

Leesa Marante

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EDUCATION

Ph.D. in Communication Science and Disorders; Florida State University (2017-2021)

Certificate in Measurement and Statistics, December 2020

Advisor: Shannon Hall-Mills

M.S. in Communication Science and Disorders, Florida State University (2014-2016)

B.S. in Communication Science and Disorders, Florida State University (2010-2014)

PROFESSIONAL CREDENTIALS

2017- Present Certification of Clinical Competence (CCC) in Speech Language Pathology, American Speech-Language-Hearing Association

2017- Present License to Practice Speech Language Pathology FL

2021- 2023 License to Practice Speech Language Pathology TX

PROFESSIONAL APPOINTMENTS/EMPLOYMENT

2024- Present *Assistant Professor*, Department of Communication Sciences and Disorders, Brooks College, School of Applied Health Sciences, **Jacksonville University**, Jacksonville, FL

2023- Present *Clinical Lead Speech Language Pathologist*, Private Practice, **Simple Speech Therapy**, Davenport, FL

2021- 2023 *Speech Language Pathologist*, **Pflugerville Independent School District**, Parmer Lane Elementary School, Pflugerville Middle School, Austin, TX

2017-2021 *Speech Language Pathologist*, Private Practice/Contract Schools, **Southeastern Therapy Services**, Tallahassee, FL

2016-2017 *Speech Language Pathologist, Clinical Fellow*, **Cobb County School District**, Riverside Primary School, Mableton, GA

2017-2020 *Undergraduate & Graduate Research Supervisor*, School of Communication Science and Disorders, **Florida State University**, Tallahassee, FL

SPECIALIZED TRAINING & AWARDS

2022-2023 Selected Participant, ASHA Leadership Development Program (LDP), School's cohort

2020-2021 Office of Special Education Programs (OSEP) United States Department of Education Bilingual Oral Language and Literacy Development and Disorders Doctoral Leadership Traineeship, Florida State University

2018 Irene Phillip Backus Endowed Scholarship (\$4,000), Florida State University

TEACHING EXPERIENCE

Courses Taught as Instructor of Record:

1. Capstone Course: Oral Comprehensive Exams and Portfolios (CSD553); Jacksonville University, Spring 2065, Online Graduate Course.
2. Diagnostics Lab (SLP529), Jacksonville University, Spring 2026; Distance Education Program Graduate Course.
3. Diagnostics Lab (CSD529; 2 sections), Jacksonville University, Spring 2026; Online Graduate Course.
4. Diagnostic Methods in Speech-Language Pathology (SLP507), Jacksonville University, Spring 2026; Distance Education Program Graduate Course.
5. Language Disorders: Birth-Five (CSD503), Jacksonville University, Summer 2025; In-Person Graduate Course.
6. Special Topics: Speech and Language Disorders (CSD350), Jacksonville University, Summer 2025; Online Undergraduate Course—JU Pathways to Speech Language Pathology Program.
7. Clinical Methods and Observation of Communication Disorders (CSD400), Jacksonville University, Summer 2025; Online Undergraduate Course—JU Pathways to Speech Language Pathology Program.
8. Capstone Course: Oral Comprehensive Exams and Portfolios (CSD553; 2 Sections); Jacksonville University, Spring 2025, Online Graduate Course.
9. Clinical Methods and Observation of Communication Disorders (CSD421), Jacksonville University, Spring 2025; Online Undergraduate Course.
10. School-Age Language and Literacy Disorders (CSD518; 2 Sections); Jacksonville University, Fall 2024, Online Graduate Course.
11. Speech Sound Disorders (CSD502); Jacksonville University, Fall 2024, Online Graduate Course.
12. Child Language Disorders (CMD415); SUNY at New Paltz, Fall 2023, Online Undergraduate Course.
13. Observation and Clinical Methods of Communication Disorders (CMD 401 Section 1; Section 50), SUNY at New Paltz, Fall 2023, Online Undergraduate Course.
14. Language Disorders in School-Aged Children (SHS532), University of Illinois at Urbana-Champaign, Spring 2023, Fall 2022, Fall 2021, Online Graduate Course.
15. Observation of Communication Disorders (SPA4930), Florida State University, Fall 2019, Undergraduate Seminar.
16. Introduction to Communication Science Disorder (SPA2001), Florida State University. Supervisor: Shannon Hall-Mills, Ph.D., CCC-SLP, Summer 2019
17. Practicum in Developmental Disabilities (SPA4556), Florida State University. Supervisor: Juliann Woods, PhD, CCC-SLP, Spring 2019-Summer 2019
18. Undergraduate Seminar: Observation of Communication Disorders (SPA4930), Florida State University.

Invited/Guest Lectures:

1. Invited Lecture entitled “Avoiding the Fall into Psychological Burnout for Clinical Fellows and Early Career SLPs”, Instructor: Claire Wofford, PhD, CCC-SLP, Western Carolina University, March 2025
2. Invited Panelist entitled “Supporting Your Well-Being: ASHA Virtual Town Hall for Assistants, Audiologists, and Speech-Language Pathologists”, ASHA Town Hall, March 2023
3. Invited Lecture entitled “Practical Tips for Managing Overwhelm and Burnout in the School Setting”, ASHA SIG 16 Open House, May 2022.
4. Guest Lecture entitled “Collaboration in the School Setting: Consistency and Connection Matter”, SHS 586: Language Essentials for Teaching Reading!; Arizona State University, Instructor: Kristina Calvin, Ph.D., April 2022.
5. Guest Lecture entitled “Working in Public Schools”. Language Disorders 2, Duquesne University. Instructor: Abigail Delehanty, Ph.D., February 2020.
6. Guest Lecture entitled “Perceptions of School-Based Speech Language Pathologists Regarding Robust Vocabulary Instruction: Implications for Practice” Developmental Language Disorders: School-ages Issues (SPA5462), Florida State University. Instructor: Shannon Hall-Mills, Ph.D., October 2019.
7. Invited Lecture for FL Department of Education Webinar on School Based Content entitled “Working with Adolescents: Connection, Collaboration, & Consistency”. September 2019.
8. Guest Lecture entitled “Articulation and Phonological Disorders” Introduction to Communication Science and Disorders (SPA2001), Florida State University. Instructor: Shannon Hall-Mills, Ph.D., February 2019.

RESEARCH EXPERIENCE AND PROJECTS

1. Primary Investigator, Jacksonville University: School-based Speech-Language Pathologists’ Perspectives on Working Conditions: Insights from Practitioners’ Experiences and Barriers; Summer 2025-Present
2. Primary Investigator, Dissertation, advised by Shannon Hall-Mills, Ph.D., CCC-SLP, Florida State University: School-Based Speech-Language Pathologists’ Working Conditions: Effects of Social Support on Occupational Stress and Burnout in the School Setting; Fall 2020-December 2021; Successfully defended October 13th, 2021.
3. Doctoral Research Assistant, supervised by Shannon Hall-Mills, Ph.D., CCC-SLP, Florida State University: Teaching Expository Text Management and Proficiency Skills for Comprehension (TEXT-MAPS): Single Subject Design; Fall 2019-Spring 2020
4. Co-Investigator, Florida State University, Text Structure Intervention Supports Expository Text Comprehension of Adolescents with Learning Disabilities: A Systematic Review: Summer 2018-Spring 2019
5. Primary Investigator, Independent Study, Florida State University: Perceptions of School-Based Speech Language Pathologists Regarding Robust Vocabulary Instruction: Summer 2018- Spring 2019
6. Doctoral Research Assistant, supervised by Carla Wood, PhD, CCC-SLP, The Relationship Between Elementary Teachers’ Language Use and Students’ Language and Literacy Achievement. Institute of Education Sciences (IES) United States Department of Education, \$1.25 million Project ID: 039025-520;

7. Primary Investigator, Master's Thesis, advised by Shannon Hall-Mills, Ph.D., CCC-SLP, Florida State University: The Semantic Complexity in Oral and Written narratives of Fourth Grade Students; Successfully defended Summer 2016

PUBLICATIONS

Manuscripts in Preparation

1. Marante, L. & Hall-Mills, S (Under Review). Peer Support for School-based Speech-Language Therapists: The Effects of Social Support on Occupational Stress and Burnout Symptoms. (LSHSS)
2. Marante, L. (Submitted). Empowering school-based SLPs through peer support: A tutorial for burnt-out clinicians.

Peer-Reviewed Publications

1. **Marante, L.,** & Hall-Mills, S. (2024). Exploring speech-language pathologists' perception of and Individualized Education Program goals for vocabulary intervention with school-age children with language disorders. In the forum on Developing and Implementing IEPs for Children with Disabilities in Schools: Current Processes, Models, and Research Language Speech and Hearing Services in Schools, 55(2), 368-380. https://doi.org/10.1044/2023_LSHSS-23-00078
2. **Marante, L.,** Hall-Mills, S., Farquharson, K. (2023). School-based speech-language pathologists' stress and burnout: A cross-sectional survey at the height of the COVID-19 pandemic. *Language, Speech and Hearing Services in Schools*, 1-16. https://doi.org/10.1044/2022_LSHSS-22-00047
3. Hall-Mills, S. & **Marante, L.** (2023, online). Teaching expository text management and proficiency skills for comprehension for students with language/learning disabilities (LLD). *Learning Disability Quarterly*, 0(0). <https://doi.org/10.1177/07319487221145689>
4. Hall-Mills, S., **Marante, L.,** Tonello, B., Johnson, L. (2021). Improving reading comprehension for adolescents with language and learning disorders. *Communications Disorders Quarterly*, 1-10. <https://doi.org/10.1177/15257401211031463>
5. Hall-Mills, S. & **Marante, L.** (2021). Text structure strategy for expository reading comprehension: Pilot case study with adolescent with noonan syndrome. *Perspectives of the ASHA Special Interest Groups SIG 1*, 6(3), 520-530. https://doi.org/10.1044/2021_PERSP-20-00272
6. **Marante, L.** & Farquharson, K. (2021). Tackling burnout in the school setting: Practical tips for school-based speech- language pathologists. *Perspectives of the ASHA Special Interest Groups (SIG 16)*, 6(3), 665-675. https://doi.org/10.1044/2021_PERSP-20-00262
7. Hall-Mills, S. & **Marante, L.,** (2020). Text Structure Intervention Supports Expository Text Comprehension of Adolescents with Learning Disabilities: A Systematic Review. *Learning Disabilities Quarterly*. <https://doi.org/10.1177/0731948720906490>.
8. **Marante, L.** & Hall-Mills, S. (2019). Today's Graduate Students, Tomorrow's SLPs: Enhancing School Practicum Experiences. *Perspectives of the ASHA Special Interest Groups (SIG 16)*, 1-8. https://doi.org/10.1044/2019_PERS-SIG16-2019-0003
9. Gabas, C., **Marante, L.,** & Cabell, S.Q. (2019). Fostering preschoolers' emergent literacy: Recommendations for enhanced literacy experiences and collaborative instruction. *Perspectives of the ASHA Special Interest Groups (SIG 16)*. <https://doi.org/10.1044/PERS-SIG16-2018-0012>

Audio Publications/Self-Published Resources

10. **Marante, L.** Podcast Guest. “Tackling Burnout in the School Setting: Getting ahead of the Dread” on SLP Nerdcast hosted by Kate Grandbois and Amy Wonkka. (2024, March 4) [SLP Nerdcast | Podcast on Spotify](#)

PRESENTATIONS

* *denotes mentored student*

Invited Presentations

1. Marante, L. (2026, July). Better Together: Collaborate instruction models for SLPs in the school setting. Invited 1-hour presentation ASHA’s 2026 Language in Preschool and School-Age Children Online Conference (National, Online)
2. Marante, L. (2026, April). Envisioning alternative methods for social support for school-based clinical fellows and early career SLPs. Jacksonville University Community Continuing Education (Local; Online)
3. Farquharson, K. & **Marante, L.** (2021, July). Evidence-Based Strategies to Alleviate Occupational Stress Related to Caseload and Caseload Factors. Invited 1-hour presentation at American Speech-Language Hearing Association Schools Connect Conference (National; Online).

Refereed Presentations

1. **Marante, L.** (Withdrawn). Envisioning alternative methods for social support for school-based clinical fellows and early career SLPs. Submitted 30- minute clinical technical session at the Annual American Speech-Hearing-Language-Hearing Association, Washington, DC (National).
2. **Marante, L.** & Hall-Mills, S. (2024, June). Empowering School-based SLPs through Peer Support. Technical Session at the Annual Convention of the Florida Association of Speech-Language and Audiologists, Orlando, FL (Regional).
3. **Marante, L.** & Hall-Mills, S. (2022, November). Peer Support Groups for Resilient SLPs: Can They Help Us Manage Stress and Avoid Burnout? 1-hour Virtual Oral Seminar at the Annual Convention of the American Speech-Language Hearing Association Convention, New Orleans, LA (National).
4. **Marante, L.** & Hall-Mills, S. (2021, November). PSSST! Let's Talk: The Effect of Social Support on School- based SLPs' Stress and Burnout Symptoms. 1-hour In Person Oral Seminar at the Annual Convention of the American Speech-Language Hearing Association Convention, Washington, D.C. (National).
5. Hall-Mills, S. & **Marante, L.** (2021, November). Expository Text Structure Intervention for Adolescents with Language Learning Disability. Virtual Poster presentation at the Annual Convention of the American Speech-Language Hearing Association Convention, Washington, D.C. (National).
6. **Marante, L.** & Hall-Mills, S. (2021, July). School-based SLPs’ Working Conditions in Florida Compared to the Nation. Technical Session at the Annual Convention of the Florida Association of Speech-Language and Audiologists, Orlando, FL (Regional).
7. **Marante, L.** (2021, July). Working with Adolescents: Collaboration, Connection and Consistency. Technical Session at the Annual Convention of the Florida Association of Speech-Language and Audiologists, Orlando, FL (Regional).

8. Hall-Mills, S., **Marante, L.**, Tonello, B. & Johnson, L. (2020, November). 11200: Teaching Expository Text Management and Proficiency Skills for Comprehension. Proposal accepted at the Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA. (Convention canceled).
9. **Marante, L.** (2020, June). Gauging school-based speech language pathologists' perceptions: Implications for Professional development on vocabulary instruction. Proposal accepted at the Annual Convention of the Florida Association of Speech-Language and Audiologists, Orlando, FL. (Convention canceled).
10. Hall-Mills, S. & **Marante, L.** (2020, April). Changes in Specific Learning Disability and Language Impairment Prevalence Before and After Implementation of Response to Intervention Mandate [Symposium]. Annual Meeting of the American Educational Research Association (AERA), San Francisco, CA <http://tinyurl.com/t5g2ggq> (Conference Canceled)
11. **Marante, L.**, & Hall-Mills, S. (2019, November). Perceptions of School-Based Speech Language Pathologists Regarding Robust Vocabulary Instruction. Technical Session at the Annual Convention of the American Speech-Language Hearing Association Convention, Orlando, FL (National)
12. **Marante, L.** & Wood, C. (2018, November). Examining Change in Lexical Diversity of Second Grade Written Language Samples Over an Academic Year. Poster presentation at the Annual Convention of American Speech-Language Hearing Association Convention, Boston, MA (National)
13. Hall-Mills, S. & **Marante, L.** (2018, November). The Value of Text Structure: Key Features for Language Intervention. Poster presentation at the Annual Convention of American Speech-Language Hearing Association Convention, Boston, MA (National)
14. Hall-Mills, S. & **Marante, L.** (2018, July). A systematic review of text structure interventions for adolescents with Language Learning Disabilities. Poster presentation at the Annual Convention of Society for the Scientific Study for Reading Conference. Brighton, England, UK (International)
15. **Marante, L.**, Hall-Mills, S., Smith, C., Sumner, K., & Stockton, M. (2016, November). Semantic Complexity in Fourth Graders' Oral & Written Narratives. Poster presentation at the Annual Convention of American Speech-Language Hearing Association Convention. Philadelphia, PA (National)

Non-Refereed Presentations

16. *Shivers, G., *Stevens, L., **Marante, L.** & Gabas, C. (2020, April). Developing language and literacy training modules for early childhood classrooms. Research poster presented to the FSU Undergraduate Research Opportunity Program. (Local)

PROFESSIONAL & COMMUNITY SERVICE

Professional Membership

American Speech-Language-Hearing Association (ASHA)

American Speech-Language- Hearing Association Special Interest Group 16, School-based Issues (SIG-16)

Providing Opportunities for Women in Education Research (POWER)

Florida Association for Speech-Language Pathologists and Audiologists (FLASHA)

Texas Speech-Language-Hearing Association (TSHA)

Professional Service and Mentorship

Clinical Fellow Mentorship

Madison Bearden (2025-2026)

Lara Shuping (2025)

Updated March 2026

Rachel Estyl (2024-Present)

Monica Metryoos (2024)

Graduate Student Mentorship

Clinical Practicum Supervisor, Rachel Estyl, Albizu University, Doral FL, Summer 2024

Academic Service to the Field

Researcher Representative, ASHA's School Issues Advisory Board Member (2024-Present)

Ad Hac Reviewer, International Journal of Language and Communication Disorders (2024-Present)

Ad Hac Reviewer, Journal of Speech, Language and Hearing Research (2024-Present)

Ad Hac Reviewer, Language, Speech, and Hearing Services in Schools (2024-Present)

Member, Convention Committee, FLAHA (2023-2024)

Member, Public Schools Committee Texas Speech and Hearing Association (2023)

Reviewer, Honors Committee for Florida Association for Speech-Language Pathologists and Audiologists (2022)

Reviewer, ASHA Convention Program Committee (CPC); Literacy Assessment and Intervention (2021-2022)

Member, ASHA SIG 16: School-based Issues; Professional Development Committee (2020-2023)

University Service

Member, Academic Grievance and Appeals Committee, Jacksonville University (2024-2025)

College Service

Reviewer, Faculty Excellence Awards Committees: Adjunct Excellence (Spring 2025)