

Michelle McStine, MEd

Lecturer of Literacy Education

Office: 607-777-3330

Cell: 607-341-2223

Email: mgierla1@binghamton.edu



Michelle McStine served as a public school literacy interventionist for twelve years in K-6 classrooms throughout New York State. She holds professional certifications in literacy, childhood and special education in addition to qualified teacher status in the United Kingdom. As a Binghamton University alum, she is honored to teach TLEL students in the Childhood/Early Childhood (CEC), Literacy, and the Masters of Arts in Teaching (MAT) programs. She sees literacy education as a mission-based profession and hopes to communicate the complexity of learning to read and the value literacy provides the individual and society. Her special interests include the history logic of the English spelling system, children's literature, providing high-quality professional development for teachers, and the neurological sciences of reading. Michelle's classes are designed to provide meaningful, practical experiences which bridge theory to classroom practice; her mission is to help graduates gain the knowledge, experience, and confidence to teach all children to read and write while also crafting classroom environments where students will want to become lifelong readers.

Current Position

Lecturer of Literacy Education

Department of Teaching, Learning, and Educational Leadership
College of Community and Public Affairs
Binghamton University

Courses taught: *Disciplinary Literacy, Instructional Methods of Reading and Writing, Literacy Internship and Seminar; Text, Tools, and Culture; Administration, Supervision, and Organization of Literacy Programs; Literacy Assessment and Teaching*

Research Interests

- Literacy and language development
- Literacy program design and pedagogy in K-12 schools (United States and United Kingdom)
- History, development, and logic of English spelling
- How teachers' orthographic knowledge shapes instructional practice and student perceptions of English
- Etymological and morphological instructional methods
- How empirical research and digital communications shift the instructional practices and philosophies of in-service teacher leaders and administrators
- Examining mythopoetic elements in oral-story telling and young adult literature, especially in the works of J.R.R. Tolkien and C.S. Lewis

Education

Binghamton University, Binghamton, NY

Master of Science in Education: Literacy Education B-12

Summa Cum Laude (2013)

Keuka College, Keuka, NY

Bachelor of Science: Childhood Education, 1-6 and Special Education, 1-6

Summa Cum Laude (2012)

Professional Teaching Certifications

- Literacy Education, 1-6, NY
- Childhood Education, 1-6, NY
- Students with Disabilities, 1-6, NY
- Qualified-Teacher Status, Primary Education, United Kingdom

Selected Work Experience

Lecturer of Literacy Education

Binghamton University, 2025 to Present

Responsible for in-person and online graduate instruction for students earning Master's degrees in literacy, special education, and content specialty certifications. Teaching a wide variety of courses to prepare pre and in-service teachers to become effective teachers of and advocates for evidence-based literacy instruction in K-12 general and special education settings. Supervises students in the field to provide mentoring, modeling, and coaching. Collaborates with colleagues across disciplines to conduct research and develop coursework. Serves on committees designed to enhance the relationship and collaboration between community public schools and the university. Partners with local school districts to evaluate literacy curricula and enhance teaching practices.

Literacy Specialist and Interventionist

Binghamton City Schools, West Middle School, Grade 6 (2022-2024)

Ardsley Union Free School District, Concord Road Elementary School, K-4 (2016-2022)

Union Endicott School District, Thomas J. Watson Elementary School, K-5 (2014-2016)

Created and adapted curricula to design explicit, responsive, and effective interventions to enhance phonemic proficiency, phonics and orthographic mapping, all domains of fluency, vocabulary, comprehension, and written expression in K-6 classrooms. Partnered with colleagues including classroom teachers, special educators, speech pathologists, occupational therapists, school psychologists, administrators and ENL specialists to collectively support student goals and growth. Built trust and partnership with families to enhance family literacy engagement. Administered and designed diagnostic tests, wrote detailed reports for the Counsel for Special Education for student (continued on next page)

Selected Work Experience (Continued)

disability eligibility services; served as an active member of the Response to Intervention Team and collaboratively created Tier I-III intervention plans and materials. Participated in the school community by joining several teams, clubs, professional committees, such as Strategic Planning, Cultural Arts, Maker Space, and Environmental Club. Lead professional development with and for colleagues; served as an RTI liaison. Wrote two successful grants for the acquisition of curricula and literacy intervention resources. Served as a teacher mentor for new reading interventionists and classroom teachers.

Literacy Tutor

Private practice (2017-2024)

Administered and analyzed student assessment data to create and implement tailored instructional goals and lessons for K-12 students. Lessons focused on strategic reading, writing, vocabulary, spelling, social studies, science, study habits, executive functioning skills, and collegiate essay writing.

Curriculum Writer and Consultant

Antiochian Archdiocese of North America, 2024-Present

Literacy Consultant

Derby Academy: Hingham, MA (2022)

The International School, Nido De Aguilas: Santiago, Chile (2020-2021)

Surveyed teachers' professional development interests and needs; designed in-person and remote professional development to enhance existing curricula and provide development for evidence-based literacy practices. Interpreted school-wide and individual assessment data to plan for strategic development and change.

Academic Coach and Graduate Assistant

Office for Serving Students with Disabilities, Binghamton University (2012-2013)

Individual academic coaching and support for undergraduate and graduate students with accommodations under IDEA and ADA at Binghamton University. Coaching sessions focused strategic planning, literacy in the content areas, and executive functioning.

Academic Service

Consulting Editor, *Preventing School Failure* (2026)

Scholarship Committee, Binghamton University (2026)

Professional Development Provided

Teachers' Center of Broome County, Broome-Tioga BOCES

Presenter of Making Sense of English Spelling (2025-2026)

English is a morpho-phonemic based orthography; teachers can explicitly teach and implement evidence-based lessons to explore how etymology and morphology influence the orthography and phonology of English spelling, building the ability to explain and explore why English words are spelled the way they are while fostering curiosity and confidence in young spellers.

Yale's Center for Emotional Intelligence

Trainer of Teachers (RULER) Implementation, Ardsley, NY (2017-2022)

Co-presenter and continued professional development provider; implementing an evidence-based approach to social and emotional well-being in classrooms and school climates.

Honors and Awards

Graduate Student Speaker (2013), Binghamton University

Outstanding Student in Education (2011), Keuka College

Continued Professional Learning

Continued independent Study with Dr. Gina Cooke of Illinois University (2018-present)

LETRS: Language Essentials for Teachers of Reading and Spelling

Dr. Anita Archer: Explicit Instruction Series

DIBELS Next, Acadience CFOL, Acadience Reading Diagnostic, DIBELS Deep

Orton-Gillingham: Brainspring Multisensory Phonics

Question Formulation Technique (QFT)

Leveled Literacy Intervention

Dr. Anita Archer: REWARDS

Yale's Center for Emotional Intelligence RULER Trainer of Teachers

Thinking Maps: Trainer of Teachers

Putnam North Westchester BOCES Teacher Mentor Training

Step Lab

Professional Memberships

- *The Reading League*
- *International Literacy Association*
- *International Dyslexia Association*