, K., Cole, M., Crampton, A., Doerr-Stevens, C., Faase, C., Frederick, A., Gambino, A., Israelson, M., Jocius, R., Kleese, N., Madison, S.M., McDonald Van Deventer, M., O'Byrne, W.I., Peterson, D., Rollag Yoon, S., Schick, A., Share, J., Sterner, S. K., Sulzer, M. (2023). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 57(3), AB1-AB46.
- Ortmann, L.**, Brodeur, S., & Massey, S. "Leading for transformation? The decisions of new coaches matter." (2022). In LaVenía, K., & Jackson May, J. (Eds.). *Case Studies in Leadership and Adult Development: Applying Theoretical Perspectives to Real World Challenges* (pp. 103-111). New York, NY: Routledge.
<https://www.routledge.com/Case-Studies-in-Leadership-and-Adult-Development-Applying-Theoretical-Perspectives/LaVenía-May/p/book/9780367354589>
- Ortmann, L.**, Crampton, A., Stutelberg, E., Beach, R., Martin-Kerr, K., Peterson, D., Schick, A., Kelley, B., Lambert, C., Pyscher, T., Robinson, L., Gambino, A., Share, J., Allen, K., Brodeur, K., Cole, M., Doerr-Stevens, C., Frederick, A., Israelson, M., Ittner, A., Jocius, R., Madison, S.M., McDonald Van Deventer, M., Murphy, T., O-Byrne, A., Rollag Yoon, S., Sterner, S.K., Sulzer, M. (2022). Annotated Bibliography of Research in the Teaching of English. *Research in the Teaching of English*, 56(3).
- Crampton, A., **Ortmann, L.**, Frederick, A., Allen, K., Baker, J., Beach, R., Brodeur, K., Doerr-Stevens, C., Israelson, M., Ittner, A., Jocius, R., Kelley, B., Lambert, C., Liang, L.A., Madison, S.M., Martin-Kerr, K., Murphy, T., O'Byrne, I., Peterson, D.,... Thein, A.H. (2021). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 55(3), AB1-AB49.
<https://library.ncte.org/journals/RTE/issues/v55-3/31190>
- Massey, S., **Ortmann, L.** & Brodeur, K. (2020). Training novice literacy coaches through coaching rounds. In Karchmer-Klein, R., & Pytash, K. E. (Eds.), *Effective Practices in Online Teacher Preparation for Literacy Educators* (pp. 150-170). Hershey, PA: IGI Global. [doi:10.4018/978-1-7998-0206-8](https://doi.org/10.4018/978-1-7998-0206-8)
- Frederick, A., Crampton, A., **Ortmann, L.**, Allen, K., Baker, J., Beach, R., Cole, M., David, S., Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., Martin-Kerr, K., Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2020). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 54(3), AB1-AB44. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <https://ncte.org/resources/journals/research-in-the-teaching-of-english/>
- Frederick, A., Crampton, A., David, S., Allen, K., Baker, J., Beach, R., Cole, M., Doerr-Stevens, C., Fogarty, E., Ittner, A., Israelson, M., Jocius, R., Liang, L.A., Madson, M., Martin-Kerr, K., **Ortmann, L.**, Peterson, D., Pyscher, T., Rollag Yoon, S., Rummel, A., Share, J., Sterner, S., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2019). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 53(3), AB1-AB43. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/>
- Tierney, J.D., Mason, A.M., Frederick, A., Allen, K., Baker, J., Beach, R., Case, A., Cole, M., Crampton, A., David, S., Doerr-Stevens, C., Fogarty, E., Isaacson, K.,

- Israelson, M., Ittner, A., Joubert, E., Liang, L.A., Martin-Kerr, K.G., Madson, M., **Ortmann, L.**, Peterson, D., Rummel, A., Struck, M., Stutelberg, E., Sulzer, M., Thein, A.H. (2017). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 52(3), AB1-AB45. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at <http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/>
- Tierney, J.D., Mason, A.M., Frederick, A., Allen, K., Beach, R., Bear, D., Caldas, B., Crampton, A., Cushing-Leubner, J., Helman, L., Isaacson, K., Israelson, M., Ittner, A., Janssen, T., Jones, H., Joubert, E., Liang, L.A., Martin-Kerr, K.G., Madson, M., Nielsen-Winkelman, T., **Ortmann, L.**, Peterson, D., Rombalski, A., Rosheim, K., Rummel, A., Struck, M., Sulzer, M., Thein, A.H. (2016). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English* 51(2), AB1-AB55. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable PDF at <http://www.ncte.org/library/NCTEFiles/Resources/Journals/RTE/0512-nov2016/Bibliography.pdf>
- O'Brien, D. & **Ortmann, L.** (2016). Disciplinary literacy: A multidisciplinary synthesis from traditional artifacts of learning to new digital landscapes In Hinchman, K.A. & Appleman, D.A. (Eds.) *Adolescent Literacy: A Handbook of Practice-based Research* (pp. 182-198). New York, NY: Guilford Press.
- Ortmann, L.** (2015). *Disciplinary literacies in STEM integration: An interpretive study of discourses within classroom communities of practice* (Order No. 3727938). Available from ProQuest Dissertations & Theses Global. (1725167912). Retrieved from <http://search.proquest.com/docview/1725167912?accountid=14982>

PRACTITIONER SCHOLARSHIP

- Stoeckel, M., Peterson, A., **Ortmann, L.**, & Roehrig, G. (2023). Chemical Cargo Carrier: An engineering design challenge using Newton's laws. *The Science Teacher*. 2, p. 29-36.
- Ortmann, L.**, Brodeur, K., & Massey, S. (2021). Creating space for new coaches. *The Learning Professional*, 42(5), p. 69-72. https://learningforward.org/lf_resource/the-learning-professional-october-2021-leadership-under-pressure/
- Ortmann, L.** & Rogers, A. (2018). Using self-study as a process for teacher inquiry into classroom diversity. *Literacy Voices Journal*. <http://www.montanareads.org/literacy-voices>

PROFESSIONAL PRESENTATIONS

NATIONAL REFEREED PRESENTATIONS

- Johnson, T., Israelson, M., **Ortmann, L.**, & Walker, V. (2025). Open Windows: Reading diverse themed text sets with elementary students. Presented at the National Council of Teachers of English annual convention in Denver, CO.
- David, A., Miller, C., **Ortmann, L.** Silver, J., Sullivan, D., Svrcek, N., & Varga, L. (2025). *Intellectual freedom dreams deferred: Banned in the "blue(ish) states."* Presented at the National Council of Teachers of English annual convention in

Denver, CO.

- Ortmann, L.** (2024). *How secondary teacher candidates' working theories of literacy inform their uses of disciplinary literacy*. Presented at the Literacy Research Association annual meeting in Atlanta, GA.
- Ortmann, L., Brodeur, K., & Israelson, M.** (2023). *Centering student voice: Exploring equity and power through disciplinary literacies with content area preservice teachers*. Presented at the National Council of Teachers of English annual meeting in Columbus, OH.
- Ortmann, L.** (2022). *Disciplinary literacy and music teacher education: Seeking relevance for teacher candidates*. Presented at the American Educational Research Association (AERA) annual meeting in San Diego, CA.
- Brodeur, K., **Ortmann, L.**, & Massey, S. (Accepted, 2020). *Overcoming challenges in coaching*. International Literacy Association annual conference in Columbus, OH, (Conference canceled due to COVID-19).
- Ortmann, L., Brodeur, K., & Massey, S.** (2019). *Growing literacy leadership through online coaching practice*. Presented at the International Literacy Association annual meeting in New Orleans, LA.
- Ortmann, L.** (2019). *Preservice teachers' cultural competencies for teaching in a rural mid-western community*. Paper presented at the American Educational Research Association (AERA) annual meeting in Toronto, Canada.
- Brodeur, K., Massey, S., **Ortmann, L.**, & Bertelsen, C. (2017). *Profiles of novice literacy coaches*. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Brodeur, K., Massey, S., Bertelsen, C. & **Ortmann, L.** (2017). *What DO they do all day?: Field Experiences in Literacy Coaching*. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, St. Petersburg, FL.
- O'Brien, D. G., Dillon, D. R., Avery, P. G., Poch, R., **Ortmann, L.**, McDonald VanDeventer, M., & Hylton, R. (2017). *A disciplinary literacy framework fostering equity, access, and agency in a History International Baccalaureate curriculum*. Paper presented at the American Educational Research Association (AERA) annual meeting in San Antonio, TX.
- Ortmann, L., Brodeur, K., & Massey, S.** (2016). *Promoting inquiry into literacy coaching discourses through online learning*. Roundtable session presented at the Literacy Research Association (LRA) annual meeting in Nashville, TN.
- O'Brien, D., & **Ortmann, L.** (2016). *A multidisciplinary synthesis from traditional artifacts of learning to new digital landscapes*. Alternative format session presented at the Literacy Research Association annual meeting in Nashville, TN.
- O'Brien, D., & **Ortmann, L.** (2016). *A multidisciplinary perspective on inquiry in disciplinary literacy*. A paper presented at the Literacy Research Association annual meeting in Nashville, TN.
- Massey, S., **Ortmann, L.**, & Brodeur, K. (2016). *Literacy coaching discourse as part of an online graduate level coaching course*. Presentation at the Association of Literacy Educators and Researchers (ALER) annual conference in Myrtle Beach, SC.
- Ortmann, L.** (2016). *How preservice teachers develop an identity for teaching*

“struggling readers” in an afterschool reading clinic. Presentation at the Association of Literacy Educators and Researchers annual conference in Myrtle Beach, SC.

Singh, A., Lyons, M., & **Ortmann, L.** (2016). *NGSS for early childhood learners.* Paper presented at the National Science Teachers’ Association (NSTA) annual conference in Nashville, TN.

Ortmann, L., O’Brien, D., Van Deventer, M.M., & Dillon, D.R. (2015). *The role of disciplinary literacies to engage nontraditional IB History Students.* Paper presented at the Literacy Research Association annual meeting in Carlsbad, CA.

Allen, K., Brodeur, K., Israelson, M., Martin-Kerr, K.G., **Ortmann, L.,** & Peterson, D. (2015). *Fostering reflective practice in preservice teachers.* Panel discussion session at the National Council for Teachers of English (NCTE) annual convention in Minneapolis, MN.

Boardman, A., Brodeur, K., Allen, K., **Ortmann, L.,** & Rollag, S. (2015). *The use of multimodal and collaborative processes to develop teacher candidates’ understanding of reflection on instruction.* Paper presented at the American Association of Colleges for Teacher Education, Atlanta, GA.

Ortmann, L. & Roehrig, G.H. (2015). *Coaching in STEM: How novice coaches develop partnerships with science teachers.* Paper presented at the American Educational Research Association (AERA) annual meeting in Chicago, IL.

Dare, E.A., **Ortmann, L.,** Anwar, T., Ellis, J.A., McFadden, J., Chidthachack, S., Moore, T.J., Roehrig, G.H., & Guzey, S.S. (2015). *From professional development to classroom implementation: Exploring STEM integration in K-12 science education.* A themed paper set presented at the Association for Science Teacher Education (ASTE) annual meeting in Portland, OR.

O’Brien, D., **Ortmann, L.,** & Rummel, A. (2014). *Disciplinary literacies: Beyond the print-centric era.* Paper presented at the Literacy Research Association annual meeting in Marco Island, FL.

Allen, K., Brodeur, K., Israelson, M., Martin-Kerr, K., **Ortmann, L.,** & Peterson, D. (2014). *Reflective practice as window into teaching as inquiry.* Alternative format session presented at the Literacy Research Association annual meeting in Marco Island, FL.

Brodeur, K. & **Ortmann, L.** (2014). *Dialogic identity formation: How beliefs about struggling readers inform development of teaching identity.* Paper presented at the Literacy Research Association annual meeting in Marco Island, FL.

Brodeur, K. & **Ortmann, L.** (2013). *Emergent reflective practice: Preservice teachers’ developing self-efficacy as reading buddies to K-3 students.* Paper presented at the Literacy Research Association annual meeting in Dallas, TX.

STATE PRESENTATIONS

Ortmann, L., Rollag Yoon, S., & Parks, D. (2026). *Back on the shelf: Reinstating banned books in the classroom.* Presented at Minnesota Council of Teachers of English (MCTE) spring conference in Breezy Point, MN.

Ortmann, L. & Walker, V. (2025). *Using diverse children’s literature and YA text sets on the theme of ‘Nature and the outdoors.’* Presented at Minnesota Council of

Teachers of English (MCTE) spring conference in Alexandria, MN.

Ortmann, L., Sullivan, D., Rollag Yoon, S., Bernard, G., Grinage, J., Ranft, M., & Wagner, J. (2025). *MCTE intellectual freedom panel discussion*. Presented at Minnesota Council of Teachers of English (MCTE) spring conference in Alexandria, MN.

Ortmann, L. (2024). *Intellectual freedom and teacher advocacy*. Presentation and panel for Minnesota Council of Teachers of English (MCTE) spring conference in Duluth, MN.

Ortmann, L. (2016). *Using students' everyday talk to leverage disciplinary literacy*. Presentation at the North Dakota Reading Association annual state conference in Fargo, ND.

Ortmann, L. (2016). *Promoting deep conceptual understanding with academic literacy instruction*. Presentation at the North Dakota Reading Association annual state conference in Fargo, ND.

INVITED UNIVERSITY ADDRESSES

Ortmann, L. (2016), *Disciplinary literacy instruction to promote academic learning*, Professional Development Session, Western Illinois University, Leadership Institute for visiting Myanmar international educators

Ortmann, L. (2015). *Trends in academic literacy instruction: Deep conceptual understanding*, Invited guest presenter at the Kappa Delta Pi International Honors Society in Education "Education Essentials" conference, at Western Illinois University, Macomb, IL.

O'Brien, D., Avery, P., **Ortmann, L.**, McDonald Van Deventer, M., & Hylton, R. (2015). *Current findings from the Patrick Henry High School disciplinary literacies project*. Invited research presentation to the Department of Curriculum & Instruction Research Committee at the University of Minnesota, Twin Cities, MN.

Ortmann, L. (2014). *Building a coaching identity in STEM*. Roundtable paper session in C&I's Graduate Student Research Day, Department of Curriculum and Instruction; University of Minnesota, Twin Cities, MN.

INSTITUTIONAL PRESENTATIONS

Ortmann, L. (2023). "Theorizing literacy: Contextualizing an elusive concept in education." KCEL, Gustavus Faculty Shop Talk.

Lukes, H. (2023). "The use of daily symptom tracking as a tool for ADHD management" Presented at the *Celebration of Creative Inquiry* at Gustavus Adolphus College.

SCHOLARLY GRANTS

GRANTS FUNDED

KCEL Faculty Travel Award, (2021-2026). **Annual amount awarded: \$1200** to present research at national and state-level professional conferences.

KCEL Mini Grant, (September, 2021). **Amount awarded: \$1431**. Project titled "NCTE Annual Conference Virtual Registration for Students." The award included

registration fees for all of my EDU 363 CALT Methods students to attend the annual NCTE conference titled “Equity, Justice, and Anti-Racist Teaching” November 18-21, 2021.

- CEHD X+Y Faculty Grant Support Award, (August, 2019). **Amount awarded: 10% increase to base salary for three years.** The award includes support for grant projects currently in development, consultation from the Hanover Research Group, and participation in an institutional bi-weekly grant-writing training.
- Open Educational Resource Award, (June, 2018), awarded by the UND OER Working Group. **Amount awarded: \$3,000.** Project titled “Data Literacy for Preservice Teachers.”
- SSAC Research Grant Award, (March, 2017), awarded by the Senate Scholarly Activities Committee, UND. **Amount awarded: \$1,300.** Project titled “A study of elementary teacher candidates’ development of cultural competency for teaching.”
- FIDC Travel Award, (November, 2016), awarded by the Faculty Instructional Development Committee, UND. **Amount awarded: \$2,000.** Project titled “Developing literacy coaching discourse in online graduate courses.”

GRANTS NOT FUNDED

- KCEL Curriculum Development Grant, (April 2023). **Amount requested: \$2,750**
- ILA Elva Knight Research Grant, (March 2020). **Amount requested: \$3,000.** Project title: “Support for rural student literacy by leveraging the work of the rural literacy specialist.”

SERVICE

DEPARTMENT

Department Co-Chair (2027-present)

Reading program coordination, facilitating reading program audit and revision to respond to new READ act legislation in the Science of Reading, (2022-2025).

Committee Member on Assistant Professor tenure track hiring committee, (May 2021-Dec 2021)

Teacher Education Advisory Council (TEAC) departmental representative, (Sep 2020-2024)

Previous:

Coordinator – Teacher Education Through Applied Methods (TEAM) Program, (2019-2020)

Member of Elementary Education program faculty, (2016-2020)

Member of Graduate Reading Education program faculty, (2016-2020)

Member of TLPP Doctoral faculty, (2016-2020)

Member of WIU C&I Undergraduate Committee, (2015-16)

Member of WIU C&I Selection and Retention Committee, (2015-16)

Margaret Virum Best Friends Grant Adjudicator, University of Minnesota, (2012-14)

COLLEGE

Elected faculty member of Third Year Review subcommittee of the Personnel Committee (2026-present)
Learning resource development for faculty on multilingual learners (MLs) sponsored by KCEL (2025)
Consultant on HHMI institutional grant for Inclusive Teaching (2023-24)
Elected faculty member of the Diversity, Equity, Inclusion, and Belonging Committee (2023-25)
Nominated faculty member of the Academic Probations Committee (2022-25)
Elected Education division representative on CAPSUB committee, (2022-25)
Elected faculty member at-large on Global Engagement Committee (GEC), (2021-22)

PROFESSIONAL

Performance Level Descriptor (PLD) Committee for Minnesota Department of Education (July, 2026)
State-level reading teacher education program rubric development for MACTE & PELSB (2023-26)
NCTE *This Story Matters* Teacher Corp member, 2024-25
Advisory Board Member, Project ExCEED, NSF DRK-12 grant 2020-23
Editorial Board Member, *Journal of Literacy Research and Instruction*
Journal Reviewer
Literacy Research: Theory, Method, & Practice
Literacy Research and Instruction
Journal of Teacher Education
Journal of Adolescent and Adult Literacy
The Rural Educator
Teaching and Teacher Education

Grant Reviewer

Georgia Department of Education, Striving Reader Comprehensive Literacy Grant Competition, Cohort four; Cohort six; Cohort seven; Cohort eight
Ready or Not Reading Essay Scorer, Minnesota Community and Technical College and the Center for College Readiness

Service to Professional Organizations

Regional Representative on the Board, and Intellectual Freedom Chair, *Minnesota Council of Teachers of English*, (2023-present)
Reading steering committee member, to lead efforts to address READ act legislation in teacher education through an institutional grant award from the *Association of Colleges of Teacher Education* (ACTE) awarded to the Minnesota chapter, *MACTE* (2022-23).
Proposal Reviewer for National Council of Teachers of English, annual conference
Proposal Reviewer Association of Literacy Educators and Researchers annual conference, Division of Teacher Education
Proposal Reviewer Literacy Research Association, annual conference

Proposal Reviewer for AERA, Division K, annual meetings
Session chair at Literacy Research Association annual meetings
Session chair and discussant at AERA annual meetings

COMMUNITY

Partnership development work with Saint Peter Public Schools to arrange field experiences for education students, (2020-present)
Open Windows Books partner to bring diverse children's literature to teachers in rural Minnesota schools, and lead professional development for teachers, (2023-24)
Partnership development work at Northern Cass Public Schools, ND, to support innovation in literacy instruction, (2018-2020)
Partnership development work with Grand Forks Public Schools to arrange field experiences for Elementary Education students, (2016-2020)
Academic literacy support for teachers' understanding of complex texts at Patrick Henry High School, Minneapolis, MN, (2014-15)
Engineering to Transform the Education of Analysis, Measurement and Science, Teacher Leadership Institute for returning teaching fellows, (2014-15)
Engineering to Transform the Education of Analysis, Measurement and Science, Summer Institute for public school teaching fellows, (2014-15)

HONORS & AWARDS

Innovation in Teaching Award, assignment level, KCEL, Gustavus Adolphus, 2023
Judy King-Potts Award for Literacy Leadership in K-12 schools, University of Minnesota, 2011
Nominated teacher of the year, Spring Lake Park High School, 2009

PROFESSIONAL AFFILIATIONS

Minnesota Council for Teachers of English (current)
Minnesota Association for Colleges of Teacher Education (current)
National Council for Teachers of English (current)
Minnesota Reading Association (former)
American Educational Research Association, Division K Teacher Education (former)
International Literacy Association (former)
Literacy Research Association (former)
Association for Literacy Educators and Researchers (former)