

RITA M. BEAN
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Rita M. Bean is Professor Emerita, School of Education, University of Pittsburgh. She received her B.S. from Edinboro University of Pennsylvania; her Master's degree and Ph.D. from the University of Pittsburgh. Prior to joining the University, she taught at the elementary level and also served as reading supervisor, K-12. During her tenure at the University, Dr. Bean taught courses in the reading specialist certification program, e.g. Assessment and Instruction, and Leadership in the Schools. She has published in many different journals and monographs on the topics of reading curriculum and instruction, diagnosis and remediation in reading, adult literacy, professional development, coaching, and preparation of reading specialists. Two recent books include: *The Reading Specialist: Leadership for the Classroom, School, and Community* 3rd edition (2015) and a co-edited text, *Best Practices of Literacy Leaders: Keys to School Improvement (2011)* that focuses on building school capacity by developing schools in which there is shared leadership and a culture of collaboration.

Current research focuses on the development and evaluation of literacy reading programs and instruction for struggling readers. She has also studied extensively the role of the reading specialist and literacy coach in improving student achievement for all students. Dr. Bean was Co-Director of the evaluation team for Reading First in Pennsylvania. She co-directed the LEADERS Project, a professional development program for teachers, K-3, funded by an Eisenhower grant. Dr. Bean was one of the lead writers for the development of the PA Comprehensive Literacy Plan (2011). Currently, she serves as a member of the Technical Assistance Team for the federal program, Striving Readers, an initiative funded by the US Department of Education. She is also co-directing the development of the ILA Standards for Literacy Professionals 2017.

Examples of Committees/Boards:

President, Reading Hall of Fame, 2015-2017
Board Member, International Reading Association, 2002-2006.
Chair, IRA Commission on the Role of the Reading Specialist (1998-2003)
Chair, Standards for Reading Professionals 2010.
Member, Advisory Board for the Literacy Coaching Clearinghouse
Member, Collaborative Coaching Board, an advisory committee on coaching for the Pennsylvania Department of Education
President, College Reading Association

Honors:

Elected to the Reading Hall of Fame in 2010
University of Pittsburgh's Distinguished Teacher Award
University of Pittsburgh's Chancellor's Distinguished Service Award
Celebrate Literacy Award, Keystone State Reading Association
A.B. Herr Service Award, College Reading Association
Service Award, International Reading Association
Distinguished Alumna, Edinboro University of PA

Selected Research Projects:

Consultant, Evaluation Team for Keystones to Opportunity (Striving Readers Discretionary Grant awarded to state of PA). 2011-2014.

Commissioned to write paper on Coaching in Developing Countries (USAID) (January 2014).

Technical Assistant, Republic of Georgia Primary Education Program (G-PriEd). Development of a Coaching Program to Improve Teaching Practices. (funded by USAID).

Primary Investigator, *Study of Specialized Personnel in Selected PA Schools Using a Response to Instruction and Intervention Framework* (2010). Funded by Pennsylvania Training and Technical Assistance Network. (Results published in *The Reading Teacher*.)

Co-Director, Reading First External Evaluation in Pennsylvania. (2003-2009)

Director, Evaluation Study of BLAST (Bringing Libraries and Schools Together); 2004-2007. Funded by Carnegie Library of Pittsburgh.

Co-Director, Improving Literacy Through School Librarians in the Pittsburgh Public Schools. (funded by United States Department of Education). (2005-2006).

Co-Director, Evaluations of Extra Mile Schools. Funded by Extra Mile Educational Foundation. (1996; 2001; 2007).

Co-Director, Evaluation of Reading Excellence Act in Pittsburgh Public Schools. (2002-2002). Funded by Pittsburgh Public Schools.

Selected Publications:

Ankrum, J. & **Bean, R.M.** (2008). Differentiated Reading Instruction: What and How. *Reading Horizons* 48 (2), pp. 133-146.

Ankrum, J., Morewood, A., **Bean, R.M.** & Genest, M. (2008). Teacher Talk: A Close-up Look at Verbal Scaffolds. *Michigan Reading Journal*. 48(2) pp. 133-146.

Bean, R.M. (Spring, 2004). Promoting Effective Literacy Instruction: The Challenge for Literacy Coaches. *The California Reader*, 37(3), pp. 58-63.

Bean, R.M.(2010).Effective literacy coaching: A journey, not a destination. In *Literacy Coaching: Research & Practice* Eds. Cassidy, J., Garrett, S.D., & Sailors, M. (2009 CEDER Yearbook), pp. 133-144.

Bean, R.M. (2011). The reading coach: Professional development and literacy leadership in the school. In Raskinski, T.V. (ed.). *Rebuilding the foundation: Effective reading instruction for 21st century literacy*. Bloomington, IN: Solution Tree Press, pp. 294-315.

Bean, R.M. (2014). *Developing a comprehensive reading plan (Pre-K-Grade 12)*. In Administration and Supervision of Reading Programs, Fifth Edition. (Eds: S. B. Wepner, D.S. Strickland, & D. J. Quatroche). New York: Teachers College Press, pp. 11-29.

Bean, R.M. (2015). *The Reading Specialist: Leadership and Coaching for the Classroom, School, and Community* (3rd edition). New York: Guilford Press.

- Bean, R.M. & Carroll, K. (2006). The literacy coach as a catalyst for change. In Cummins, C. *Understanding and Implementing Reading First Initiatives: the Changing Role of Administrators*. Newark, DE: International Reading Association, pp. 139-152.
- Bean, R.M., Cassidy, J., Grumet, J.V., Shelton, D. & Wallis, S.R. (May, 2002). What do reading specialists do? Results from a national survey. *The Reading Teacher* (55 (8), 2-10).
- Bean, R.M. & DeFord, D. (2007). Do's and Don't's for Literacy Coaches: Advice from the Field. (A brief written for Literacy Coaching Clearinghouse).
<https://www.literacycoachingonline.org>
- Bean, R.M., Dole, J.A., Nelson, K.L., Belcastro, E. & Zigmond, N. (2015). The sustainability of a national reading reform initiative in two states. *Reading and Writing Quarterly: Overcoming Learning Difficulties*. 31(2), 30-55.
- Bean, R.M., Draper, J.A., Hall, V., Vandermolen, J. & Zigmond, N. (2010). Coaches and Coaching in Reading First schools: A Reality check. *Elementary School Journal*, vol. 11, 2,, pp. 87-114.
- Bean, R.M., Draper, J., Turner, G. & Zigmond, N. (2010). Reading First in Pennsylvania: Achievement Findings After Five Years. *Journal of Literacy Research*, 42 (1), pp. 5-26.
- Bean, R.M. & Eisenberg, E. (2009). *Literacy Coaching in Middle and High Schools*. Edited by Karen D. Wood and William E. Blanton. *Literacy Instruction for Adolescents: Research-Based Practices*. New York: Guilford Press, pp.107-124.
- Bean, R.M., Ezell, H., Heisey, N. , Morewood, A., Ankrum, J. and Zigmond (2008). Outcomes of On-line Professional Development in Pennsylvania. *56th Yearbook of the National Reading Conference*. (edited by Rowe, et. al) pp. 111-124
- Bean, R.M., Heisey, N. & Roller, C.M. (2010). *Preparing Reading Professionals* (second edition). Newark, DE: International Reading Association.
- Bean, R.M. & Isler, W. (2008). The School Board Wants to Know: Why Literacy Coaching. Available on line at www.literacycoachingonline.org
- Bean, R.M., Kern, D., Goatley, V., Ortlieb, E., Shettel, J., Calo, K. et al. (2015). Specialized literacy professionals as literacy leaders. Results of a national survey. *Literacy Research and Instruction*, 54(2), 83-114.
- Bean, R.M. & Lillenstein, J. (2012) Response to Intervention and the Changing Roles of School-Wide Personnel. *The Reading Teacher*, vol. 65 (7), pp. 491-501.
- Bean, R.M. & Swan (2006). Vocabulary Assessment: A Key to Planning Vocabulary Instruction. In Collins Block & Mangieri (ed.) *The Vocabulary Enriched Classroom*. New York: Scholastic Press Publications.
- Bean, R.M. & Swan Dagen, A. (2011). *Best Practices of Literacy Leaders: Keys to School Improvement* (eds.) New York: Guilford Press.

Bean, R.M., Swan, A.L., & Knaub, R. (February, 2003). Reading specialists in schools with exemplary reading programs: Functional, versatile, and prepared. *The Reading Teacher*, *56*(5), 446-455. (Reprinted in *Preparing Reading Professionals: A Collection from the International Reading Association 2004*).

Dagen, A.S. & Bean, R.M. (2014). *High-quality research-based professional development*. In *Handbook of Professional Development in Education: Successful Models and Practices, PreK-12* (Eds.: L.E. Martin, S. Kragler, D.J. Quatroche, & Kathryn L. Bauserman). New York: Guilford Press, pp. 42-64.

Frost S. & Bean, R.M. (2006). *Qualifications for Literacy Coaches: The Gold Standard* (A brief written for Literacy Coaching Clearinghouse). <https://www.literacycoachingonline.org>.

Helfrich, S. & Bean, R.M. (2011). Beginning teachers reflect on their experiences being prepared to teach literacy. *Teacher Education and Practice*, *24*, 2 pp. 201 -222.

L'Allier, S., Elish-Piper, L. & **Bean, R.M.** (2010, April). What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and Student Achievement. *The Reading Teacher*, *63* (7), pp. 544-555.

Morewood, A.L., Ankrum, J.W. & **Bean, R.M.** (2010). Teachers' Perceptions of the influence of professional development on their knowledge of content, pedagogy, and curriculum. In Szabo, S., Sampson, M.B., Foote, M. & Falk-Ross, F. (eds). *College Reading Association Yearbook*, vol. 31, pp. 201-220.

Risko, V.J., Roller, C., **Bean, R.M.**, Anders, Cummins & Block. (2008). Critical Review of the Research on Preparing Teachers of Reading Instruction. *Reading Research Quarterly*, *43*(3) pp. 252-288.

Swan, A. & Bean, R.M. (2007). Providing Professional Development to Improve Literacy Achievement: Tinkering or Transforming. *Pennsylvania Reads*, a journal of the Keystone State Reading Association VII, (1) pp. 27-40.

Zigmond, N., Bean, R., Kloo, A. & Brydon, M. (2011). Policy, research, and Reading First. In McGill-Franzen, A., & Allington, R.A. (Ed.) *Handbook of Reading Disability*. New York: Routledge, pp. 464-476.

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