

STEPHEN B. KUCER

Associate Professor
Language and Literacy Education
Department of Teaching and Learning
College of Education, VLIB 210G
14204 NE Salmon Creek Avenue
Telephone: (360) 546-9429
FAX: (360) 546-9040
E-mail: skucer@vancouver.wsu.edu

EDUCATIONAL BACKGROUND

| | | | |
|-------|------|---------------------------------------|---|
| Ph.D. | 1983 | Indiana University Bloomington, IN | Major: Language and Literacy Education Minors: Educational Psychology Psycho-sociolinguistics |
| M.S. | 1978 | Indiana University Bloomington, IN | Major: Language and Literacy Education |
| B.S. | 1973 | Indiana University Bloomington, IN | Major: Elementary/Literacy Education |

EMPLOYMENT EXPERIENCES

| | | |
|--------------|--|--|
| 2005-present | <u>Associate Professor of Language and Literacy Education</u> Collage of Education Washington State University at Vancouver | Graduates courses in literacy methods and curricula; interdisciplinary nature of literacy—linguistic, cognitive, sociocultural, developmental; reading and writing as psycholinguistic and sociolinguistic processes. |
| 1996-2005 | <u>Associate Professor of Language and Literacy Education</u> Graduate School of Education, Fordham University - Lincoln Center | Graduates courses in literacy methods and curricula; interdisciplinary nature of literacy—linguistic, cognitive, sociocultural, developmental; reading and writing as psycholinguistic and sociolinguistic processes. |
| 1993-1996 | <u>Professor of Language and Literacy Education</u> College of Education California State University at San Marcos | Teaching language arts and literacy methods; graduate courses in literacy curricula, research, and the interdisciplinary nature of literacy. |

EMPLOYMENT EXPERIENCES (continued)

| | | |
|-----------|--|--|
| 1991-1993 | <u>Associate Professor of Language and Literacy Education</u> College of Education California State University at San Marcos | Teaching language arts and literacy methods; graduate courses in literacy curricula, research, and the interdisciplinary nature of literacy. |
| 1988-1991 | <u>Associate Professor of Language and Literacy Education</u> School of Education University of Southern California | Teaching language arts and literacy methods; graduate courses in literacy cognition, and curriculum; program director of the graduate language, literacy, and culture specialization. |
| 1983-88 | <u>Assistant Professor of Language and Literacy Education</u> School of Education University of Southern California | Teaching language arts and literacy methods; graduate courses in literacy, cognition, and curriculum; program director of the graduate reading and writing specialization director of the Campus Reading and Writing Center; director of the NCL/USC Hollywood School. |
| 1982-83 | <u>Assistant Professor of Language and Literacy Education</u> College of Education University of Wyoming | Teaching elementary and special education language arts methods; content reading/study skills methods; graduate reading and writing diagnosis and remediation; supervising field-based practicum. |
| 1976-82 | <u>Associate Instructor</u> College of Education Indiana University | Teaching undergraduate and graduate language arts and literacy methods; composition and basic skills instructor; instructor; supervising student teachers; research assistant, instructor, and field supervisor in a multicultural teacher education program; dissemination director for Project Mainstream. |
| 1973-76 | <u>Teacher</u> Highland, IN | Teaching fifth and sixth grade in an open-concept school; fourth grade teacher in a self-contained classroom; Title 1 reading teacher; teaching assistant in a "crisis classroom." |

REFEREED JOURNAL ARTICLES

- Kucer, S.B. (1985). The making of meaning: Reading and writing as parallel processes. Written Communication, 2, 317-336.
- Kucer, S.B. (1986). Helping writers get the "big picture." Journal of Reading, 30, 18-24.
- Kucer, S.B. & Rhodes, L. (1986). Counterpart strategies: Fine tuning language with language. Reading Teacher, 40, 186-193.
- Kucer, S.B. & Silva, C. (1989). The new California English Language Arts Framework. The CATESOL Journal, 2, 117-121.
- Kucer, S.B. & Silva, C. (1989). The new California English Language Arts Framework: A step in the right direction, but . . . California Journal for Supervision and Curriculum Improvement, 2, 14-25.
- Kucer, S.B. (1991). Authenticity as the basis for instruction. Language Arts, 68, 532-540. Also in C. Weaver. (1998). (Ed.) Practicing what we know (pp. 184-198). Urbana, IL: National Council of Teachers of English.
- Kucer, S.B. (1992). Six bilingual Mexican-American students' and their teacher's interpretations of cloze literacy lessons. Elementary School Journal, 92, 555-570.
- Kucer, S.B. (1994). Real world literacy events for real world kids. The California Reader, 27, 3-10.
- Kucer, S.B. (1995). Guiding bilingual students "through" the literacy processes. Language Arts, 72, 20-29. Also in S. Murphy & C. Dudley-Marling (2003). (Eds.) Literacy Through Language Arts, (pp. 382-397). Urbana, IL: National Council of Teachers of English.
- Silva, C. & Kucer, S.B. (1997). Expanding curricular conversations through unification, diversity, and access. Language Arts, 74, 26-32.
- Kucer, S.B. (1998). Engagement, conflict, and avoidance in a whole language classroom. Language Arts, 75, 90-96.
- Kucer, S.B. (1999). Two students' responses to, and literacy growth in, a whole language curriculum. Reading, Research, and Instruction, 38, 233-253.
- Kucer, S.B. & Silva, C. (1999). The English literacy development of bilingual students within a transition whole-language curriculum. Bilingual Research Journal, 23, 339-364.

REFEREED JOURNAL ARTICLES (continued)

Kucer, S.B. & Tuten, J. (2003). Revisiting and rethinking the reading process. Language Arts, 80, 384-390.

Kucer, S.B., Tuten, J., & Treacy, K. (2008.) Examining the relationship between reader miscues and text recall in adult proficient readers. Literacy Research and Instruction, 47, 38-53.

Kucer, S.B. (in press). Speed, accuracy, and comprehension in the reading of elementary students. Journal of Reading Education.

Kucer, S.B. (in press). Examining the relationship between text processing and text comprehension in fourth grades readers. Reading Psychology.

BOOKS

Kucer, S.B., Silva, C., & Delgado-Larocco, E. (1995). Curricular conversations: Themes in multilingual and monolingual classrooms. York, ME: Stenhouse.

Kucer, S.B. (2001). Dimensions of literacy: A conceptual base for teaching reading and writing in school settings. Mahwah, NJ: Erlbaum.

Carrasquillo, A., Kucer, S.B., & Abrams. (2004). Beyond the beginnings: Literacy interventions for upper elementary English language learners. Clevedon, England: Multilingual Matters LTD.

Kucer, S.B. (2005). Dimensions of literacy: A conceptual base for teaching reading and writing in school settings (2nd ed.). Mahwah, NJ: Erlbaum.

Kucer, S.B. & Silva, C. (2006). Teaching the dimensions of literacy. Mahwah, NJ: Erlbaum.

Kucer, S.B. (Ed.). (2008). What research really says about teaching and learning to read. Urbana, IL: National Council of Teachers of English.

Kucer, S.B. (in progress). Dimensions of literacy: A conceptual base for teaching reading and writing in school settings (3rd ed.). NY: Routledge.

BOOK AND MONOGRAPH CHAPTERS

- Kucer, S.B. (1983). Text coherence from a transactional perspective. In J. Niles & L.A. Harris (Eds.), Searches for meaning in reading/language processing and instruction (pp. 104-110). (Thirty-Second Yearbook of the National Reading Conference). Rochester, NY: National Reading Conference, Inc.
- Kucer, S.B. (1985). Predictability and readability: The same rose with different names? In M.P. Douglas (Ed.), Claremont reading conference yearbook. Claremont, CA: Claremont Graduate School.
- Kucer, S.B. (1987). A conceptual framework for integrated literacy instruction. In M.P. Douglas (Ed.), Claremont reading conference yearbook. Claremont, CA: Claremont Graduate School.
- Kucer, S.B. (1987). The cognitive base of reading and writing. In J. Squire (Ed.), The dynamics of language learning: Research in the language arts. Urbana, IL: National Conference on Research in English and ERIC Clearinghouse on Reading and Communication Skills.
- Kucer, S.B. (1989). Evaluating literacy processes: On listening to children thinking. In M.P. Douglas (Ed.), Claremont reading conference yearbook. Claremont, CA: Claremont Graduate School.
- Kucer, S.B. (1989). Reading a text: Does the author make a difference? In Lawson, B., Sterr Ryan, S. & Winterowd, W.R. (Eds.), Encountering student texts: Interpretive issues in reading student writing. Urbana, IL: National Council of Teachers of English.
- Kucer, S.B. (1989). Integrating the curriculum for better learning and teaching. In Busch, K. & Atwell, M. (Eds.), California State University at San Bernardino Reading Conference Proceedings. San Bernardino, CA: California State University at San Bernardino.
- Kucer, S.B. (1989). Help me!: An instructional reading strategy. In Busch, K. & Atwell, M. (Eds.), California State University at San Bernardino Reading Conference Proceedings. San Bernardino, CA: California State University at San Bernardino.
- Kucer, S.B. & Harste, J. (1991). The reading and writing connection: Counterpart strategy instruction. In Hayes, B. (Ed.), Effective strategies for teaching reading. Boston, MA: Allyn & Bacon.
- Kucer, S.B. (2002). Getting on board, staying the course, or jumping ship: Continuities and discontinuities in teacher learning. In D. Feola & Connolly, R. (Eds.), Changing teachers or teachers changing? (pp. 1-8). Dubuque, IO: Kendall Hunt.

BOOK AND MONOGRAPH CHAPTERS (continued)

Kucer, S.B. (2008). What we know about the nature of reading. In S.B. Kucer (Ed.), What research *really* says about teaching and learning to read (pp.). Urbana, IL: National Council of Teachers.

Kucer, S.B. & Silva, C. (in progress). Biliteracy development: Looking back and envisioning the future. In J. Harste & D. Stephens (Eds.), Language, Literacy, and Learning: Notes From a Thought Collective (pp.). Norwood, MA: Christopher Gordon.

PUBLISHED REPORTS AND PAPERS

Kucer, S.B. (1996). The teaching of literacy: Belief systems in action; Understanding student understanding; Beyond 'topic' in the thematic curriculum; Perception, texts, and the reading process; Examining your own writing process. In Whitmore, K. & Goodman, Y. (Eds.), Whole language voices in teacher education. York, Maine: Stenhouse.

Kucer, S.B. (1979). A Tentative Model of Discourse Production. Bloomington, IN: Indiana University, Reading Department. (ERIC Document Reproduction Service No. ED 013 371)

Kucer, S.B. (1980). A Message Based Model of Discourse Production (Occasional Papers in Language and Reading). Bloomington, IN: Indiana University, Reading Department.

Crafton, L., Hill, M., House, A., & Kucer, S. (1980). Language Instruction: From Theoretical Abstractions to Classroom Applications (Occasional Papers in Language and Reading). Bloomington, IN: Indiana University, Reading Department.

Kucer, S.B. (1981). Using Text Comprehension as a Metaphor for Understanding Text Production: Building Bridges Between Reading and Writing. Bloomington, IN: Indiana University, Reading Department. (ERIC Document Reproduction Service No. ED 240 615)

Kucer, S.B. (1983). Controlling the Writing Process: Not a Monolithic Process. Laramie, WYO: University of Wyoming, Department of Curriculum and Instruction. (ERIC Document Reproduction Service No. ED 240 615)

PUBLISHED REPORTS AND PAPERS (continued)

- Kucer, S.B. (1984). Text coherence as an "in-head" phenomenon (Temple University Working Papers in Composition). Philadelphia, PA: Temple University. (Also in ERIC Document Reproduction Service No. ED 233 301, 1984.)
- Kucer, S.B. (1985). The parallel role of revision in reading and writing. Los Angeles, CA: University of Southern California, Department of Curriculum and Instruction. (ERIC Document Reproduction Service No. ED 266 414)
- Kucer, S.B. (1989). Understanding literacy lessons: Do teachers and students talk the same language? Los Angeles, CA: University of Southern California, Department of Curriculum and Teaching. (ERIC Document Reproduction Service No. ED 321 228)
- Kucer, S.B. (1989). Implementing the new California Language Arts Framework. Proceedings of the First Annual University of Southern California Teacher Education Conference. Los Angeles, California: School of Education.
- Kucer, S.B. (1990). Whole language: What it is (and isn't) and how to help others do it. What's Happening, 2, 8.
- Kucer, S.B. (1993). Helping students become independent readers, writers, and thinkers. In M. Lewison (Ed.), Galaxy Classroom language arts teacher resource materials grades 3-5. Los Angeles, California: Galaxy Institute for Education.
- Kucer, S.B. (1993). Change and resistance in a bilingual whole language classroom. San Marcos, CA: California State University, College of Education. (ERIC Document Reproduction Service No. ED 366 931)
- Kucer, S.B. (1993). Change and resistance in a bilingual whole language classroom. San Marcos, CA: California State University, College of Education. (ERIC Document Reproduction Service No. ED 366 931)
- Kucer, S.B. (Spring 1994). But what about the story? The Whole Language Teacher, 8, 6.
- Kucer, S.B. (Summer 1994). Moving beyond the phonics debate. The Whole Language Teacher, 8, 6-7.
- Kucer, S.B. & Quiocho, A. (Fall 1995). Misconceptions about whole language: Part I. The Whole Language Teacher, 9, 1; 6-7.
- Kucer, S.B. & Quiocho, A. (Summer 1996). Misconceptions about whole language:

PUBLISHED REPORTS AND PAPERS (continued)

Kucer, S.B. & Silva, C. (1999). The English literacy development of bilingual students within a transition whole language curriculum. NY, NY: Fordham University – Lincoln Center, Graduate School of Education. (ERIC Document Reproduction Service No. ED 433 714)

Kucer, S.B. (2006). Teaching in the cracks. In P. Harris (Ed.), NCTE members seek to influence NCLB reauthorization, NCTE Council Chronicle, 15, 1 - 5.

UNPUBLISHED REPORTS AND PAPERS

Kucer, S.B. (1991). Theme analysis for the Hughes Galaxy Classroom. El Segundo, CA: Hughes Corporation.

Kucer, S.B. (1991). Why themes? A position paper for the Hughes Galaxy Classroom. El Segundo, CA: Hughes Corporation.

RESEARCH AND EVALUATION REPORTS

Kucer, S.B. (1990). Investigating the development, implementation, and effects of an integrated literacy curriculum in a third grade bilingual classroom. (Final Research Report.) Urbana, IL: National Council of Teachers of English Research Foundation.

Kucer, S.B. (1997). Lightspan standardized test assessment analysis. San Diego, CA: Lightspan Partnership, Inc.

Kucer, S.B. (1998). Lightspan writing evaluation instrumentation and analysis. San Diego, CA: Lightspan Partnership, Inc.

Cooper, B. & Kucer, S.B. (2000). First year national evaluation report: Literacy Place 2000. NY, NY: Scholastic.

Blumberg, F, Bolgatz, J., Brause, R., Brobst, K., Fonseca, J, George, M., Harris, A, Kucer, S.B., & Zhang, C. (2002). Literacy Evaluation Report. CSD 10-Fordham University Partnership, School Improvement and Literacy in the Middle Schools, New York City Schools, NY.

Kucer, S.B. (2003). Trainers of trainers: Developing English literacy for LEP/ELL students in early childhood (Perk – grade 3) using a cross-disciplinary approach. Annual performance report to the U.S. Department of Education, Washington D.C.

RESEARCH AND EVALUATION REPORTS (continued)

Kucer, S.B. (2004). Trainers of trainers: Developing English literacy for LEP/ELL students in early childhood (Perk – grade 3) using a cross-disciplinary approach. Annual performance report to the U.S. Department of Education, Washington D.C.

REFEREED PRESENTATIONS

"Cognitive Scripts and Reading Comprehension." Paper presented at the Annual Meeting of the Center for the Expansion of Language and Thinking." Bloomington, Indiana, May 1978.

"Learning to Preview Different Content: Biology, English, History." Workshop given at the Annual Conference on Teaching Subject Matter and Reading, Indiana University, Bloomington, Indiana, September 1978.

"Cognitive Scripts and Reading Comprehension: Does More Equal Less?" Paper presented at the Annual Meeting of the National Reading Conference, St. Petersburg, Florida, December 1978.

"An Interactional Decision Based Model of Discourse Production." Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, Texas, November 1979.

"A Message Based Model of Discourse Production." Paper presented at the Annual Smith Conference on Educational Research, Indiana University, Bloomington, Indiana, February 1980.

"Holistic Language: Research to Practice at the Primary Levels." Workshop given at the Indiana State Reading Association State Conference, Indianapolis, Indiana, April 1980.

"Reading in Context: Influence of the Social Setting." Associate Chair at the Annual Conference of the National Council of Teachers of English, Cincinnati, Ohio, November 1980.

"A Comprehension Centered Curriculum (Preschool - 12)." Workshop given at the Indiana Reading Association State Conference, Indianapolis, Indiana, March 1981.

"Using Text Comprehension as a Metaphor for Understanding Text Production: Building Bridges Between Reading and Writing." Paper presented at the Annual Meeting of the National Reading Conference, Dallas, Texas, December 1981.

REFEREED PRESENTATIONS (continued)

"A Metaphor for Understanding Text Production." Paper presented at the Annual Smith Conference on Educational Research, Indiana University, Bloomington, Indiana, February 1982.

"Writing Theory and the Effects of Writing on Writing." Paper presented at the Annual Meeting of the International Reading Association, Chicago, Illinois, April 1982. Presentation was part of a symposium titled: "Reading and Writing: An Integrated Effort."

"Counterpart Strategies: Fine Tuning Language with Language." Workshop given at the Wyoming Reading Association State Conference, Douglas, Wyoming, November 1982.

"Text Coherence from a Transactional Perspective." Paper presented at the Annual Meeting of the National Reading Conference, Clearwater, Florida, December 1982.

"Taking Advantage of Reading and Writing Interrelationships." Workshop given at the Colorado Reading Association State Conference, Colorado Springs, Colorado, February 1983.

"Text Coherence as an 'In-head' Phenomenon." Paper presented at the Annual Conference on College Composition and Communication, Detroit, Michigan, March 1983. Presentation was part of a symposium titled: "Readers and Writers: Two Sides of the Coin."

"Controlling the Writing Process: Not a Monolithic Ability." Paper presented at the Annual Conference of the Canadian Council of Teachers of English, Montreal, Canada, May 1983.

"Text Production and Text Comprehension: Parallel or Reverse Cognitive Processes?" Paper presented at the Wyoming Conference on Freshmen and Sophomore English, Laramie, Wyoming, June 1983.

"Teaching Literature: Theory and Practice." Moderator at the Wyoming Conference on Freshmen and Sophomore English, Laramie, Wyoming, June 1983.

"Writing and Its Effect on Coming to Know." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, April 1984.

"Thematic Unit Development: Facilitating Comprehension as an Ongoing Event." Director of a microworkshop at the Annual Meeting of the International Reading Association, Atlanta, Georgia, May 1984.

REFEREED PRESENTATIONS (continued)

"Towards an Integrative Curriculum." Paper presented at the Annual Meeting of the International Reading Association, Atlanta, Georgia, May 1984. Presentation was part of a microworkshop titled: "Thematic Unit Development: Facilitating Comprehension as an Ongoing Event."

"Comprehension Patterns of Average and Above Average Readers." Paper presented at the Annual Meeting of the National Reading Conference, St. Petersburg Beach, Florida, November 1984.

"Common Literacy Strategies: Teaching the 'Basics' of Reading and Writing." Workshops given at the Annual Meeting of the California Association for Bilingual Education, Universal City, California, February 1985.

"The Parallel Role of Revision in Reading and Writing." Paper given at the Annual Meeting of the National Reading Conference, San Diego, California, December 1985.

"Reading and Writing Relationships: The Instructional Connection." Microworkshop director and presenter at the Annual Meeting of the International Reading Association, Anaheim, California, May 1987.

"The Teaching of Literacy: Then and Now." Associate Chair. Annual Meeting of the National Council of Teachers of English, Los Angeles, California, November 1987.

"Integrating the Curriculum for Better Learning and Teaching." Workshop presented at the Annual California State University at San Bernardino Reading Conference, San Bernardino, California, March 1989.

"The New English Language Arts Framework: A Critique." Featured paper presented with Cecilia Silva at the Annual Conference of the California Teachers of English to Speakers of Other Languages, Long Beach, California, April 1989.

"A Whole Language Literacy Curriculum for Bilingual Students." Paper presented with Cecilia Silva at the Annual Conference of the California Teachers of English to Speakers of Other Languages, Long Beach, California, April 1989.

"Teacher and Student Understandings in a Whole Language Bilingual Classroom: Do Teachers and Students Talk the Same Language?" Research paper presented at the Annual Meeting of the National Council of Teachers of English, Baltimore, Maryland, November 1989.

"Making Connections in a Whole Language Bilingual Classroom." Research paper presented at the Annual Meeting of the National Council of Teachers of English, Baltimore, Maryland, November 1989.

REFEREED PRESENTATIONS (continued)

"Building Authentic Reading and Writing Activities." Workshop presented at the Annual Meeting of the California Reading Association, Sacramento, California, November 1991.

"Literacy Development in a Whole Language Bilingual Classroom: Part 1. Research paper presented at the Annual Meeting of the National Council of Teachers of English, Seattle, Washington, November 1991.

"Linking Home and School Literacy Events." Workshop presented at the Annual West Coast Reading Conference, Palm Springs, California, February 1992.

"Rethinking Themes and Reunifying the Classroom: Teaching and Learning for the Multilingual and Monolingual Student." Symposia presented with Cecilia Silva and Esther Larocco at the Annual Meeting of the California Reading Association, San Diego, November 1992.

"Thinking Through Curricular Decisions: What Fits My Classroom?" Workshop presented with Patricia Cousin, Evelyn Hanssen, and Katharine Busch at the Annual Meeting of the California Reading Association, San Diego, November 1992.

"Reconceptualizing Thematic Instruction." Symposia presented with Cecilia Silva and Esther Larocco at the Annual Meeting of the California Association of Bilingual Education, Anaheim, California, February 1993.

"Rethinking Thematic Units: Teaching and Learning for the Bilingual and Monolingual Child. "Microworkshop presented with Cecilia Silva and Esther Larocco at the Annual Meeting of the International Reading Association, San Antonio, Texas, May 1993.

"Change and Resistance in a Bilingual Whole Language Classroom." Research paper presented at the Annual Conference of the National Council of Teachers of English, Pittsburgh, Pennsylvania, November 1993.

"Themes? So What's New?" Workshop presented with Cecilia Silva and Esther Larocco at the Annual Meeting of the California Association of Bilingual Education, San Jose, California, February 1994.

"Students in Conflict: What's a Skills Student to do in a Whole Language Classroom?" Research paper presented at the Annual Spring Conference of the National Council of Teachers of English, Portland, Oregon, March 1994.

"Overview of the Galaxy Classroom Project: Why Themes?" Paper presented with Mitzi Lewison at the Annual Meeting of the American Educational Research Association. Presentation was part of the session, " 'Galaxy is Awesome Dude!': Evaluating Galaxy and Its Place in the Educational Universe," with Far West Laboratory. New Orleans, Louisiana, April 1994.

REFEREED PRESENTATIONS (continued)

"Guiding Bilingual Students 'Through' the Literacy Processes." Paper presented with Cecilia Silva at the Annual Conference of the International Reading Association, Toronto, Canada, May 1994.

"Strategy Wall Charts: Supporting Independent Reading and Writing in the Bilingual Student." Paper presented at the Annual Spring Conference of the National Council of Teachers of English, Minneapolis, Minnesota, March 1995.

"Instruction as Liberation: Supporting Independent Reading and Writing in the Bilingual Student; Expanding the Strategies Bilingual Students Use in Their Reading and Writing;

Student Response to Alternate Reading and Writing Strategies." Session with Cecilia Silva at the Annual Conference of the National Council of Teachers of English, San Diego, California, November 1995.

"It's All How You Look at It: Using Multicultural Literature in Thematic Units." Session with Laurie Stowell and Janet Powell at the 16th West International Reading Association Regional Conference, Bellevue, Washington, March 1996.

"Multiple Lenses, Multiple Views: Integrating Multiculturalism and Inquiry-Based Education in the Classroom" Microworkshop with Cindy Gillespie and Janet Powell at the Annual Conference of the International Reading Association, New Orleans, Louisiana, May 1996.

"Reader Response Strategies in a Whole Language Bilingual Classroom and Their Effects on Student Comprehension." Research session with Cecilia Silva at the Annual Conference of the National Council of Teachers of English, Chicago, Illinois, November 1996.

"The Tie That Binds: Moving Beyond 'Topic' in Thematic Teaching." Workshop given at the Manhattan Reading Council Parents and Reading Conference, New York, New York, January 1997.

"Teacher Professional Development Practices: An Analysis of Studies for Potential Theory Building." Discussant in Group Research Symposium with Michael Shaw, Harry Laub, and Dorothy Feola. Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, Pennsylvania, March 1997.

"Exploring Tales In Depth and In Breadth." Session with Janis Schmoll at the Spring Conference of the National Council of Teachers of English, Charlotte, North Carolina, April 1997.

REFEREED PRESENTATIONS (continued)

“High Achievement For All? Tales From New York on the Impact of High Stakes Assessments on English Teaching and Learning.” Associate Chair. Annual Convention of the National Council of Teachers of English, Nashville, Tennessee, November 1998.

“What Is This Thing Called ‘Literacy’ That We Teach?” Presentation at the Annual Manhattan Reading Council Parents and Reading Conference, New York, New York, January 1999.

“Re-examining Our Assumptions About Wholistic Literacy Teaching and Learning: We Use To Know and Now We Think.” Research presentation with Cecilia Silva at the Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, Pennsylvania, March 1999.

“The English Literacy Development of Bilingual Students Within a Whole Language Curriculum.” Research presentation with Cecilia Silva at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 1999.

“Ethnographic Dissertation Proposals in an Empirical World: A Discussion.” Presentation with Rita Brause and Marshall George at the Annual Conference on Ethnographic and Qualitative Research in Education, Teachers College, NY, NY, June 1999.

“Literacy: An Expanded View.” Presentation at the International Reading Association Adolescent Literacy Conference, NY, NY, October 1999.

“Re-examining and Expanding Our View On What It Means To Be Literate.” Presentation at the Annual Convention of the National Council of Teachers of English, Denver, CO, November 1999.

“Coming On Board; Staying the Course; and Jumping Ship: Multiple Lenses on Professional Development.” Presentation with Rita Brause, Ruth Connolly, Jane Dorian, Harry Laub, and Kathleen Malu at the 2000 Spring Conference of the National Council of Teachers of English, NY, NY, March 2000.

“What Do the Miscues of Proficient Adults Readers Have To Teach Us About the Reading Process?” Research presentation with Jenny Tuten at the Annual Convention of the National Council of Teachers of English, Milwaukee, WI, November 2000.

“Critical Literacy: Texts, Contexts, and Instruction.” Presentation at the Annual Manhattan Reading Council Parents and Reading Conference, NY, NY. January 2001.

“Do Proficient Adult Readers Really ‘See’ Everything? Implications for Classroom Reading Instruction.” Research presented at the Annual Whole Language Umbrella Conference. Chicago, Illinois, July 2001.

REFEREED PRESENTATIONS (continued)

“Diversity Within the Reading Process: Do All Proficient Readers Look Alike?”
Research presentation at the Annual Convention of the National Council of Teachers of English, Baltimore, MD, November 2001.

“What Do Readers Actually See When Reading? Implications For Classroom Reading Instruction.” Presentation at the Annual Manhattan Reading Council Parents and Reading Conference, NY, NY, January 2002.

“Teaching *All* the Dimensions of Literacy to *All* Students.” Presentation with Cecilia Silva at the Annual Convention of the National Council of Teachers of English, Atlanta, GA, November 2002.

“Examining the Impact of Reader Miscues on Text Comprehension.” Research presentation with Jenny Tuten and Kathleen Treacy at the Annual Convention of the National Council of Teachers of English, San Francisco, CA, November 2003.

“Partnering for Change: University and Community Schools Look at Literacy in Urban Middle Schools.” Research presentation with Marshall George and Rita Brause at the Annual Convention of the National Council of Teachers of English, San Francisco, CA, November 2003.

“NCTE Commission on Reading Roundtable Discussions of Four Documents that Guide Teaching Practices Inclusive of Reading Research Left Behind.” Presentation with the Commission on Reading at the Annual Convention of the National Council of Teachers of English, Indianapolis, IN, November 2004.

“Who and What Are Left Behind and How to Build Communities of Practice that Confidently Include Them.” Presentation with the Commission on Reading at the Annual Convention of the National Council of Teachers of English, Indianapolis, IN, November 2004.

“Common Ground: Access and Equity Across Race, Class, and Language.” Presentation with the Commission on Reading at the Annual Convention of the National Council of Teachers of English, Pittsburgh, PA, November 2005.

“Reducing Literacy Instruction—Not!” Presentation with Cecilia Silva at the Annual Convention of the National Council of Teachers of English, Pittsburgh, PA, November 2005.

“Teachers as Agents of Change for Effective Literacy Instruction.” Presentation with the Commission on Reading at the Annual Convention of the National Council of Teachers of English, Nashville, TN, November 2006.

REFEREED PRESENTATIONS (continued)

“Examining the Relationships Among Fluency, Reader Miscues, and Comprehension in Fourth Grade Readers.” Presentation at the Annual Conference of the American Educational Research Association, Chicago, IL, April 2007.

“What We Know About the Nature of Reading.” Presentation with the Commission on Reading at the Annual Convention of the National Council of Teachers of English, NY, NY, November 2007.

“What We Know About Reading and Reading Instruction: Implementing Research-Based Best Practice Instruction.” Co-chair of the Commission of Reading Symposium at the Annual Convention of the National Council of Teachers of English, NY, NY, November 2007.

“Examining the Relationship Between Text Processing and Text Comprehension in Fourth Grade Readers.” Annual Research Showcase, Washington State University – Vancouver, April 2008.

“Examining the Link Among Reading for Speed, Accuracy, and Meaning.” Presentation at the International Reading Association West Regional Conference, Seattle, WA, October 2008.

“DIBELS, Miscues, and Comprehension: What Is the Relationship?” Presentation at the Annual Convention of the National Council of Teachers of English, San Antonio, TX, November 2008.

“Thoughtful Assessment in an Era of High Stakes Testing.” Chair of session at the Annual Convention of the National Council of Teachers of English, San Antonio, TX, November 2008.

“Reading Uncensored: Expanding the Conversation.” Presentation with the Commission of Reading Symposium at the Annual Convention of the National Council of Teachers of English, San Antonio, TX, November 2008.

INVITED PRESENTATIONS

"Reading and Writing Strategies: Focus on Comprehension," with Carolyn Burke. Workshop given at the Valparaiso Reading Association, Valparaiso, Indiana, March 1981.

"Text Production and Comprehension from a Transactional Perspective." Promising Research Award paper presented at the Annual Conference of the National Council of Teachers of English, Denver, Colorado, November 1983.

"What I Do When Reading Is What I Do When Writing." Workshop given at the Calgary Council of the International Reading Association Research Symposium, Calgary, Canada, March 1984.

Examining the Transaction: Reading and Writing as Variable Processes." Paper presented at the Calgary Council of the International Reading Association Research Symposium, Calgary, Canada, March 1984.

"Reading and Writing as Parallel Processes." Paper presented at the Calgary Council of the International Reading Association Research Symposium, Calgary, Canada, March 1984.

"Examining Literacy Assumptions, Teaching, and Learning." Seminar given at Pacific College, Fresno, California, October 1984.

"Predictability, Perception, and the Reading Process." Seminar given at California State University at Long Beach, Long Beach, California, November 1984.

"Putting Humpty Dumpty Back Together Again." Paper presented at the Annual Calgary City Teachers' Convention, Calgary, Canada, February 1985.

"Building Thematic Units: A Workshop." Workshop given at the Annual Calgary City Teachers' Convention, Calgary, Canada, February 1985.

"The Cognitive Base of Reading and Writing." Paper presented at the National Conference of Research in English Mid-Decade Seminar on Future Directions in Reading and Language Arts, Chicago, Illinois, March 1985.

"Readability, Predictability, and the Reading Process." Workshop given at the Claremont Reading Conference, Claremont, California, March 1985.

"A Return to the Basics: Integrating Literacy, Meaning, and Learning." Symposium given for the Language Experience Interest Group at the California Reading Association Annual Conference, Anaheim, California, October 1985.

INVITED PRESENTATIONS (continued)

"Helping Children Get the Big Picture: Using Predictable Books with Beginning and Disabled Readers." Speech given at the California Reading Association Annual Conference, Anaheim, California, October 1985.

"Text Organization." Chair and respondent to paper session at the Annual Meeting of the National Reading Conference, San Diego, California, December 1985.

"A Conceptual Framework for Integrated Literacy Teaching." Seminar given at the Claremont Reading Conference, Claremont, California, March 1987.

"Implementing the English Language Arts California State Framework." Paper presented at the University of Southern California Teacher Education Conference, Los Angeles, California, April 1988.

"Teaching and Evaluating Literacy Processes Rather than Literacy Skills." Seminar given at the Claremont Reading Conference, Claremont, California, March 1989.

"Investigating the Development, Implementation, and Effects of an Integrated Literacy Curriculum in a Third Grade Bilingual Classroom." Research roundtable discussion leader at the Annual Meeting of the National Council of Teachers of English, Baltimore, Maryland, November 1989.

"Whole Language: What It Is (and Isn't) and How to Help Others Do It." Preconference session presentation at the Annual Conference of the National Staff Development Council, Anaheim, California, November 1989.

"Teacher Education: Issues Related to Literacy and Literacy Instruction." Presentation with Cecilia Silva given to the Teacher Education faculty at California State University at Long Beach, April 1990.

"Building Links From Inside and Out: Rethinking Thematic Teaching and Learning." Keynote presentation at the Whole Language Council of San Diego Fall Conference, San Diego, California, August 1992.

"Expanding Curricular Conversations Through Unification, Diversity, and Access." Featured speaker at the Annual International Whole Language Umbrella Conference. San Diego, California, July 1994.

"Literacy for the 21st Century." Keynote presentation at the Superintendent's Reception of the San Diego Council of Administrative Women in Education. San Diego, California, October 1995.

INVITED PRESENTATIONS (continued)

“Schools As Sites For Literacy Learning.” Presentation at the National Principals Leadership Institute, Graduate School of Education, Fordham University – Lincoln Center, June 1999.

“Moving Ahead With Technology While Maintaining the Human Touch: Exploring Possibilities.” Session Chair. Annual Convention of the National Council of Teachers of English, Denver, CO, November 1999.

“Coming Aboard, Staying the Course, and Jumping Ship.” Session Recorder. Spring Conference of the National Council of Teachers of English, NY, NY, March 2000.

“Instances of Diversity: Celebrating the Difference.” Keynote speech at the Escambia County School District, Brewton, Alabama, March 2000.

"Inclusive Conversations: Building Classrooms for Diversity, Beginning Our Dialog Together." Consultant at the Annual Spring Conference of the National Council of Teachers of English, Minneapolis, Minnesota, March 1995.

Outstanding Educator in English Language Arts Award discussion leader at the Annual Convention of the National Council of Teachers of English, San Antonio, TX, November 2008.

INVITED SEMINAR / CONFERENCE PARTICIPANT

“Writing to Move Boundaries: Research Beyond Classroom Walls.” Session chair at the Annual Convention of the National Council of Teachers of English, Milwaukee, WI, November 2000.

“Critical Literacy: Helping Students Uncover the Hidden Meanings in Written Language.” Presentation to the National Principals Leadership Institute: Critical Issues in Education. Fordham University, NY, NY, February 2001.

National Conference of Research in English Mid-Decade Seminar on Future Directions in Reading and Language Arts, Chicago, Illinois, March 1985.

"Seminar on Latino Literacy." Tomas Rivera Center, Claremont Graduate School, Claremont, California, November 1986.

"Report Card on the Basal Reader." Reading Commission, National Council of Teachers of English Annual Meeting, Los Angeles, California, November 1987.

“Best Practices and Recommendations for Literacy Programs.” New York City Schools Superintendents’ Literacy Network Reform. Whiteplains, New York, January 1997.

“A National Conversation about Doctoral Programs for Future Leaders in Education Research.” National Research Council. Washington, DC, November 2003.

GRANTS AND AWARDS RECEIVED

Resident Scholar, Indiana University, 1969-1973

Doctoral Dissertation Grant-in-Aid: Using Text Comprehension as a Metaphor for Understanding Text Production: Building Bridges Between Reading and Writing. Indiana University, 1981.

Achasa Beechler Dissertation Scholarship: Using Text Comprehension as a Metaphor for Understanding Text Production: Building Bridges Between Reading and Writing. Indiana University, 1982.

Alumni Association Faculty Growth Recipient: Controlling the Writing Process: Not a Monolithic Process. University of Wyoming, 1982.

Summer School Faculty Development Award: The Effects of a Meaning Based Writing Curriculum on the Control of Written Conventions. University of Wyoming, 1983.

Faculty Research Grant-in-Aid Award: Writing and Its Effect on Coming to Know. University of Wyoming, 1983.

GRANTS AND AWARDS RECEIVED (continued)

Promising Research Award in the Teaching of English: Text Production and Comprehension from a Transactional Perspective. National Council of Teachers of English, 1983.

Educare Development Grant: Curriculum Development for the Campus Reading and Writing Center. University of Southern California, 1983.

National Charity League Grant: Operating the NCL/USC Campus Reading and Writing Center, 1984.

Educare Research Grant: Facilitating Literacy and Subject Matter Learning Through Thematic Units: An Exploratory Study. University of Southern California, 1984.

Educare Research Grant: Investigating Literacy Instruction and Its Development in a Segmented and Integrated Classroom. University of Southern California, 1987.

University Scholar: Nominated and elected. University of Southern California, 1987.

National Council of Teachers of English Research Foundation:
Investigating the Development, Implementation, and Effects of an Integrated Literacy Curriculum in a Third Grade Bilingual Classroom. University of Southern California, 1989.

Educare Research Grant: Exploring Student Cognition: How Students Understand Their Literacy Lessons. University of Southern California, 1990.

Faculty Expense Research Grant: Two Students' Responses To, and Literacy Growth In, a Whole Language Curriculum. Fordham University, 1996.

Faculty Research Grant: The English Literacy Development of Bilingual Students Within a Whole Language Curriculum. Fordham University, 1997.

Faculty Expense Research Grant: Dimensions of literacy: A Conceptual Base for the Teaching of Reading and Writing in School Settings,. Fordham University, 1998.

Faculty Expense Research Grant: Literacy: An Expanded View. Fordham University, 1999.

Faculty Expense Research Grant: Irreconcilable Differences? Miscues, Miscue Analysis, and the Dense Processing of Written Discourse. Fordham University, 2000.

Faculty Expense Research Grant: Teaching the Dimensions of Literacy. Fordham University, 2002.

GRANTS AND AWARDS RECEIVED (continued)

Faculty Expense Research Grant: Examining the Relationship Between Reader Miscues and Text Recall. Fordham University, 2003.

Lawrence Erlbaum Associates Publishing Grant: Dimensions of Literacy (second edition), 2004 - 05.

Faculty Funding Research Award: Examining the Relationship Between Miscues, Fluency, and Text Comprehension. College of Education, Washington State University, 2006.

WSU Vancouver Minigrant: Examining the Relationship Between Text Processing and Text Comprehension, Washington State University Vancouver, 2006.

Alhadeff Teacher of Teachers Faculty Award. Washington State University, 2008.

Routledge/Taylor and Francis Publishing Grant: Dimensions of Literacy (third edition), 2008.

EVALUATION EXPERIENCES

Outside Evaluator. Wyoming Writing Project. Laramie, WYO: Wyoming State Council for the Humanities, University of Wyoming, 1982-1983.

Field Reviewer. California English/Language Arts Framework. Sacramento, CA: California Department of Education, 1985-1986.

Field Reviewer. Draft of the Proposed Standards of Quality and Effectiveness for Developing and Evaluating Programs of Professional Preparation of Reading/Language Arts Specialists in California. Sacramento, CA: Commission on Teacher Credentialing, California Department of Education, December 1989.

Field Reviewer. "Teaching in the Inner City Classroom." Instructional videotapes. York, Maine: Stenhouse Publishers, Summer 1994.

Literacy Place 2000 National Evaluation Research Project, with B. Cooper. Scholastic Inc., New York, New York, 1999-2001.

School Improvement and Literacy in the Middle Schools, CSD 10-Fordham University Partnership, with F. Blumberg, J. Bolgatz, R. Brause, K. Brobst, J. Fonseca, M. George, A. Harris, S.B. Kucer, L. Smith, & C. Zhang New York City Schools, NY, 2002-2003.

Outside Evaluator, English Language Acquisition: National Professional Development Program, U.S. Department of Education, TESOL Graduate Program, Division of Curriculum and Teaching, Graduate School of Education, Fordham University, NY, NY, 2002-2005.

BOARD OF DIRECTORS / ADVISORY BOARDS

Reading is Fundamental of Southern California, Incorporated, Los Angeles, California, 1983-1991.

Whole Language Council of San Diego, International Council Affiliate of the California Reading Association, 1992-96.

Teacher-As-Researcher Advisory Group, San Diego and Imperial County Offices of Education School Leadership Center, San Diego, California, 1993-94.

Curriculum Advisory Board and Research Consultant, Lightspan Partnership, Inc., San Diego, California, 1996-2000.

TESOL Title III Advisory Board, Graduate School of Education, Division of Curriculum and Teaching, Graduate School of Education, Fordham University – Lincoln Center, NY, NY, 2002–2005.

EDITORIAL / REVIEW BOARD EXPERIENCES

Editorial Board, Occasional Papers in Language and Reading, Reading Department, Indiana University, 1979-82.

Contributing Research Reviewer, International Reading Association Monograph, Reading and its relationship to writing, J. Erwin (Ed.), Newark, Delaware, 1985.

Proposal Review Board, 1985 National Reading Conference Annual Meeting.

Reviewer, National Association of Bilingual Education Journal, 1986.

Proposal Review Board, 1989 American Educational Research Association Annual Meeting, Division C.

Proposal Review Board, 1989 American Educational Research Association Annual Meeting, Writing SIG.

Proposal Review Board, 1989 National Reading Conference Annual Meeting.

Proposal Review Board, 1993 American Educational Research Association Annual Meeting, Division G.

Reviewer, Elementary School Journal, 1993.

Proposal Review Board and Planning Committee, 1994 Whole Language Conference Annual Meeting.

Proposal Review Board, 1994 American Educational Research Association Annual Meeting, Division C.

Editorial Yearbook Review Board, Annual National Reading Conference Yearbook, National Reading Conference, 1997-98.

Proposal Review Board, 1999 American Educational Research Association Annual Meeting, Division K.

Editorial Yearbook Review Board, Annual National Reading Conference Yearbook, National Reading Conference, 1998-99.

Proposal Review Board, 2000 American Educational Research Association Annual Meeting, Division K.

Editorial Yearbook Review Board, Annual National Reading Conference Yearbook, National Reading Conference, 1999-2000.

EDITORIAL / REVIEW BOARD EXPERIENCES (continued)

Dissertation Award Reviewer, 2001 American Educational Research Association Annual Meeting, Division C.

Book Manuscript Reviewer, Lawrence Erlbaum Associates, 2005.

Editorial Review Board, Reading Research Quarterly, International Reading Association, 2004-2007.

Reviewer, Journal of Teacher Education, 2007.

Outside Grant Proposal Reviewer, The City University of New York, NY, NY, 2008.

Reviewer, Journal of Applied Developmental Psychology, 2008.

Guest Reviewer, Journal of Language, Identity, and Education, 2008.

PROFESSIONAL SERVICE AND CONSULTANCIES

"Reading: A View from Three Theoretical Perspectives." Workshop given to the elementary education majors, School of Education, Indiana University, Bloomington, Indiana, March 1977.

"Miscue Workshop." Workshop given to the special education student teachers, Indiana University, Bloomington, Indiana, February 1979.

"Writing Theory." Workshop given to the Special Education Department, Indiana University, Bloomington, Indiana, February 1979, March 1980.

"Reading: Theory to Practice." Workshop given for the Switz City Central School District, Switz City, Indiana, December 1979.

Co-author of the "University of Wyoming Reading and Writing Newsletter." University of Wyoming, Laramie, Wyoming, 1982-1983.

"Coherence, Context and Comprehension." Paper presented to the University of Southern California Composition Research Group, Los Angeles, California, February 1984.

"Reading, Perception, and Psycholinguistics." Workshop given to the Foreign Language Department, University of Southern California, Los Angeles, California, February 1984.

"Oral and Written Language Learning: Parallel Processes." Workshop given to the California Writing Project, University of Southern California, Los Angeles, California, February 1984.

"Reading and Writing for Better Understanding," with Betty Bamberg. Workshop given at the Academic Day of Excellence, University of Southern California, Los Angeles, California, February 1984.

"Literacy Events Before Schooling." Workshop given to the California Writing Project, University of Southern California, Los Angeles, California, May 1984.

"Early Literacy Development." Workshop given to the California Writing Project, University of Southern California, Los Angeles, California, July 1984.

"The Making of Meaning: Reading and Writing as Parallel Acts." Paper presented at Ginn and Company, Lexington, Massachusetts, August 1984.

"Reading and Writing as Parallel Acts: Instructional Implications." Workshop given at Ginn and Company, Lexington, Massachusetts, August 1984.

PROFESSIONAL SERVICE AND CONSULTANCIES (continued)

"Integrating Language, Meaning, and Learning: A Conceptual Framework." Speech given at the California Reading/Language Arts Framework Committee Meeting, California Department of Education, Sacramento, California, May 1985.

"Content Across the Curriculum Areas: Reading and Writing Processes." Workshop given for the Los Angeles Catholic School District, Los Angeles, California, November 1985.

"Using Predictable and Wordless Picture Books for Better Reading and Writing." Workshop given for the El Monte City School District, El Monte, California, February 1986.

"Three Approaches to Teaching Initial Literacy." Workshop given to the Literacy Interest Group, University of Southern California, Los Angeles, California, April 1986.

"Strategies for Integrating Reading and Writing Instruction." Workshop given to the California Writing Project, University of Southern California, Los Angeles, California, April 1986.

"Reading and Writing Connections." Paper presented to the Inland Writing Project, University of California at Riverside, Riverside, California, July 1986.

"Strategies for Facilitating Reading and Reading Comprehension." Workshop given to the China Project, University of Southern California, Los Angeles, California, August 1986.

"A Return to Language." Paper presented to the Instructional Unit, Administrative Region B, Los Angeles Unified School District, Los Angeles, California, October 1986.

"Learning to Read: The Interaction Between Visual and Nonvisual Information." Workshop given for the Montebello Unified School District, Montebello, California, January 1987.

"Developing Reading and Writing Through Predictable Literacy Experiences." Workshop given for the Montebello Unified School District, Montebello, California, April 1987.

"Examining the Reading-Writing Connections." Workshops given to the California Writing Project, University of Southern California, Los Angeles, California, July 1987.

"Reading English as a Foreign Language." Workshop given to the China Project, University of Southern California, Los Angeles, California, July 1987.

PROFESSIONAL SERVICE AND CONSULTANCIES (continued)

"Predictability as the Base for Early Literacy Instruction." Workshops given to the Montebello Unified School District, Montebello, California, August 1987.

"Remodeling Literature and Language in the Curriculum." Speech given to the South Bay Union School District, Imperial Beach, California, August 1987.

"Oral Language Learning: Implications for Literacy Instruction." Workshops given to Middleton Elementary School, Los Angeles Unified School District, Los Angeles, California, Summer 1987.

"Instructional Strategies for Responding to Literature." Workshops given to Middleton Elementary School, Los Angeles Unified School District, Los Angeles, California, Summer 1987.

"A Conceptual Framework for Integrated Teaching and Learning." Paper presented to the California Academic Partnership Program at California State University at Long Beach, Long Beach, California, October 1987.

"Integrating Literature and the Language Arts." Workshop given to Norwalk-La Mirada Unified School District. Norwalk, California, December 1987.

"Integrating Literature and the Language Arts." Workshop given to Norwalk-La Mirada Unified School District. Norwalk, California, December 1987.

"Strategies for Improving Reading and Writing Instruction." Workshop presented to the California Academic Partnership Program at California State University at Long Beach, Long Beach, California, December 1987.

"Integrating the Literacy Curriculum." Workshop given to the Montebello Unified School District, Montebello, California, April 1988.

"Using Basic Reading and Writing Processes as a Framework for Literacy Instruction." Workshop given to the California Writing Project, University of Southern California, Los Angeles, California, July 1988.

"Strategies for Reading English as a Second Language." Workshop given to the China Project, University of Southern California, Los Angeles, August 1988.

"Language Development: Implications for the Literacy Curriculum." Workshop given to the Montebello Unified School District, Montebello, California, September 1988.

"Project Literacy: From Theory to Practice." Reading/Language Arts consultant and presenter. Fillmore Unified School District, Fillmore, California, 1986-88.

PROFESSIONAL SERVICE AND CONSULTANCIES (continued)

"Using informal methods to evaluation literacy process development." Workshop given to Nazlini Board School, Office of Indian Education, Chinle, Arizona, February 1989.

"Current Reading Theory and Its Classroom Application." Workshop given to Long Beach Community College, Long Beach, California, April 1989.

"Evaluating Literacy Processes." Workshop given to Centralia Unified School District, Centralia, California, August 1989.

"Project Literacy: From Theory to Practice." Reading/Language Arts consultant and presenter. Lodi Unified School District, Lodi, California, 1987-89.

"Classroom-Based Literacy Evaluation Project." Literacy consultant. Fillmore Unified School District, Fillmore, California, 1990.

"Teaching and Evaluating Writing: A Theoretical Process. Workshop given to Los Angeles Unified School District, Region G, Los Angeles, California, June, 1990.

"Curriculum and Evaluation: Two Sides of the Same Coin." Workshop given to Los Angeles Unified School District, Region G, Los Angeles, California, June 1990.

"Authenticity as the Basis for Instruction." Workshop series given to Montebello Unified School District, Montebello, California, Summer 1990.

"Theoretical and Empirical Roots of the California English Language Arts Framework." Presentation given to the Department of Policy, Planning, and Administration, School of Education, University of Southern California, Los Angeles, California, June 1990.

"Language Arts for All: A Team Approach." Keynote address given to the Chula Vista City School District, Chula Vista, California, August 1990.

"Language Development for All Students." Workshop given to the Chula Vista City School District, Chula Vista, California, August 1990.

"Thematic Teaching: A Process for Developing Units, K-6." Workshop given to the University of California Irvine Writing Project Conference: Approaches to Whole Language Instruction, Costa Mesa, California, September 1990.

"Understanding and Promoting Reading Comprehension." Presentation given to Foshay Junior High School, Los Angeles Unified School District, Los Angeles, California, October 1990.

"Procedures for Developing Thematic Units." Workshops given to Ford Elementary School, Los Angeles Unified School District, Los Angeles, California, Summer 1991.

PROFESSIONAL SERVICE AND CONSULTANCIES (continued)

"Inquiry, the Thematic Curriculum, and the Bilingual Child." Workshop given to Palmdale Unified School District, Palmdale, California, October 1993.

"Collaborative Action Research For Classroom Teachers." Workshop given to the Early Childhood Education Consortium of the Escondido Unified School District, Escondido, California, October 1993.

"Developing and Evaluating Language Arts Content and Programming for the Galaxy Classroom." Consultant to the Galaxy Institute For Education, El Segundo, California, 1991-94.

"Coachella Valley Partnership for Curricular Change: Focus on Literacy and Literacy Development for Bilingual Students." With Barbara Flores and Katharine Busch. Consultant to the Coachella Valley Unified School District, Indio, California, 1993-94.

"Program Quality Review." Literacy consultant to the Lemon Grove Unified School District, Lemon Grove, California, 1994-95.

"Revisiting Strategies: Linking Materials to Common Generalizations Through Semantic Grids and Semantic Maps / Webs / Illustrations." Workshop given to Sacred Heart of Jesus School, New York, New York, December 1996.

"Working With Comprehension and Words." Workshop given to Eastern County School District, Gallipolis, Ohio, August 2000.

"School Improvement and Literacy in Middle Schools." Research project in Community School District 10, Funded by the Lowenstein Foundation. New York City Public Schools, New York, 20001-2005.

"Community School District Seven Task Force on ESL and Bilingual Education." New York City Public Schools, New York, 2001-2005.

"Intermediate School 164 Literacy Consultant." Community School District Six, New York City Public Schools, New York, 2002.

New York State Reading Association 2003 State Conference Planning Committee, 2001-2003.

WFUV Radio Station, Literacy Consultant, Fordham University, NY, NY, 2002.

College Entrance Examination Board, Literacy Consultant, NY, NY, 2004.

ADMINISTRATIVE AND PROGRAM COORDINATION EXPERIENCES

Advisory Board, Department of Curriculum, Teaching, and Special Education,, School of Education, University of Southern California, 1987-89.

Department Vice Chairperson, Department of Curriculum, Teaching, and Special, Education, School of Education, University of Southern California, 1987-90.

Coordinator and Supervisor of Teaching Assistants, Department of Curriculum, Teaching, and Special Education, School of Education, University of Southern California, 1983-91.

University Freshman Writing Program Policy Committee, University of Southern California, 1989-91.

Convener for the doctoral Specialization in Language, Literacy, and Learning, Division of Curriculum and Teaching, School of Education, University of Southern California, 1990-91.

Multiple Subjects Coordinator, College of Education, California State University San Marcos, 1992.

Program Director of the Graduate Reading and Writing Specialization, Director of the Campus Reading and Writing Center; Director of the NCL/USC Hollywood School, 1983-88.

Graduate Program Co-coordinator, College of Education, California State University San Marcos, 1994-96.

Coordinator of the PhD Language, Literacy, and Learning Program, Fordham University – Lincoln Center, 1996 -1998.

Program Coordinator of the Professional Diploma in Reading and Reading Administration, Division of Curriculum and Teaching, Fordham University – Lincoln Center, 1999-2002.

Program Coordinator of the Literacy/Reading Endorsement, Department of Teaching and Learning, Washington State University Vancouver, 2006 – present.

UNIVERSITY AND SCHOOL SERVICE

ESL/Literacy Faculty Search Committee, Department of Teaching and Learning, Washington State University Vancouver, 2005 – 2006.

Research Committee, Department of Teaching and Learning, Washington State University Vancouver, 2005 – 2006.

Dean's Faculty Advisory Committee, College of Education, Washington State University Vancouver, 2006.

College of Education Faculty Affairs Committee, College of Education, Washington State University Vancouver, 2006.

Graduate Studies Committee, Department of Teaching and Learning, Washington State University Vancouver, 2005 – 2007.

Ed.M. Graduate Studies Committee, Department of Teaching and Learning, Washington State University Vancouver, 2005 – 2007.

Graduate Studies Admissions Sub-committee, 2005

Graduate Studies Admissions Sub-committee, 2006

MIT Committee, Department of Teaching and Learning, Washington State University Vancouver, 2005 – present.

Statewide Ed.D. Planning Committee, Department of Teaching and Learning, Washington State University Vancouver, 2006 – present.

Statewide Ed.D. Planning Committee, College of Education, Washington State University Vancouver, 2006 – present.

College of Education Faculty Affairs Committee, College of Education, Washington State University Vancouver, 2006 – present.

Tricities Literacy Faculty Search Committee Chair, Department of Teaching and Learning, Washington State University Vancouver, 2007 – 2008.

Unit Budget Committee, Washington State University Vancouver, 2008

Faculty Excellence Awards Committee, College of Education, Washington State University Vancouver, 2008.

MEMBERSHIPS AND COMMITTEE WORK IN HONORARY PROFESSIONAL ORGANIZATIONS

Center for the Expansion of Language and Thinking

National Council on Research in Language and Literacy
Membership and Elections Committee: 1990, 1991

Who's Who in Education, Academic Keys

Who's Who in America, Marquis Who's Who, 2007

SERVICE TO OTHER UNIVERSITIES

Outside Tenure and Promotion Review, Department of English, Hunter College, The City University of New York, NY, NY, 2006-2007

MEMBERSHIPS AND COMMITTEE WORK IN PROFESSIONAL ORGANIZATIONS

American Educational Research Association

International Reading Association

National Council of Teachers of English
Assembly for Research
Reading Commission, 2002 - present

National Reading Conference

Oregon Reading Association

Oregon Council of Teachers of English

Washington Organization for Reading Development (WORD), State Council of the International Reading Association

Oregon Council of Teachers of English