

CURRICULUM VITA

Patricia Lee Anders
Professor Emerita
Jewell M. Lewis Distinguished Professor of Reading

Department of Teaching, Learning and Sociocultural Studies
 Language, Reading and Culture Program
 College of Education
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Fall, 2019

EDUCATION

<u>Dates</u>	<u>Institution, Degree, Major</u>
1976	University of Wisconsin-Madison, Ph.D. Major: Curriculum and Instruction, Reading Minors: Social Psychology and Communications
1972	University of Wisconsin-Madison, M.S. Major: Curriculum and Instruction Teaching Endorsement: Reading Specialist, K-12
1971	University of Wisconsin-Madison, B.S. Major: American Institutions Minor: Speech Certification: Secondary Education
1966-1969	Adrian College, Adrian, Michigan, Towards B.A. Major: Social Studies Minor: Speech

Dissertation and Director

Anders, P. L. (1976). The relationship among status of author, sex of author, and sex-role-identity of reader and the evaluation of an author as credible. The University of Wisconsin-Madison. Professor Kenneth L. Dulin, Ph.D., director.

Masters of Science Thesis

Anders, P. L. (1972). An analysis of eighth graders' responses to reading materials containing positively and negatively connotative words. The University of Wisconsin-Madison. Professor Kenneth L. Dulin, Ph.D., director.

Bachelor of Science Thesis

Anders, P. L. (1971). A critical analysis of press coverage: The Algiers Motel Incident. The University of Wisconsin-Madison. Professor Michael Webb, Ph.D., director.

Major Fields

Research on developmental reading education: specifically, reading comprehension; reading and writing to learn in the content areas. Relationships of theory, research and practice in literacy teacher education and teachers' beliefs and knowledge. Community and adult literacy. Emphases include diverse language learners and social justice.

EMPLOYMENT

<u>Dates</u>	<u>Position, Employer, Location</u>
2015-present	Teaching, Learning, & Sociocultural Studies (TLS) Associate Department Head; Language, Reading & Culture (LRC) Program Coordinator; LRC Director of Graduate Studies
2014-2015	Teaching, Learning, & Sociocultural Studies (TLS) Interim Department Head; Language, Reading, & Culture (LRC) Program Coordinator
2012-present	LRC Program Coordinator, Department of Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona
2010-present	Jewell M. Lewis Distinguished Professor of Reading, Department of Teaching, Learning & Sociocultural Studies, University of Arizona
2008-2009	Jewell M. Lewis Distinguished Professor of Reading, Department of Language, Reading and Culture, University of Arizona
2002-2008	Department Head and Professor, Department of LRC, University of Arizona
1990-present	Professor, Department of Language, Reading and Culture, University of Arizona
1982-1990	Associate Professor, Division of Language, Reading and Culture, University of Arizona
Sum, 1982	Visiting Associate Professor, University of Michigan, Ann Arbor
1976-1982	Assistant Professor, Department of Reading, University of Arizona

1975-1976	Research Assistant, University of Wisconsin-Madison
1974-1975	Teaching Assistant, University of Wisconsin-Madison
1972-1974	Instructor, University of Wisconsin-Parkside, Kenosha, Wisconsin
1972-1976	High School Reading Specialist, Unified School District #1, Racine, Wisconsin
1971-1972	Teacher, East High School, Madison, Wisconsin
1970-1971	Teacher, Lincoln Middle School, Madison, Wisconsin

AWARDS AND HONORS

Awards

- 2012-
- 2013 Outstanding Service/Outreach Award, College of Education, University of Arizona
- 2008 Jewell M. Lewis Distinguished Professor of Reading
- 2005 Outstanding Teaching and Mentoring Award, Graduate College, University of Arizona
- 2005 Exemplary Service Award, Tucson Area Reading Council, International Reading Association
- 1996 Nominated for Outstanding Teaching Award, University of Arizona
- 1992 Albert J. Kingston Outstanding Service Award from the National Reading Conference
- 1992 Outstanding Research Award (with V. Richardson, C. Lloyd & D. Tidwell) from Division K, American Educational Research Association
- 1992 Resident Scholar, University of Georgia, National Reading Research Center
- 1980 Fellowship, American Education Research Association "Minorities and Women Equal Opportunity Program"
- 1971 Fellowship, U.S. Department of Health, Education and Welfare EPDA Grant for Master's degree

Elected Honors

- 2011 Past President, Literacy Research Association
- 2010 Elected President Literacy Research Association
- 2009 Elected Vice-President, National Reading Conference
- 2007 Elected to Reading Hall of Fame
- 2000-
- 2004 Board of Directors, The International Reading Association
- 1996 Fellow, the National Conference on Research in Language and Literacy (Secretary, 1998-2000; Vice-President-Elect, 2004-2005; President-Elect, 2005-2006, President, 2006)
- 1984 Elected Member, National Conference on Research in English
- 1984 Center for the Expansion of Language and Thinking

Honorary Memberships

- 2008 Pi Lambda Theta, University of Arizona, College Sponsor
 1981 Delta Kappa Gamma, Xi Chapter, Tucson, Arizona
 1972 Phi Kappa Phi, University of Wisconsin, Madison
 1971 Pi Lambda Theta, University of Wisconsin, Madison
 1971 Phi Delta Kappa, University of Wisconsin, Madison

Honorary Bibliographic Citations

- 1978 *Notable Americans*: Raleigh, N.C., American Biographical Institute
 1989, 1993, 1996, 2006, 2010 *Who's Who in American Education*: Owings Mills, MD.

RESEARCH AND SCHOLARSHIP

BOOKS & MONOGRAPHS

- Risko, V., & Anders, P. L. (Section Eds.). (2010). Reading disabilities and instruction. In McGill-Franzen, A. & Allington, R., (Book Eds.). *Handbook of reading disabilities*. New York: Taylor and Francis.
- Anders, P. L. (2010). *Defying convention, inventing the future in literacy research and practice: A tribute to Ken and Yetta Erica*. New York: Taylor and Francis.
- Anders, P. L., & Guzzetti, B. (2005) *Literacy instruction in the content areas*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Flood, J., & Anders, P.L. (Eds.) (2005). *The literacy development of students in urban schools: Research and policy*. Newark, DL: International Reading Association.
- Anders, P. L., & Guzzetti, B. (1996). *Literacy instruction in the content areas*. Dallas, TX: Harcourt Brace Publishers.
- Anders, P. L. (Ed.)(1987). *Reflections on becoming readers: An extended view*. Doctoral Student Monograph, Language, Reading and Culture, College of Education, University of Arizona.
- Anders, P. L. (Ed.)(1986). *Research on reading in the secondary schools*. Language, Reading and Culture, College of Education, University of Arizona.
- Tierney, R. J., Anders, P. L. & Mitchell, J. N. (Eds.)(1986). *Understanding readers' understanding*. Hillsdale, NJ: Lawrence Erlbaum Associates.

CHAPTERS IN BOOKS AND MONOGRAPHS

- Frailey, M., & Anders, P. L. (2013). Literacy letters and developmental readers' reading. In S. L. Armstrong, N.A. Stahl, & H. R. Boylan (2014). *Teaching developmental reading: Historical, theoretical, and practical background reading* (Eds.) Boston, MA: Bedford/St.Martins.
- Anders, P. L. (2012). Widening the circle of literacy research: Sampling the past and envisioning possibilities. *Literacy Research Conference Yearbook, 2012*. Oak Creek, WI: The Literacy Research Association.
- Waibel, A. K., Kelly, J. J., Rice, S., & Anders, P. L. (2012). Digging deeper: Language, literacy and

- learning in the mine safety industry. *Literacy Research Association Yearbook, 2012*. Oak Creek, WI: The Literacy Research Association.
- Anders, P. L., & Clift, R. T. (2011). Adolescent language, literacy and learning: Implications for a school-wide literacy program. In R. Bean & A. Dagen (Eds.), *Best Practices of literacy leaders*. NY: Guilford Publishers
- Anders, P. L. (2009). Research-based instructional literacy practices: Challenges and opportunities. In K. D. Wood & W. E. Blanton (Eds.), *Literacy instruction for adolescents: Research-based practice*. NY: The Guilford Press.
- Anders, P. L. (2008). Multiple dimensions of adolescent literacy teacher education. In K. Hinchman & E. Thomas-Sheridan (Eds.), *Best practices in adolescent literacy instruction* (pp. 339-360). New York: Guilford Press.
- Anders, P. L., & Hinchman, K. (2008). Preparing urban teachers to teach content area literacy. In L. Morrow, V. Chou, & L. Wilkinson (Eds.), *Improving the preparation of teachers of reading in urban settings: Policy, practice, and pedagogy*. Newark, DL: International Reading Association.
- McArthur, K., Penland, T., Spencer, F. & Anders, P. (2006). Content area literacy: Focus on students. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area literacy*. Mahweh, NJ: Erlbaum and Associates.
- Anders, P. L. & Spittler, E. (2007). Comprehension instruction for middle and high school students. In J. Lewis & G. Moorman (Eds.), *Adolescent literacy instruction: Policies and promising practices*. Newark, DL: International Reading Association.
- Anders, P. L. (2006). The development of metacognitive literacy and learning capacity. In D. Alvermann, B. Sturtevant and others (Eds.), *Principled practices for a literate America*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Anders, P. L., & Richardson, V. (2005). Professional development of teachers. In P. L. Anders & J. Flood (Eds.), *The literacy development of students in urban schools: Research and policy*. Newark, Delaware: The International Reading Association.
- Anders, P. L., (2005). The development of metacognitive literacy and learning capacity. In D. Alvermann, B. Sturtevant and others (Eds.), *Principled practices for a literate America*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Anders, P. L. (2002). Developmental changes in reading comprehension: Instruction across the grade levels. In C. Roller (Ed.), *Comprehensive Reading Instruction: Theory and Practice*. Newark, DL: The International Reading Association.
- Anders, P. L. (2002). Toward an understanding of the development of reading comprehension instruction across the grade levels. In C. M. Roller (Ed.), *Comprehensive reading instruction across the grade levels* (pp. 111- 133). Newark, DL: The International Reading Association.
- Anders, P. L. (2002). Teacher education in literacy. In B. Guzzetti (Ed.), *Encyclopedia in Literacy*. Denver, CO: ABC-CLIO Publishers.
- Anders, P. L., Hoffman, J., & Duffy, G. (2000). Teaching teachers to teach reading: Paradigm shifts, persistent problems, and challenges. M. Kamil, R. Barr, P. Mosenthal, & P. D. Pearson (Eds.) *Handbook of Reading Research, Volume III*. Mahweh, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

- Richardson, V., & Anders, P. L. (1998). A view from across the Grand Canyon. *Learning Disabilities Quarterly*, 21(1), 85-97.
- Anders, P. L., & Commeyras, M. (1998). An educational feminist view of four vignettes about science education. In B. J. Guzzetti & C. Hynd (Eds.), *Theoretical perspectives on conceptual change* (pp.133-145). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.
- Anders, P. L. (1996). The ethics of collaborative research. In L. Baker, D. Reinking, & P. Afflerbach (Eds.) *Engaging readers for learning* (pp. 271-287). Hillsdale, NJ: Erlbaum Publishers.
- Anders, P. L., & Lloyd, C. (1995). The significance of prior knowledge for learning new content specific information. In D. Lapp, J. Flood, & D. Farnum (Eds.), *Content area literacy and learning*. Dallas, TX: Harcourt Brace College Publishers.
- Anders, P. L., & Evans, K. S. (1994). Relationship between teachers' beliefs and their instructional practice in reading. In R. Garner & P. A. Alexander (Eds.) *Beliefs about text and about instruction with text* (pp. 137-155). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Anders, P. L., & Richardson, V. (1994). Launching a new form of staff development. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction*, (pp. 1-23). New York: Teachers College Press.
- Lloyd, C. V., & Anders, P. L. (1994). Research-based practices as the content of staff development. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction*, (pp. 68-90). New York: Teachers College Press.
- Richardson, V., & Anders, P. L. (1994). The study of teacher change. In V. Richardson (Ed.), *Teacher change in the staff development process: A case in reading instruction*, (pp. 159-181). New York: Teachers College Press.
- Bos, C. S., & Anders, P. L. (1994). The study of student change. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction*, (pp. 181- 199). New York: Teachers College Press.
- Richardson, V., & Anders, P. L. (1994). A theory of change. In V. Richardson (Ed.), *Teacher change and the staff development process: A case in reading instruction*, (pp. 199-217). New York: Teachers College Press.
- Anders, P. L. (1994). Affect in reading. In A. C. Purves (Ed.), *Encyclopedia of English studies and language arts*, (pp. 28-29). New York: Scholastic Publishers.
- Anders, P. L., & Bos, C. S. (1992). Dimensions of professional development: Weaving teacher beliefs and strategic content. In M. Pressley, K. R. Harris, & J. T. Guthrie (Eds.) *Promoting academic competence and literacy in schools*, (pp. 447-465). Orlando, FL: Academic Press.
- Bos, C. S., & Anders, P. L. (1992). A theory-driven interactive instructional model of text comprehension and content learning. In Wong, B. Y. L. (Ed.), *Contemporary intervention research in learning disabilities: An international perspective*, (pp 81-95). New York: Springer-Verlag.
- Anders, P. L. (1991). The relationship between reading practices literature and teachers' talk about practices. In S. McCormick & J. Zutel (Eds.), *Learner factors/teacher factors: Issues in literacy research and instruction*,(40th Yearbook of the National Reading Conference) (pp 211-218). Chicago: The National Reading Conference.

- Bos, C. S., & Anders, P. L. (1990). Toward an interactive model: Teaching text-based concepts to learning disabled students. In Swanson, H. L. & Keogh, B. (Eds.), *Learning disabilities: Theoretical and research issues*, (pp. 247-262). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Anders, P. L. & Duffy, G. (1990). The middle school: Where to from here? In G. Duffy (Ed.), *Reading in the middle school*, 2nd Ed. (pp. 225-235). Newark, DL: International Reading Association.
- Preisser, G., Anders, P. L. & Glider, P. (1990). Understanding middle school students. In G. Duffy (Ed.) *Reading in the middle school*, 2nd Ed. (pp 16-31). Newark, DL: International Reading Association.
- Anders, P. L., & Levine, N. (1990). The dynamics of the changing reading program: Reaffirming our critical role. In G. Duffy (Ed.), *Reading in the middle school*, 2nd Ed. (pp 157-170). Newark, DL: International Reading Association.
- Bos, C. S., & Anders, P. L. (1990). Interactive teaching and learning: Instructional practices for teaching content and strategic knowledge. In T. E. Scruggs & B. Y. L. Wong (Eds.) *Intervention research in learning disabilities*, (pp 166-185). New York: Springer-Verlag.

JOURNAL ARTICLES

- Anders, P. L., Yaden, D. J., Iddings, C., Katz, L., & Rogers, T. (2016). Editorials, Volume 48: (1) Improving theory in literacy research; (2) More words for the poor? Problematizing the "Language Gap"; (3) Entanglements, intensities, and becoming: Non-representational perspectives on literacy research; (4) Literacy turns: To what new horizons? *Journal of Literacy Research*, 48.
- Anders, P. L., Yaden, D. J., Iddings, C., Katz, L. & Rogers, T. (2015). Editorials, Volume 47: (4) A focus on text—Broadly defined; (3) Advancing literacy practices with sophisticated theoretical and methodological tools; (2) Advancing the field of literacy studies; (1) Toward classroom pedagogies of participation and possibility. *Journal of Literacy Research*, 47.
- Anders, P. L. Yaden, D. J., Iddings, C., Katz, L. & Rogers, T. (2014). Editorials, Volume 46: (4) Editorial; (3) Considering the role of the research review in literacy research; (2) Editorial; (1) Inaugural editorial for volume 46. *Journal of Literacy Research*, 46.
- Anders, P. L. (2012). Widening the circle of literacy research: Sampling the past and envisioning possibilities. In P. J. Dunston, S. K. Fullerton, C. C. Bates, K. Headley, & P. M. Stecker (Eds.), *61st Yearbook of the Literacy Research Association* (pp. 1-20). Oak Creek, WI: The Literacy Research Association.
- Waibel, A., Rice, J., Kelley, J.J., & Anders, P. L. (2012). Digging deeper: Literacy, language, and learning in the mine safety industry. In P. J. Dunston, S. K. Fullerton, C. C. Bates, K. Headley, & P. M. Stecker (Eds.), *61st Yearbook of the Literacy Research Association* (pp. 212-224). Oak Creek, WI: The Literacy Research Association.
- Wilson, A. A., Chavez, K., & Anders, P. L. (2012). "From the Koran and *Family Guy*": The Expression of identity in English language learners' digital podcasts. *Journal of Adolescent and Adult Literacy*, 55(5) 374-384.
- Frailey, M., Buck-Rodriguez, G., & Anders, P. L. (2009). Literary letters: Developmental readers' responses to popular fiction. *Journal of Developmental Education*, 33(1), 2-3.
- Risko, V., Roller, C., Cummins, C., Bean, R., Block, C. C. Anders, P.L., & Flood, J. (2009). Teaching reading teachers: A critical review of the literature. *Reading Research Quarterly*, 43(3), 252-289.

- Anders, P. L. (2010). Adolescent literacy: Secondary students' language, literacy and learning. In A. L. Terrazas (Ed.), *Imagine, Research*. Tucson AZ: College of Education, University of Arizona.
- Frailey, M., Buck-Rodriguez, G., & Anders, P. L. (2009). Literary letters: Developmental readers' responses to popular fiction. *Journal of Developmental Education*, 33(1), 2-3.
- Risko, V., Roller, C., Cummins, C., Bean, R., Block, C. C. Anders, P.L., & Flood, J. (2009). Teaching reading teachers: A critical review of the literature. *Reading Research Quarterly*, 43(3), 252-289.
- Anders, P. L. (2005). [Review] George Kamberelis & Greg Dimitriadis. *Qualitative Inquiry: Approaches to Language and Literacy Research*. *Anthropology & Education Quarterly*, 36(4).
- Anders, P. L. (2003). Speaking truth to power: Convictions of a reading teacher. *Wyoming Journal of Literacy* (1), 5-10.
- Arnold, J., Anders, P. L., & Griesel, P. (2003). To become a doctor: Reflective literacy experiences that transform. In C. M. Fairbanks, J. Worthy, B. Maloch, J. V. Hoffman, & D. L. Schallert (Eds.), *52nd Yearbook of the National Reading Conference* (pp. 117-127). Oakcreek, WI: The NRC
- Anders, P. L., (2002). Reflections on advocacy. *The Reading Instruction Journal*, 46, 6-7.
- Anders, P. L. (2002). Secondary reading programs: A story of what was. In D. L. Schallert, J. V. Hoffman, B. Maloch, J. Worthy, & C. M. Fairbanks (Eds.), *Fifty-first Yearbook of the National Reading Conference* (pp. 111-117). Oakcreek, WI: The National Reading Conference.
- Anders, P. L. (2002). Making a difference means making it different. *Arizona Reader*, 29, 8-10.
- Anders, P. L. (2001). Opportunities to learn and serve: The International Reading Association. *Arizona Reader*.
- Anders, P. L. (2001). What's hot? What's not? Secondary reading instruction. *The California Reader*, 34(3), 19-23. (To be published in an edited book by Erlbaum).
- Guzzetti, B., Anders, P. L., & Neuman, S. (1999). Thirty years of JRB/JRL: A retrospective on reading/literacy research. *Journal of Literacy Research*, 30(4).
- Richardson, V. & Anders, P. L. (1998). A view from across the Grand Canyon. *Learning Disabilities Quarterly*.
- Anders, P. L. (1998). The literacy council: People are the key to an effective program. *NAASP Bulletin* (82). 16-23.
- Anders, P. L., & Pritchard, T. G. (1993). Integrated language curriculum and instruction for the middle grades. *The Elementary School Journal*, 93(5) 611-624.
- Bos, C. S., & Anders, P. L. (1992). Using interactive teaching and learning strategies to promote text comprehension and content learning for students with learning disabilities. *International Journal of Disability, Development and Education*, 39(3), 225-238.
- Anders, P. L., & Richardson, V. (1992). Teacher as game show host, bookkeeper or judge? Challenges, contradictions and consequences of accountability. *Teachers College Record*, 94(2), 382-396.

- Anders, P. L., & Richardson, V. (1991). Research currents: Staff development that empowers teachers' reflection and enhances instruction. *Language Arts, 68*(iv),316-321.
- Richardson, V., Anders, P. L., Lloyd, C., & Tidwell, D. (1991). The relationship between teachers' beliefs and practices in reading comprehension. *American Educational Research Journal, 28*, 550-586.
- Bos, C. S., & Anders, P. L. (1990). Effects of interactive vocabulary learning and reading comprehension of junior high learning disabled students. *Learning Disabilities Quarterly, 13*, 31-42.
- Bos, C. S., & Anders, P. L. (1988-1989). Developing higher level thinking skills through interactive teaching. *Journal of Reading, Writing and Learning Disabilities, 4*, 259-274.
- Bos, C. S., Anders, P. L., Filip, D. & Jaffe, L. E. (1989). The effects of an interactive instructional strategy for enhancing reading comprehension and content area learning for students with learning disabilities. *Journal of Learning Disabilities, 22*, 384-390.
- Bos, C. S., & Anders, P. L. (1987). Semantic feature analysis: An interactive teaching strategy for facilitating learning from text. *Learning Disabilities Focus, 3*, 55-59.
- Anders, P. L., & Ogle, D. M. (1986). JRB: membership survey and results. *Journal of Reading Behavior, XVIII*(2), 187-195.
- Anders, P. L. (1987). Reading to learn: Theory, strategies and instructional research. *Journal of Adolescent Research, 1*, 163-174.
- Anders, P. L. (1986). Toward and understanding of the vocabulary comprehension connection. *Arizona Reading Journal, 15*, 11-15.
- Anders, P. L., & Bos, C. S. (1986). Semantic feature analysis: An interactive strategy for vocabulary development text comprehension. *Journal of Reading, 29*, 610-617.
- Anders, P. L. (1985). Organizing for classroom instruction. *The Arizona Reading Journal, 14*, 11-13.
- Anders, P. L., & Bos, C. S. (1984). In the beginning: Vocabulary instruction in content classrooms. *Topics in Learning and Learning Disabilities, 3*, 53-65.
- Anders, P. L. (1984). A readability wrap-up. *The Arizona Reading Journal, 13*, 27-28.
- Anders, P. L. (1984). Reflections on the readability issue. *The Arizona Reading Journal, 13*, 21-25.
- Anders, P. L., & Pierson, C. (1983). Retired adults' habits and attitudes toward reading materials. *The Arizona Reading Journal, 22*, 11-13.
- Anders, P. L. (1983). Readability. *The Arizona Reading Journal, 12*, 9-13.
- Anders, P. L. (1983). Readability formulas: A critical review, concluded. *The Arizona Reading Journal, 23*, 34-35.
- Anders, P. L. (1983). A reconsideration of readability formulas. *The Arizona Reading Journal, 22*, 314-415.
- Anders, P. L. & Flores, B. M. (1982). Monitoring bilingual literacy development. *The Arizona Reading Journal, 21*, 11-12.

Anders, P. L. (1981). Dream of a secondary reading program? People are the key. *Journal of Reading*, 24, 316-320.
Reprinted (1985) In W. John Hake (Ed.), *Classroom Strategies for Secondary Reading*, (pp 117-122) Newark, DL: International Reading Association.

Anders, P. L. (1980). Development, definition and design: The basics of motivation. *Tennessee Middle School Journal*, 4, 23-29.

GRANTS AND CONTRACTS WON

<u>Dates</u>	<u>Position/Name/Description/Funding Source</u>	<u>Amount</u>
2011-2012	Principal Investigator "The Literacy Zones" Community Foundation of Southern Arizona & College of Education, UA	65,000
2010-2012	Principal Investigator "Workplace Adult Language and Literacy Project" A project of the NIOSH Western Mine Safety and Health Resource Training Center	1,690,000
2008-2010	Principal Investigator "Improving Teacher Quality" Reading Specialist Endorsement	500,000
2003-2005	Principal Investigator "A Study of the Language Needs at Tucson Medical Center" Funded by TMC	200,000
2002-2003	Co-Principal Investigator "Development Grant for Rotary Reading Seed" funded by Qwest	75,000
1987-1990	Principal Investigator (with V. Richardson) "A Study of Teachers' Research-Based Instruction of Reading Comprehension" U.S. Department of Education	423,982
1986-1989	Principal Investigator (with C. Bos) "Interactive Teaching Project" U.S. Department of Education	313,888
1985-1988	Associate Faculty (S. Kirk, Principal Investigator) "Interstellar Project II."	237,710
1977-1978	Principal Investigator. "A study of the appropriateness of social studies text for the students who use them." Arizona Department of Education	2,000

SCHOLARLY PRESENTATIONS

Invitations from Colleges and Universities

2010, "Fighting the Alligators: In honor of Gerald Duffy. University of North Carolina, Greensboro; 2004, University of Minnesota; 2002, Michigan State University; 2001, University of Alaska, Anchorage, 1994, Michigan State University; 1994, Emerson College, Boston; 1993, University of Georgia; 1992, University of Wisconsin- Madison; 1991 University of New Mexico; 1989, University of California.

At Conferences and Professional Organizations

Anders, P. L. & Yaden, D. (2013). *The publication process*. (A presentation to the Doctoral

- Students ICG). Dallas, TX: Literacy Research Association Annual Conference.
- Anders, P. L. (Discussant). (2013). *Professional development*. Dallas, TX: Literacy Research Association Annual Conference.
- Anders, P. L. (Chair). (2013). Impacts of out of school literacies. Dallas, TX: Literacy Research Association Annual Conference.
- Anders, P. L. (Chair & Discussant). (2013). Literacy practices in and out of school contexts. Dallas, TX: Literacy Research Association Annual Conference.
- Anders, P. L. (2011). Widening the circle: Sampling the past; envisioning possibilities. Presidential Address, Literacy Research Association, Jacksonville, FL.
- Waibel, A. K., Kelly, J. J., & Anders, P. L. (2011). Language and literacy and mine safety training. NIOSH Annual Conference, Henderson, NV.
- Waibel, A. K., Kelly, J. J., & Anders, P. L. (2011). Digging deeper: Language, Literacy and Learning in the mine safety industry. Literacy Research Association, Jacksonville, FL.
- Anders, P. L. w/ Hinchman, K. (Invited Featured Speaker) (2009). *Adolescent literacy programs*. Annual Convention of the International Reading Association, Minneapolis, MN.
- Anders, P. L. (discussant) (2009). *Adolescent literacy research*. Annual Convention of the International Reading Association, Minneapolis, MN.
- Anders, P. L. (panel member). (2009). *Academic leadership in literacy: Women's history, women's future*. Annual Convention of the National Reading Conference, Albuquerque, NM.
- Anders, P. L. (2008). The status of Adolescent Literacy. *Reading Hall of Fame Invited Speech*. Annual Convention of the International Reading Association, Atlanta GA.
- Anders, P. L. (2008). *The Marvelous Landscape of Adolescent Literacy*. Invited Featured speaker, Annual Convention of the International Reading Association, Atlanta GA.
- Anders, P. L. (July 29, 2008). *Old Wine in New Bottles: Reading Comprehension Instruction Across the Curriculum for Middle and High School Students*. 22nd World Congress on Reading, International Reading Association, San José, Costa Rica.
- Anders, P. L. (September 27, 2008). *Adolescent Literacy Programs*. Arizona Reading Association Annual Conference. Phoenix, AZ
- Anders, P. L. (May 2007). "New Literacies" and adolescent literacies. In Preconvention Institute, International Reading Association, Toronto, CA.
- Anders, P. L. (May 2007). "Reading Seed"—*The IRA/Tucson Rotary*. In symposium, International Reading Association, Toronto, CA.
- Anders, P. L., & Hinchman, K. (May 2007). *Responding to adolescent literacy needs: Secondary school programs and their leaders*. Presentation, International Reading Association, Toronto, CA.
- Anders, P. L. (Dec. 2007). *A critical analysis of reading teacher education research: Current knowledge, dilemmas, and promising directions*. In C. Roller, R. Bean, V. Risko & C. Collins Block (organizers) symposium. Austin, TX: National Reading Conference.
- Anders, P. L. (May, 2006). *Reading teacher education: Preparing teachers for urban schools*. In L. Morrow (organizer) symposium. Chicago, IL: International Reading Association.
- Anders, P. L. (May, 2006). *A critical literature review: Preparing teachers to teach reading*. In V. Risko & C. Roller (organizers) symposium. Chicago, IL: International Reading Association.
- Anders, P. L. (Dec. 2006). *Principled practices for adolescent literacy: Next steps for schools and researchers*. In E. Sturtevant (organizer) symposium. Los Angeles, CA: National Reading Conference.
- Anders, P. L. (Dec. 2006). Discussant. *The design and measurement of teacher's pedagogical content knowledge for teaching informational text comprehension*. In A. M. Palincsar (organizer) symposium. Los Angeles, CA: National Reading Conference.
- Anders, P. L. (Dec. 2006). *Key resources for literacy teacher educators*. In L. Morrow (organizer) symposium. Los Angeles, CA: National Reading Conference.
- Frailley, M., Buck, G., & Anders, P. L. (2005). *Designing, implementing and evaluating a literature based reading course*. Arizona Developmental Education Conference, Tucson, AZ.
- Anders, P. L. (2005). Teacher education research about Content Area Literacy. A paper in C. Roller & V. Risko symposium, *A critical review of reading teacher education research*. National Reading

- Conference, Miami, FL.
- Anders, P. L. (2004). Sociocultural perspectives: Contributions toward a theory of literacy development. In G.G. Hruby (Organizer and Chair), *Legacy and potential in K-12 Literacy development research: Visceral, personal, and sociocultural perspectives*. A paper presented at the National Reading Conference, Miami, FL.
- Anders, P. L. (2004). *The International Reading Association's Teacher Education Task Force: Supporting teacher preparation for reading instruction*. A session presented The National Reading Conference, Miami, FL.
- Anders, P. L. (2004). *Supporting teacher preparation for reading instruction—Reviewing the research base*. A session presented at the Annual Conference of the International Reading Association, Reno, NV.
- Anders, P. L. (2004). *The International Reading Association's Teacher Education Task Force: Supporting teacher preparation for reading instruction*. A session presented at the National Reading Conference, San Antonio, TX.
- Anders, P. L. (2004). Sociocultural perspectives: Contributions toward a theory of literacy development. In G.G. Hruby (Organizer & Chair), *Legacy and potential in K-12 literacy development research: Visceral, personal, and sociocultural perspectives*. A paper presented at the National Reading Conference, San Antonio, TX.
- Anders, P. L. (2004). *Supporting teacher preparation for reading instruction: Reviewing the research base*. A session presented at the Annual Conference of the International Reading Association, Reno, NV.
- Anders, P. L. (2003). *Epistemological and methodological issues in adolescent & adult literacy research*. (Organized by Mark Dressman). National Reading Conference, Scottsdale, AZ.
- Betts, D., & Anders, P. L. (2003). *A seed is planted in a multimedia/literacy project: Parents and at-risk middle school—aged youth*. American Education Research Association, Phoenix, AZ.
- Anders, P. L. (2002). (Organizer & chair). *Transgressions, Transformations, and Tensions: Adult learners developing literacy*. A symposium at the National Reading Conference, Miami, Florida.
- Anders, P. L., & Grim, L. (2002). Access to literacy: The tale of two communities. In B. J. Guzzetti (Chair/discussant) *Beyond school: Literacies in diverse communities*. A symposium at the National Reading Conference, Miami, Florida.
- Anders, P. L. (2001). *Content area literacy: Not your same old, same old*. A keynote presentation at the Alaska Literacy Conference, Anchorage, Alaska.
- Anders, P. L. (2001). Content area literacy: Teacher's beliefs and practices. Keynote address to high school and middle school teachers, Alaska Literacy Conference, Anchorage, Alaska.
- Anders, P. L. (2001). Developmental changes in Reading Comprehension Instruction. A presentation at the *Research 2001 Conference*, New Orleans, LA.
- Anders, P. L. (2001). Secondary reading programs: What was? In J. P. Young (organizer), *What if? Adolescent literacy programs past, present and possible futures*. A symposium presented at the National Reading Conference, San Antonio, TX.
- Anders, P. L. (1998). *Foundations of Content Area Literacy*. A preconvention institute key address sponsored by the Commission of Adolescent Literacy of the International Reading Association, Orlando, FL.
- Anders, P. L. (1998). Toward Constructivist Professional Development: A Case of Improving Content Area Literacy Instruction. *The Dean's Forum for the Advancement of Knowledge and Practice in Education*. The College Of Education, University of Arizona.
- Anders, P. L. (1997). *Content Area Literacy: Putting Principles Into Action*. Organizer and presenter. International Reading Association Annual Convention, Atlanta, GA.
- Anders, P. L. (1997). *Professional development: A formative experiment in content area literacy teacher education*. A presentation at the National Reading Conference. Scottsdale, AZ.
- Anders, P. L. (Discussant) (1997). *Gender and Literacy*. National Conference Teachers of English, Spring Conference. Albuquerque, NM.
- Anders, P. L. (Chair). (1996). *Constructing, teaching, and learning in the content areas: Beliefs and practices about multiple ways of knowing*. A symposium presented at the annual conference of the International Reading Association, New Orleans.

- Anders, P. L. (1996). *High school teachers' beliefs and practices related to the construction of meaning*. A presentation at the annual conference of the International Reading Association, New Orleans.
- Anders, P. L. (1996). Content area teachers' beliefs and practices. A presentation in the symposium, *Content area literacy in a changing world: Theoretical and practical possibilities*. The International Reading Association World Congress: Prague, CZ.
- Anders, P. L. (Discussant) (1996). *The subject/object dilemma in gender and literacy research*. Reacted to symposium at the National Reading Conference, Charleston, SC.
- Anders, P. L. (1996). *Literacy programs in the middle school*. A paper presented at the National Reading Conference, Charleston, SC.
- Anders, P. L. (May, 1995). *Content area literacy: A new direction*. A symposium presented at the annual meeting of the International Reading Association, Anaheim.
- Anders, P. L. (Dec. 1994). *Case studies: A research method worth revisiting*. A symposium presented at the annual meeting of the National Reading Conference, Coronado, CA.
- Anders, P. L. (May, 1994). *College and adult literacy: Research and practice trends*. A presentation at the annual meeting of the International Reading Association, Toronto.
- Anders, P. L. (with G. D Fenstermacher & V. Richardson) (April, 1994). *Practical arguments, teacher beliefs, and educational change*. A training institute at the American Educational Research Association Annual Convention, New Orleans.
- Anders, P. L. (July, 1994). *Literacy instruction in the content areas*. A pre-convention institute in Buenos Aires, Argentina.
- Anders, P. L. (Feb., 1994). *Teacher researcher*. An invited paper at Arizona State University's Annual Reading Conference.
- Anders, P. L. & Evans, K. (December, 1993). Changing conversations about reading comprehension instruction. A paper presented in M. Meloth (Chair) symposium *Working with teachers for change* at the National Reading Conference. Charleston, South Carolina.
- Anders, P. L. (Chair) (December, 1993). *Fluency: Folk-term, theoretical concept and reality*. A symposium presented at the National Reading Conference. Charleston, South Carolina.
- Anders, P. L. (1993, April). Using retelling across the curricula: Informing curricular change. In P. L. Anders, *Retelling: A tool for teacher research* (a symposium) presented at the International Reading Association Annual Conference, San Antonio, TX.
- Anders, P. L., & Evans, K. (1993, April). Changing conversations about content area reading instruction. In V. Richardson, *Continuity and change in teaching reading comprehension* (a symposium) presented at the American Educational Research Convention, Atlanta, GA.
- Evans, K., & Anders, P. L. (1993, April). Continuity and change in reading comprehension instruction. In V. Richardson, *Continuity and change in teaching reading comprehension* (a symposium) presented at the American Educational Research Convention, Atlanta, GA.
- Anders, P. L. (1992). *Content area literacy: A conversation with Judie Thelan*. A presentation at the Ninth Miscue and Whole Language Workshop. Tucson, AZ
- Evans, K., & Anders, P. L. (1992). *Why the doom and gloom: Teachers' perspectives on content area literacy*. Presented at the National Reading Conference, San Antonio, TX.
- Anders, P. L. (1992). *The inquiry cycle: Literacy instruction in the content areas*. Presented at the annual meeting of the Arizona Reading Association, Casa Grande, AZ.

- Anders, P. L. (1992). Exploring teachers' beliefs and practices through a professional development process. In a symposium chaired by J. N. Mitchell, *Multicultural Education: Creating a climate for diversity in the 21st century*. Maui, HI: World Congress of the International Reading Association.
- Anders, P. L. (1992). *Grand conversations about reading comprehension: A staff development process*. Presented at the International Reading Association Annual Convention, Orlando, FL.
- Bos, C. S., Anders, P. L., & Scanlon, D. J. (1992). *Using interactive cognitive strategies to promote vocabulary learning and text comprehension with LD adolescents*. Presented at the American Educational Research Association Annual Conference, San Francisco, CA.
- Anders, P. L., & Bos, C. S. (1991). *Theoretical themes across a constructivist staff development process*. Presented at the National Reading Conference, Palm Springs, CA.
- Anders, P. L., & Bos, C. S. (1991). *Changes in student reading comprehension when teachers become aware of their practical rationality*. Presented at the American Educational Research Association, Chicago, IL.
- Anders, P. L. (1991). *The relationship between reading practices literature and teachers' language and practices*. Presented at the American Educational Research Association, Chicago, IL.
- Anders, P. L. (1991). *Collaborative inquiry: Elements of congruence and dissonance*. Presented at the American Educational Research Association, Chicago, ILL.
- Anders, P. L. (1991). *Transforming research based comprehension practices in the classroom context*. Presented at The Conference on Reading Research (CORR 11). Las Vegas, NV.
- Anders, P. L. (1990). *Reflective practice and the culture of testing*. Presented at the National Council of Teachers of English, Atlanta, GA.
- Anders, P. L. (1990). *Teachers' beliefs, language and practices, and students' reading comprehension*. Chair, symposium at the National Reading Conference, Miami Beach, FL.
- Anders, P. L. (1990). *The relationship between reading practices literature, and teachers' language and practices*. Presentation at the National Reading Conference, Miami Beach, FL.
- Bos, C. S., & Anders, P. L. (1990). *Changes in student reading comprehension when teachers become aware of their practical rationality*. A paper presented at the National Reading Conference, Miami Beach, FL.
- Anders, P. L. (1990). *Teacher education in literacy: Changing paradigms*. Presentation at the National Reading Conference, Miami Beach, FL.
- Anders, P. L. (1990). *The ethics of collaborative research in classroom settings*. A presentation at the Eighth Whole Language and Literacy Processes Workshop, Tucson, AZ.
- Scanlon, D., Anders, P. L., & Bos, C. S. (1990). *An interactive approach to activate LD Adolescents' cognitive processes for reading comprehension*. A presentation at the American Educational Research Association Annual Conference, Boston.
- Richardson, V., & Anders, P. L. (1990). *The role of theory in descriptions of practices*. A presentation at the American Educational Research Association Annual Conference, Boston.
- Anders, P. L. (1990). *Interactive staff development: Collaborating with teachers*. A presentation at the International Reading Association Conference, Atlanta, GA.

SERVICE AND OUTREACH

EXTRAMURAL SERVICE

Professional Membership and Offices Held

2012-2013 Literacy Research Association, Past President

2011-2012 Literacy Research Association, President

2010-2011 Literacy Research Association, President Elect

present-1970 International Reading Association
Elected Board of Directors, 2001-2004
Special Interest Groups: Psycholinguistics and
Sociolinguistics; The Middle School; Affective Domain
(Secretary, 1976-1978); Secondary Reading.
Board of Directors, 2002-2004

present-1975 National Reading Conference
Board of Directors, 1982-1984; Treasurer, 1985-1989,
Nominated for President, 1985,
1996

present-1983 National Council of Teachers of English
NCTE Research Assembly

present-1978 American Educational Research Association
Secretary- Division C, 1994-1996.
Special Interest Groups: Women Researchers; Basic Research
in Reading (President and Program Chair, 1984-1988); Studies
in Reading and Writing

present-1976 Arizona Reading Association
Board of Directors, 1979-1983, 1986-1988, 1993-1996;
Secretary, 1979-1980; Legislative Chair, 2004-2005

present-1976 Tucson Area Reading Council

President, 1995-1996, Board of Directors, 1994-1996; Board of Directors, 2003-2005.

Service to Professional Organizations

International

2013-2016 Co-Editor *Journal of Literacy Research*, Literacy Research Association

2014 Chair, *Journal of Adolescent and Adult Literacy* Editor Search Committee, International Reading Association

2005-2008 International Reading Association, Committee on Professional Development

2003-2006 International Reading Association, Committee on Adolescent Literacy

2000-2004 International Reading Association, Board of Directors

1997-2004 International Reading Association, Commission on Adolescent Literacy

1995-1997 International Reading Association, Outstanding Dissertation Award

1992-1994 International Reading Association, Nominating Committee

1989-1991 International Reading Association, Albert A. Harris Award Committee Member

1983-1985 International Reading Association, The Relationship of Reading and Writing Committee

1981-1983 International Reading Association, The Subcommittee on Special Institutes and Seminars

1979-1981 International Reading Association, Citation of Merit and Service Awards Committee

National

2014-2016 Financial Advisory Committee, Literacy Research Association

2012-2016 Committee Member, P. David Pearson Research Award, Literacy Research Association.

2005-2006 President, National Conference Research on Language and Literacy

2004-2005 President-Elect, National Conference Research on Language and Literacy

2002-2003 Secretary, National Conference Research on Language and Literacy

1992-1994 Newsletter Editor, Division C, American Educational Research Association

1992-1994 Advisory Board Member, Division C's representative to American Educational Research Association's Committee on Women

1991-1994 Committee Member, Chair (1994-1996) Ad Hoc Committee for financial stability, NRC

1991-1995 National Reading Conference (1981-1986) Board member and Treasurer

Southwest Region and Arizona

1993-1995 Arizona State Reading Council: Member at Large, Chair of Research and Studies Committee

1991-1993 President, Tucson Area Reading Council

Editorial Advisory Boards

2012-2016 *Journal of Literacy Research*, Co-Editor

2000-2004 *Journal of Literacy Research*

1992-2016 International Reading Association, Publications Advisory Board

1991-2013 *Reading Research Quarterly*

1992-present *Educational Policy* (occasional reviewer)

1992-present *Journal of Early Adolescence* (occasional reviewer)

1995-2013 *Journal of Adolescence and Adult Literacy*

1995-present *Educational Researcher* (occasional reviewer)

1992-1998 *The Reading Teacher*, Editorial Advisory Board

1992-present *Reading and Writing Quarterly*, Editorial Advisory Board

1988-1991 *Journal of Reading, Writing and Learning Disabilities International*

1981-present *National Reading Conference Yearbook*

Conference Program Reviewer

2000-present International Reading Association Program Review Committee

2004-present International Reading Association Research Program Review Committee

1992-present National Reading Conference, Annual Conference Review Committee

1989-present American Education Research Association, Various divisions and SIGS

Laboratory and Agency Reviewer

2009 Learning Points, Chicago

2006 Consultant, Learning Point Associates, *Striving Readers Project*, Chicago, IL

2004 Researcher for Carnegie Foundation project, *Principled Practices for a Literate America*.

1999-2001 Research consultant for “Gender and Culture as influences on the development of

literacies: An integrative review of the literature (B. Guzzetti, Arizona State University)

1996-2000 Reviewer for SIROS—“Research Review Scheme” an international foundation for the support of research around the world.

1995 National Assessment of Educational Progress: Reviewed objectives

- 1995 National Reading Research Center: Member of Publications Board
- 1994 National Reading Research Center: Reviewed progress toward objectives.
- 1989-1990 North Central Regional Educational Laboratory: "Reading Evaluation Design Advisory Team for the Wisconsin Rural Reading Improvement Project"

Publisher Reviewer

Regular reviewer of professional and scholarly books for Merrill, Allyn and Bacon, Heinemann, Erlbaum, Little Brown, Prentice Hall, Houghton-Mifflin; William C. Brown; and Harcourt Brace McGraw Hill.

Program Author

2005 READING QUEST, Newbridge Publishers, 47 science and social studies books and teaching materials appropriate for middle school literacy development.

Outreach: School Districts, Agencies, and Organizations

National

- 2007 "Adolescent Literacy Programs: A Comprehensive Perspective." Atlanta Educational Resources: Atlanta, GA.
- 2004 "Literacy Teacher Education: Shifting Paradigms and Promising Practices." New York Reading Association.
- 2003 "Principles and Practices of Adolescent Literacy Programs."

Missouri State Reading Conference, Lake of the Ozarks
 2002 “Research and Practice in Content Area Literacy.” A presentation at the Nevada State Reading Conference.” Laughlin.
 2002 “Teacher Beliefs and Content Area literacy.” A presentation at the Wyoming State Reading Conference, Casper, WY.
 2002 Key note address: “The Politics of Reading—Teacher Beliefs and Practices.” A presentation at the Wyoming State Reading Conference, Casper, WY.
 2002 Key note address: “How content area literacy is the heart of reading instruction.” Plains Regional IRA Conference, Kansas City, KS.
 2002 Panel Presenter: “Adolescent Literacy Programs.” Canadian Regional Conference: Vancouver, CAN
 2002 “Adolescent Literacy: Programs, Practices and Issues.” Canadian Regional Conference: Vancouver, CAN.
 2002 “Content Area Literacy: Programs and Practices.” Minnesota Reading Association Conference.
 2002 “Teacher Beliefs and Adolescent Literacy.” Connecticut Reading Association Conference.
 1994 “Assessment Across the Curriculum” Anchorage Public Schools
 1992 "Conceptual Ideas are Part of the Strategy Equation." Benchmark School, Media Pa. Consultant and Speaker
 1990 Technical Advisor, National Resource Center for the prevention of Perinatal Abuse of Alcohol and other Drugs. Office for Substance Abuse prevention, U. S. Department of Health and Human Services
 1991 Alaska Consortium & Anchorage Public Schools. Consultant and instructor: "Discovering our roots, relating our practice"

State and Local

2015-2016 Member, Literacy Connects Capacity Building Team
 2007- Literacy for Life Coalition, Capacity Team Chair
 2006-State of Arizona, Governor’s Task Force on Adolescent Literacy
 2005 Arizona Department of Education, Committee on Reading Specialist Endorsement

2005- Wildcat Secondary School, Curriculum Committee
 2003-
 2006 State of Arizona: Teacher Quality Grant Review Team

Nearly 100 presentations are listed on my complete vita. These include presentations all Arizona with a wide range of types of schools and with different organizations.

INTRAMURAL SERVICE

Dates Name, Purpose

Department of Teaching, Learning and Sociocultural Studies
 2015-2017 Associate Department Chair
 2014-2017 Program Advisor for LRC

Department of Language, Reading and Culture Committees

2003-present	Head, Department of Language, Reading and Culture
2003-present	College Leadership Team
2001-2002	Chair, Operations Committee
2001-2002	Member Language Arts/Reading Curriculum Committee
2001-2002	Member, Department Advisory Board
2000-2001	Member, Operations Committee
1998-2000	Member, Operations Committee
1997-1998	Member, Administrative Advisory Committee
1997-1998	Chair, Operations Committee
1996-1997	Member, Curriculum Committee
1996-1997	Co-chair, Search Committee for Vice-Goodman Position
1995-1996	Member, Curriculum Committee
1994-1995	Chair, Operations Committee
1992-1994	Chair, Ad hoc committee to nominate Ken Goodman, Regents Professor
1993-1994	Member, Operations Committee
1990-1992	Chair, Student Affairs Committee
1990-1992	Member, Administrative Advisory Committee
1992-1993	Member, Advisory Committee for Budget Reductions

College of Education Committees

2001-2003	Chair, College Wide Curriculum Committee
1998-2003	Member, College Personnel Committee
1997-1998	Chair, Strategic Planning
1995-1996	Chair, Strategic Planning
1994-1995	Member, College Personnel Committee

1993-1994 Member, College Council
 1991 Member, Dean's Search Committee

University of Arizona

2000-2004 University Hearing Board
 1988-Present Graduate Study Committee
 1988-1992 University Committee on Ethics and Commitment (Chair, 1991-1992)
 1991-1992 Member, University Ad Hoc Committee on Graduate Education

TEACHING AND ADVISING

I teach a range of undergraduate and graduate courses. I am primarily responsible for (LRC 435/535) "Content Area Literacy in the Multicultural School." This is a revised "Content Area Reading" to include writing and multicultural education. I am also responsible for the (LRC 635) "Reading and Writing in the Content Areas," a course that most of our master's students and many doctoral students take. Other instructional contributions at the graduate level include, "Foundations of Reading & Writing Instruction," "Reading Comprehension and Decoding," "The Instructional Laboratory," and various topical doctoral seminars. I am also a member of the multidisciplinary faculty of "Interstellar," and participate in their symposia and courses.

I currently advise 31 Master's Degree students; 3 Ed. Specialist students, all of whom are doing projects; 11 doctoral students, 4 of whom are currently writing dissertations; and serve on the committees of 13 other doctoral students. Most semesters I direct approximately 5 independent studies and/or internships.

Doctoral advisee Karen Evans received the AERA, Division C Outstanding Dissertation Award and was a finalist for the Outstanding Dissertation Award from the International Reading Association. In addition, Margaret Gallego, another doctoral graduate, received an award from the UC for her contributions to multicultural teacher education. Terry Burant received the Outstanding Teacher Education dissertation award from AACTE.