Curriculum Vitae
Susan Garni Masullo, Ph.D.

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EDUCATION

Ph.D., Fordham University: Language and Literacy Development

Master of Arts, Teachers College, Columbia University: Special Education

Bachelor of Arts, Thomas More College, Fordham University: English

ACADEMIC AND PROFESSIONAL POSITIONS

2025 -	Associate Professor of Teaching, Applied Sciences of Learning and Special Education; Teachers College, Columbia University
2023 -	Director, Advanced Certificate in Literacy, Applied Sciences of Learning and Special Education; Teachers College, Columbia University
2021 - 2023	Senior Fulltime Lecturer in Applied Sciences of Learning and Special Education; Teachers College, Columbia University
2001 - 2021	Director of Literacy Practicums, Applied Educational Psychology: Reading Specialist Program; Teachers College, Columbia University
2017 - 2021	Senior Fulltime Lecturer in Applied Educational Psychology: Reading Specialist Program; Teachers College, Columbia University
2006 - 2017	Fulltime Lecturer in Applied Educational Psychology: Reading Specialist Program; Teachers College, Columbia University
2001 - 2006	Assistant Professor of Practice in Applied Educational Psychology: Reading Specialist Program. Teachers College, Columbia University
1993 – 2001	Academic Director - Manhattan Reading Institute, New York, NY 10001
1978 – 1993	Assistant Director - Manhattan Reading Institute, New York, NY 10001
1977 – 1978	Reading Teacher (Title I) – PS 11M, New York, NY 10011
1975 – 1976	Remedial Reading Teacher – New York University Reading Institute, New York, NY 10003
1975 – 1984	Remedial Reading and Arithmetic Teacher, Manhattan Reading Institute, New York, NY 10011

COURSES TAUGHT (graduate level)

- HBSK 4072: Theory and Techniques of Assessment and Intervention in Reading
- HBSK 5373: Practicum in Literacy Assessment and Intervention I
- HBSK 5376: Practicum in Literacy Assessment and Intervention II
- HBSK 5377: Practicum in Literacy Assessment and Intervention III
- HBSK 5580: Seminar in Consultation and Evaluation in Reading

SERVICE TO THE PROGRAMS IN APPLIED SCIENCES OF LEARNING AND SPECIAL EDUCATION - TEACHERS COLLEGE, COLUMBIA UNIVERSITY

- Direct the Advanced Certificate in Literacy program within the HAEP Department which leads to eligibility for NYS Literacy certification (ALL Grades).

- Collaborate and support full-time and adjunct faculty within the Certificate Program.

- Coordinate practicum offerings and services with the Dean Hope Center of Educational and Psychological Services. Includes supervision of clinical personnel and practicum supervisors and collaboration with the Center's Director.

- Coordinate practicum offerings and services for school based practicum placements. Includes supervision of practicum supervisors and collaboration with school based personnel.

- Review all internal and external application to the Certificate Program. Award scholarship.

- Regular program advisement to all admitted students.

- Provide feedback to NYS Education Department on changes to literacy certification requirements to ensure quality training of reading/literacy specialists.

- Provide feedback to HAEP special education programs on meeting NYS literacy requirements for teacher education (e.g., NYS's Path Forward initiative)

- Sponsor and supervisor for Reading Specialist Zankel Fellows (2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026, 2026-2027)

- Provide advisement to students in the Developmental Disabilities MA Program, and review of Master's Integrative Projects

SERVICE TO THE PROGRAMS IN APPLIED EDUCATIONAL PSYCHOLOGY: READING SPECIALIST PROGRAM - TEACHERS COLLEGE, COLUMBIA UNIVERSITY

- Coordinate and direct three levels of increasingly advanced practicum training in literacy assessment and intervention.

- Recruit and supervise all instructors for the practicum courses.
- Recruit and supervise all practicum supervisors who serve under practicum instructors.
- Collaborate with the Director of the Dean Hope Center for Educational and Psychological Services (CEPS) as part of the practicum training experience.
- Supervise all school based placements as part of the practicum experience. Collaborate with school based personnel.
- Recruit and supervise the Coordinator of Reading Services of the Dean Hope Center of Educational and Psychological Services (CEPS).
- Recruit and supervise the Teaching/Graduate Assistant working under the CEPS Coordinator of Reading Services.
- Responsible for all aspects of accreditation compliance under National Council of Teacher Accreditation (NCATE), Council for the Accreditation of Teacher Education (CAEP), the Middle States Association of Colleges and Schools (MSA), Association for Advancing Quality in Educator Preparation (AAQEP), and the International Dyslexia Association (IDA). Commendation from the International Reading Association (now International Literacy Association) for report preparation as part of the NCATE review process.
- Sponsor and supervisor for Reading Specialist Zankel Fellows (2008 to 2020). Work directly with the Office of School and Community Partnerships to coordinate their work with overall plans for pedagogical and student improvement.
- Provide guidance and support for instructors and adjunct professors in conjunction with Program Director.
- Provide Program advisement to students seeking NYS and edTPA Literacy certification.
- Review all applications of prospective students.
- Screen all scholarship applicants.
- Provide ongoing advisement to new and continuing students.
- Supervise all Master's Integrative Projects.
- Approve all degree audits.
- Determine course schedules for each academic year.
- Work closely with Program Director on all program procedures and decisions

SERVICE TO TEACHERS COLLEGE, COLUMBIA UNIVERSITY

- Contributed to Teachers College feedback on the proposed framework for the NYS Educator Preparation Program initiative (Spring 2025)

- Search Committee: Tenure/Tenure Track Associate or Full Professor within HAEP (Fall 2024, Fall 2025)

- Search Committee: Lecturer for Programs in Intellectual Disability/Autism (Summer 2017)

- Advisement to the Advancing Literacy professional development initiative at Teachers College (2023 - 2024)

- Presentation to the Teachers College Board of Trustees: One Lens on Literacy and Teacher Education at Teachers College (May, 2024)

- Invited panelist: Teacher Preparation for Comprehensive Literacy Instruction (June, 2023)

- Development and delivery of an approved online, non-credit program (*Reading Assessment and Intervention: Research to Practice for Classroom Teachers* – Summer 2026, Winter, 2027*)*

- Development and delivery of an approved online, non-credit program (*New Research and Applications for Teaching Reading,* 2021, 2022, 2023, 2024)

- Development and delivery of an approved online, non-credit program with Dolores Perin, Ph.D. (*Teaching Reading to Struggling Students*, 2016-2021)

- Dissertation Committee: AEGIS doctoral research, NYU Steinhardt School of Culture, Education and Human Development (2019-2020)

- Fourth Reader: TC Doctoral Dissertation Defense (eleven defenses to date)

- Development of an online, advanced certificate program with Dolores Perin, Ph.D. (2016-2018)

- Committee on Access and Barrier Removal (Fall 2002 to 2021); includes Scholarship Committee, Disabilities Awareness Week (Spring 2007, Spring 2008), and Physical Plant Subcommittee (2016 - 2020) Search Committee (Summer 2019)

- Member: Nominating Committee, HAEP Department Chair, Spring 2026

- Member: Faculty Promotion Review (Associate Professor of Teaching); HAEP, Fall 2026

- Member: Teacher Education Professional Committee (Spring 2011 to date), and Initiatives Subcommittee (2023-2024)

- Workshop for Zankel Urban Fellows: Comprehension Interventions for Public School Students (October 2009).

- Program liaison: Teachers College and NYC Public Schools Congressional District 15 Initiative (Spring 2007)

- Safety Committee (Fall 2005)

- Student Conduct Committee (Spring 2005)

RECOGNITION AND AWARDS AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY

- Dean's recognition for outstanding teaching AY 2001-2002, AY 2003-2004, AY 2004-2005 (Note: initiative discontinued in 2006).

- Award for research related expenses under the Dean's non-competitive support program (Spring 2004).

SERVICE TO THE PROFESSION

Appointments by Teachers College, Columbia University

- The Path Forward for Teacher Preparation and Licensure in Early Literacy (Fall 2023)
- NYC Reads Initiative (Fall 2023)

Delivered Remarks and Invited Commentary:

- NYSED Task Force on Dyslexia and Dysgraphia Public Hearing (October 2024)
- Commission on Independent Colleges and Universities (CICU): Feedback on A.7101 – New York Dyslexia Education Act (Spring 2023)

Research Experience:

- Participant: Provost Investment Grant/Instructional Rounds, AY 2025-2026

External Review for Non-Tenured Faculty Promotion

- NYU Steinhardt School of Culture, Education, and Human Development (Spring 2025)

Advisory Board Member

- The Reading League, New York (2022 to date)

Conference and Workshop Presentations

- **Masullo, S.G.,** Calcio, M., Nguyen, H., Ren, M. & Sacolick, I. Integrating Content and Comprehension: Supporting Adolescents in Science Education. Everyone Reading Annual Conference, New York, March 4, 2025.
- **Masullo, S.G**. The Art of Questioning in Comprehension. Everyone Reading Annual Conference, New York, January 8, 2024.
- Perin, D & **Masullo, S.G**. Writing Intervention for High School and Adult Students. Everyone Reading Annual Conference, New York, March 5, 2019.
- **Masullo, S.G.** Academic Language: It's Not All About Readability. Everyone Reading Annual Conference, New York, March 6, 2018.
- **Masullo, S.G.,** Bhat, V., Dernikos, B., Mosher, S., & Patel, P. Research Based Comprehension Strategies You Can Use. Summer Institute for Continuing and Professional Education, Teachers College, Columbia University, New York, July 12-13, 2017 and July 11-12, 2016.
- **Masullo, S.G.,** Finn, R., Kent, R., Rhea, A., & Rojas, A. Combining Reading and Writing Interventions for Struggling High School Students. Everyone Reading, Annual Conference, New York, February 29, 2016.
- **Masullo, S.G.,** Bhat, V., Dernikos, B., Mosher, S., & Patel, P. Research Update: Teaching Implications for Struggling Readers in Elementary and Middle School. Summer Institute for Continuing Professional Education, Teachers College, Columbia University, New York, July 8-9, 2015 and July 29-30, 2014.
- **Masullo, S.G**., & Blong, M. Close Reading: Reading for Deeper Meaning. Everyone Reading Annual Conference, New York, March 4, 2015.
- **Masullo, S.G.** (2009). Helping Struggling Readers in K-12 Classrooms. Summer Institute for Continuing and Professional Education, Teachers College, Columbia University, New York, July 20-23, 2009.
- **Masullo, S.G**., Gray, M.A, & Settlow, L. Integrating Comprehension and Writing Instruction. International Dyslexia Association, New York Branch Annual Conference, New York: March 16, 2009.
- **Masullo, S.G.,** & Gray, M.A. A Diagnostic Teaching Model for Reading and Writing. International Dyslexia Association New York Branch Annual Conference, New York, March 7, 2008.
- **Masullo, S.G**. & Settlow, L. Comprehension Strategies for Learning Disabled Adolescents. International Dyslexia Association New York Branch Annual Conference, New York, March 13, 2007.
- **Masullo, S.G**. & Settlow, L. Learning Differences and their Implications for High School Students. International Dyslexia Association Annual Conference, New York, March 13 2006.
- Perin, D., **Masullo, S.G**., Gray, M.A., Menikoff, L., & Bryan, N. A model for literacy assessment and intervention across the lifespan. New York State Reading Association Annual Conference. New York, November 25, 2002.
- Perin, D., **Masullo, S.G**., Gray, M.A., & Menikoff, L. Literacy assessment and intervention for a diverse population. International Dyslexia Association New York Branch Annual Conference, New York, March 23, 2002.

- **Masullo, S.G.** Learning disabilities and their implications for the vocational rehabilitation of individuals with histories of substance abuse. New York City Learning Disabilities Network Meeting, New York, September 14, 2000.
- **Masullo, S.G.** & Rosenberg, S, (2000). Instructional strategies for adults with learning disabilities. New York City Learning Disabilities Network Meeting, New York, February 11, 2000.

Webinars:

Masullo, S.G. & Townsend, D. (2026, February 25). *Beyond Silent Reading: Practical Strategies for the 6-12 Reading Block.* [Webinar]. The Reading League.

Consultation and Professional Development to Schools

- Heritage High School, New York, NY (2008 to 2016)
- The Reece School, New York, NY (2009 to 2016)
- Cristo Rey New York High School, New York, NY (2009 to 2016)
- Eagle Hill School, Greenwich, CT (2014 to 2019, 2023)
- Winston Preparatory School, New York, NY (Fall 2016)
- Sleepy Hollow High School: Mentor for student research project on dyslexia (2025-2026)

Publications

- Contributor: 2009, The Tip Sheet. *Dyslexia Discourse*, *68*, 21-24.
- Contributor: Patel, P. & Laud, L. (2007). Integrating a story writing strategy into a resource curriculum. *Teaching Exceptional Children, 39,* 34-41.

Professional Memberships

- International Dyslexia Association
- International Literacy Association
- Everyone Reading (formerly the New York Branch of the International Dyslexia Association)
- New York City Learning Specialists Group
- The Reading League
    - Advisory Board Member of the NY Chapter

Professional Certificates and Licenses

- Reading Specialist (K-12): New York State
- Reading Specialist (K-12): New York City
- Special Education (K-12): New York State
- Elementary Education (N-6): New York State
- Common Branches (K-6): New York City