

## CURRICULUM VITAE

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### Current Position

Professor & Director, Center for Literacy  
University of Illinois at Chicago  
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<https://uic.academia.edu/WilliamTeale>

### Education

Ed.D.	University of Virginia, 1977	Reading Education/English Education
M.Ed.	University of Virginia, 1973	English Education
B.A.	The Pennsylvania State University, 1969	English

### Previous Appointments

1982-1995	Division of Education, The University of Texas at San Antonio, San Antonio, Texas Professor, 1993-1995; Associate Professor, 1987-1993; Assistant Professor, 1982-1987
1990-1991	Director, Sesame Street PEP (Preschool Education Program) Initiative, Dallas, Texas
1979-1982	Research Specialist: Laboratory of Comparative Human Cognition, University of California, San Diego, La Jolla, California
1977-1979	Lecturer with tenure: School of Education, La Trobe University, Melbourne, Australia
1969-1972	Reading/Language Arts Teacher: Buckeye Valley Local Schools, Delaware, Ohio

### Administrative Appointments

2013-present	Director, Center for Literacy, University of Illinois at Chicago
2000-2003	Chair, Curriculum and Instruction, University of Illinois at Chicago, College of Education
1995-2003	Director, UIC Reading Clinic, University of Illinois at Chicago
1990-1995	Director, Center for Learning and Development Research in Education, The University of Texas at San Antonio, San Antonio, TX

### Other Appointments

2002-2004	Chief Reading Advisor, Chicago Public Schools
2003-2004	Chief Education Officer, In2Books, Washington, DC

### Honors and Awards

President, International Literacy Association, 2016-2017  
University Scholar, University of Illinois, 2013  
Fulbright Specialist Roster, 2013  
Reading Hall of Fame, International Reading Association, 2003  
President's Distinguished Achievement Award for Research, The University of Texas at San Antonio, 1995

### Honors and Awards (continued)

*Who's Who Among America's Teachers*, first entered 2004  
*Who's Who in American Education*, first entered 1991  
*Who's Who in the South and Southwest*, first entered 1990  
*Who's Who of Emerging Leaders in America*, first entered 1992  
*Oxford's Who's Who*, first entered 1992  
Fellow, *National Conference on Research in Language and Literacy*, 1999  
Ralph B. Rogers Award from Children's Television Workshop, 1992

### Sponsored Research and Program Development Projects—Selected

City of Chicago, Department of Family & Support Services. Teale, W. H. *Head Start Parent, Family, and Community Engagement Initiative*. 2016-2017. Funded at \$3,420,497.

Illinois Department of Human Services. Teale, W. H. *Race to the Top—Early Learning Challenge Evaluation*. 2016-2017. Funded at \$127,642.

City of Chicago, Department of Family & Support Services. Teale, W. H. *Early Head Start Parent, Family, and Community Engagement Initiative*. 2016-2017. Funded at \$1,140,165.

Steans Family Foundation. Teale, W. H. & Tozer, S. *Lawndale Leaders 4 Literacy: A Community of Practice: Eight North Lawndale Principals and their Schools*, 2016-2017. Funded at \$148,403.

City of Chicago, Department of Family & Support Services. Teale, W. H. *Early Head Start Child Care Partnership Evaluation*. 2016-2017. Funded at \$650,000.

City of Chicago, Department of Family & Support Services. Teale, W. H. *Parent and Family Engagement Programs*. 2015-2016. Funded at \$4,560,662.

Illinois Department of Human Services. Teale, W. H. *Race to the Top—Early Learning Challenge Evaluation*. 2015-2016. Funded at \$160,000.

City of Chicago, Department of Family & Support Services. Teale, W. H., Adams, G. F., Camacho, R., & Knights, L. *Parent and Family Engagement Programs*. 2014-2015. Funded at \$4,579,524.

Illinois Department of Human Services. Teale, W. H., & Meehan, M. *The Effectiveness of the Illinois Preschool Instructional Excellence Program*. 2014-2015. Funded at \$160,000.

City of Chicago, Department of Family & Support Services. Teale, W. H., Camacho, R., Knights, L., & O'Laughlin, B. *UIC Parent and Family Engagement Programs*. 2013-2014. Funded at \$4,566,338.

United States Department of Education. Brookfield, J., Teale, W. H., & Meehan, M. *IMPACT—Instructional Model Program for All Children and Teachers: Early Language and Literacy Excellence*. 2009-2013. Funded at \$4,194,555.

United States Department of Education. Teale, W. H., Brookfield, J., & Meehan, M. *Achieving Preschool Language & Literacy Excellence: Early Reading First in the Archdiocese of Chicago Catholic Schools*. 2008-2012. Funded at \$3,791,672.

The Spencer Foundation. Teale, W. H. *Evaluating the Literacy Teaching and Learning Effects of Innovative Handheld Technologies in First Grade Chicago Public Schools Classrooms*. 2007-2008. Funded at \$39,950.

McCormick Foundation. Tozer, S., Goncu, A., & Teale, W. *Early Care and Education in the Context of the University of Illinois at Chicago Principal Preparation Program*. 2008-2010. Funded at \$695,000.

United States Department of Education. Teale, W. H., Meehan, M., & Brookfield, J. *Charting a Course to Literacy: Early Reading First in Chicago Charter Schools*. 2006-2010. Funded at \$2,733,637.

### **Sponsored Research and Program Development Projects—Selected** (continued)

- Chicago Community Trust. Ransome, S., Raphael, T., Goldman, S., & Teale, W. H. *Partnership READ: Partnership for Reading Essentials and Assessment Development*, 2002-2005. Funded at \$750,000.
- Illinois State Board of Education. Teale, W. H., Shanahan, T., & Meehan, M. *Illinois Consortium for Achieving Reading Excellence*. 2001-2003. Funded at \$148,500.
- Illinois State Board of Education. Shanahan, T., Teale, W. H., Hynd, C., & Meehan, M. *Professional Development in Reading Excellence Act Schools: Illinois Consortium for Achieving Reading Excellence*. 2001-2003. Funded at \$121,500.
- National Science Foundation Interagency Education Research Initiative. Labbo, L., Kinzer, C., Leu, D., Teale, W. H. *Best Practices—Teacher Preparation—Technology: Connections that Enhance Children’s Literacy and Reading Achievement*, 2000-2006. Funded at \$5,551,059.
- National Science Foundation Interagency Education Research Initiative. Shanahan, T., & Teale, W. H. *The Evaluation and Analysis of an Innovative Framework for School Reading Improvement: A Scalable Intervention*, 2000-2001. Funded at \$110,000.
- Metropolitan Life Foundation. Martinez, M. G., & Teale, W. H. *Project Elite: A Literature Program for At-Risk Hispanic Children in the Elementary School*, 1992-1994. Funded at \$50,000.
- Texas Education Agency. Borman, C., Diem, R.A., & Teale, W. H. *Center for Educational Development and Excellence/Centro Educacional para el Desarrollo y Ecelencia*, 1992-1993. Funded at \$1,600,000.
- Children’s Television Workshop. Teale, W. H. *Storybook Reading in the Sesame Street PEP Initiative: Development and Implementation*, 1992-1993. Funded at \$18,957.
- Dallas Foundation for Health, Education and Research. Teale, W. H. *The Implementation of Storybook Reading Activities in Child Care Settings*, 1990-1991. Funded at \$49,875.
- National Council of Teachers of English. Martinez, M. G., & Teale, W. H. *Fostering Kindergartners’ Emergent Literacy Behaviors in a Classroom Library Center*, 1987-1989. Funded at \$4,467.
- International Reading Association/Elva Knight Research Grant. Teale, W. H. & Martinez, M. G. *Kindergarten Teachers’ Storybook Reading Styles and their Relation to Children’s’ Story Comprehension*, 1986-1987. Funded at \$4,304.
- The Spencer Foundation. Sulzby, E. & Teale, W. H. *Young Children’s Storybook Reading: Longitudinal Study of Parent-Child Interaction and Children’s Independent Functioning*, 1984-1986. Funded at \$180,800.
- Texas Education Agency, ECIA Chapter 2 Teacher Training Grant. Teale, W. H. *A Kindergarten Emergent Literacy Program*, 1984-1985. Funded at \$5,600.

### **Publications**

#### Books

- McKay, R. & Teale, W. H. (2015). *Not this but that: No more teaching a letter a week*. Portsmouth, NH: Heinemann Publishing Company.
- Teale, W. H., & Sulzby, E. (Eds.). (1986). *Emergent literacy: Writing and reading*. Norwood, NJ: Ablex Publishing Corporation.

## Publications (continued)

### Book Chapters

- Teale, W. H., Hoffman, E. B., Whittingham, C. E., & Paciga, K. (in press). Starting them young: How the shift from reading readiness to emergent literacy has influenced preschool literacy education. In C. M. Cassano & S. M. Dougherty (Eds.), *Pivotal research in early literacy*. New York: Guilford.
- Hoffman, J., Teale, W. H., & Yokota, J. (2016). The book matters! Choosing complex narrative texts to support literary discussion. In H. Bohart, H. B. Collick, & K. Charner (Eds.), *Teaching and learning in the primary grades* (pp. 32-40). Washington, DC: National Association for the Education of Young Children.
- Teale, W. H., Hoffman, J., & Paciga, K. (2014). What do children need to succeed in early literacy—And beyond? In K. Goodman, R. Calfee, & Y. Goodman (Eds.), *Whose knowledge counts in government literacy policies? Why expertise matters* (pp. 179-186). New York: Routledge.
- Teale, W. H., Lyons, K., Gambrell, L., Zolt, N., Olien, R., & Leu, D. (2013). An online learning community as support for at-risk students' literacy growth: Findings, implications, and challenges. In A. Shamir & O. Korat (Eds.), *Technology as a support for literacy achievements for children at risk* (pp. 141-156). Dordrecht, Netherlands: Springer.
- Yokota, J., & Teale, W. H. (2011). Materials in the school reading curriculum. In T. Rasinski (Ed.), *Rebuilding the foundation: Effective reading instruction for 21<sup>st</sup> century literacy* (pp. 66-87). Bloomington, IN: Solution Tree Press.
- Teale, W. H., Paciga, K. A., & Hoffman, J. L. (2010). What it takes in early schooling to have adolescents who are skilled and eager readers and writers. In K. Hall, U. Goswami, C. Harrison, S. Ellis & J. Soler (Eds.), *Interdisciplinary perspectives on learning to read: Culture, cognition and pedagogy* (pp. 151-163). London: Routledge.
- Teale, W. H., Hoffman, J., Paciga, K., Garrette, J., Richardson, S., & Berkel, C. (2009). Early literacy: Then and now. In Y. Goodman & J. Hoffman (Eds.), *Changing literacies for changing times* (pp. 76-97). New York: Routledge/Lawrence Erlbaum.
- Yokota, J., Teale, W. H., & Quiroa, R. (2008). Literacy development for culturally diverse students. In S.B. Wepner, D.S. Strickland & J.T. Feeley (Eds.), *The administration and supervision of reading programs*. (4<sup>th</sup> ed.). (pp. 170-185). New York: Teachers College Press.
- Teale, W. H., Yokota, J., & Martinez, M. G. (2008). The book matters: Evaluating and selecting what to read aloud to young children. In A. DeBruin-Parecki (Ed.), *Effective early literacy practice: Here's how, here's why* (pp. 101-121). Baltimore, MD: Paul Brookes.
- Glasswell, K., & Teale, W. H. (2007). Authentic assessment of authentic student work in urban classrooms. In J. R. Paratore & R. L. McCormack (Eds.), *Classroom literacy assessment: Making sense of what students know and do* (pp. 262-279). New York: Guilford.
- Kinzer, C. K., Cammack, D. W., Labbo, L. D., Teale, W. H., & Sanny, R. (2006). Using technology to (re)conceptualize literacy teacher education: Considerations of design, pedagogy and research. In M. McKenna, L. Labbo, R. Kieffer, & D. Reinking (Eds.), *International handbook of literacy and technology: Transformations in a post-typographic world*. (Vol. II) (pp. 211-233). Mahwah, NJ: Lawrence Erlbaum.
- Yokota, J., & Teale, W. H. (2005). Bringing the best of characters into the classroom: Primary grades. In N. Roser, M. Martinez, J. Yokota, & S. O'Neal (Eds.), *What a character! Character study as a guide to literary meaning making in grades K-8* (pp. 154-167). Newark, DE: International Reading Association.
- Keehn, S., Martinez, M. G., & Teale, W. H. (2004). Choosing fiction to support young children's literacy development. In J. Hoffman & D. Schallert (Eds.), *The texts in elementary classrooms* (pp. 85-112). Mahwah, NJ: Lawrence Erlbaum.

## Publications (continued)

### Book Chapters

- Teale, W. H. (2003). Reading aloud to young children as a classroom instructional activity: Insights from research and practice. In A. van Kleeck, S.A. Stahl, & E. Bauer (Eds.), *On reading books to children: Parents and teachers* (pp. 114-139). Mahwah, NJ: Lawrence Erlbaum.
- Teale, W. H. (2003). Questions about early literacy learning and teaching that need asking—And some that don't. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 23-44). New York: Guilford Publications.
- Sulzby, E., & Teale, W. H. (2003). The development of the young child and the emergence of literacy. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed.) (pp. 300-313). Mahwah, NJ: Lawrence Erlbaum.
- Yokota, J. & Teale, W. H., (2002). Literacy development for culturally diverse populations. In S.B. Wepner, D.S. Strickland & J.T. Feeley (Eds.), *The administration and supervision of reading programs*. (3<sup>rd</sup> ed.) (pp. 153-165). New York: Teachers College Press.
- Teale, W. H. & Yokota, J. (2000). Beginning reading and writing: Perspectives on instruction. In D.S. Strickland & L.M. Morrow (Eds.), *Beginning reading and writing* (pp. 3-21). New York and Newark, DE; Teachers College Press and International Reading Association.
- Teale, W. H. & Sulzby, E. (1999). Literacy acquisition in early childhood: The roles of access and mediation in storybook reading. In D.A. Wagner (Ed.), *The future of literacy in a changing world* (rev.ed.). Cresskill, NJ: Hampton Press.
- Labbo, L.D., & Teale, W. H. (1997). Emergent literacy as a model of reading instruction. In S.A. Stahl & D.A. Hayes (eds.), *Instructional models in reading* (pp. 249-281). Mahwah, NJ: Lawrence Erlbaum Publishers.
- Teale, W. H., & Martinez, M. G. (1996). Reading aloud to children: Teachers' reading styles and kindergartners' text comprehension. In C. Pontecorvo, M. Orsolina, B. Burge, & L.B. Resnick (Eds.), *Children's early text construction* (pp. 321-344). Hillsdale, NJ: Lawrence Erlbaum Publishers.
- Teale, W. H. (1995). Public libraries and emergent literacy: Helping set the foundation for school success. In B. Immroth & V. Ash-Geisler (Eds.), *Achieving school readiness: Public libraries and national education goal no. 1* (pp. 113-133). Chicago, IL: American Library Association.
- Teale, W. H. (1992). Inside *Language Arts*: An editor's story of one journal. In K.L. Dahl (Ed.), *Teacher as writer: Entering the professional conversation* (pp. 107-117). Urbana, IL: National Council of Teachers of English.
- Martinez, M., Cheyney, M., & Teale, W. H. (1991). Classroom context and kindergartners' dramatic story reenactments. In J.F. Christie (Ed.), *Play and early literacy development* (pp.119-140). Albany, NY: State University of New York Press.
- Teale, W. H. (1991). Issues in early childhood assessment. In P. Afflerbach (Ed.), *Issues in statewide reading assessment* (pp. 35-56), Washington, DC: American Institutes for Research.
- Teale, W. H. & Martinez, M. G. (1991). La lettura di libri ai bambini: Stili degli insegnanti e processi di comprensione del testo. In M. Orsolini & C. Pontecorvo (Eds.), *La costruzione del testo scritto nei bambini* (pp. 419-431). Florence, Italy: La Nuova Italia Editrice.
- Sulzby, E., & Teale, W. H. (1991). Emergent literacy. In R. Barr, M.L. Kamil, P.B. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (Volume II) (pp.727-757). White Plains, NY: Longman.
- Teale, W. H. (1990). The promise and challenge of early literacy assessment, In L.M. Morrow & J.K. Smith (Eds.), *Assessment in early literacy instruction* (pp. 45-61). Englewood Cliffs, NJ: Prentice-Hall.

## Publications (continued)

### Book Chapters

- Martinez, M., Cheyney, M. McBroom, C., Hemmeter, A., & Teale, W. H. (1989). No risk kindergarten literacy environments for at risk children. In J. Allen & J.M. Mason (Eds.), *Risk makers, risk takers, risk breakers: reducing the risks for young literacy learners* (pp. 93-124). Portsmouth, NH: Heinemann Educational Publishers.
- Sulzby, E. Teale, W. H., & Kamberelis, G. (1989). Emergent writing in the classroom. In D. Strickland & L. Morrow (Eds.), *Emerging literacy: Young children can learn to read and write*. (pp. 63-79). Newark, DE: International Reading Association.
- Teale, W. H. (1989). Language arts for the 21<sup>st</sup> century: A vision for elementary school English teaching from the Coalition of English Associations conference. In J.M. Jensen (Ed.), *Stories to grow on: Demonstrations of language learning in K-8 classrooms* (pp. 3-34). Portsmouth, NH: Heinemann Educational Books.
- Teale, W. H. & Martinez, M. G. (1989). Connecting writing: Fostering emergent literacy in kindergarten children. In J. Mason (Ed.), *Reading and writing connections* (pp. 177-198). Boston: Allyn and Bacon.
- Teale, W. H., Martinez, M. G. & Glass, W.L. (1989). Describing classroom storybook reading. In D. Bloome (Ed.), *Classrooms and literacy* (pp.158-188). Norwood, NJ: Ablex Publishing Corporation.
- Teale, W. H., & Sulzby, E. (1989). Emergent literacy: New perspectives on young children's reading and writing development. In D. Strickland & L. Morrow (Eds.), *Emerging literacy: Young children learn to read and write* (pp. 1-15). Newark, DE: International Reading Association.
- Teale, W. H., & Sulzby, E. (1987). Literacy acquisition in early childhood: The roles of access and mediation in storybook reading. In D.A. Wagner (Ed.), *The future of literacy in a changing world* (pp. 111-130). New York: Pergamon Press.
- Teale, W. H., & Sulzby, E. (1986). Emergent literacy as a perspective for examining how young children become writers and readers. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading* (pp. vii-xxv). Norwood, NJ: Ablex Publishing Corporation.
- Teale, W. H. (1986). Home background and young children's literacy development. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading* (pp.173-206). Norwood, NJ: Ablex Publishing Corporation.
- Teale, W. H., (1986). The beginnings of reading and writing: Written language development during the preschool and kindergarten years. In M. Sampson (Ed.), *The pursuit of literacy: Early reading and writing* (pp. 1-29). Dubuque, IA: Kendall/Hunt Publishing Company.
- Teale, W. H. (1984). Reading to young children: Its significance in the process of literacy development. In H. Goelman, A. Oberg & F. Smith (Eds.), *Awakening to literacy* (pp.110-121). Exeter, NH: Heinemann Educational Books.
- Laboratory of Comparative Human Cognition. (1983). Culture and cognitive development. In W. Kessen (Ed.), *Handbook of child psychology: History, theory, and methods* (Vol. 1), (pp. 295-356). New York: John Wiley & Sons.
- Anderson, A.B., & Teale, W. H. (1982). La lecto-escritura como practica cultural [Literacy as cultural practice]. In E. Ferreiro & M. Gomez Palacio (Eds.), *Nuevas perspectivas en los procesos de la lectura y escritura* (pp. 271-295). Mexico: Editorial Siglo XXI.

**Publications** (continued)

Refereed Journal Articles

- Whittingham, C. E., Hoffman, E. B., & Teale. (in press). Recent research that should inform principals' literacy leadership, *Principal*.
- Teale, W. H., Whittingham, C. E., & Hoffman, E. B. (submitted for publication). Early literacy research, 2006-2015: A decade of measured progress.
- Turner, J. (in press). William Teale. *Language Arts*, 95.
- Yokota, J., & Teale, W. H. (2017). Striving for international understanding through literature. *The Reading Teacher*, 70(5), 629-633.
- Hoffman, J., Teale, W. H., & Yokota, J. (2015). The book matters! Choosing complex narrative texts to support literary discussion. *Young Children*, 70(4), 8-15. Reprinted in Bohart, H., Collick, H. B., & Charner, K. (Eds.). (2016). *Teaching and learning in the primary grades* (pp. 32-40). Washington, DC: National Association for the Education of Young Children.
- Paciga, K., Lisy, J., Teale, W. H. & Hoffman, J. (2015). Student engagement in classroom read alouds: Considering seating and timing. *Illinois Reading Council Journal*, 43(3), 7-14.
- Phillips, N., Woodard, R., & Teale, W. H. (2015). Impacting literacy policy—And practice. *Illinois Reading Council Journal*. 43(3), 3-5.
- Hoffman, J., Teale, W. H., & Paciga, K. (2014). Assessing vocabulary learning in early childhood. *The Journal of Early Childhood Literacy* 14(4) 459-481.
- Yokota, J., & Teale, W. H. (2014). Picture books and the digital world: Making informed choices. *The Reading Teacher*, 67(8), 577-585.
- Paciga, K., Lisy, J., & Teale, W. H. (2013). Better start before kindergarten: Computer technology, interactive media and the education of preschoolers. *Asia-Pacific Journal of Research in Early Childhood Education*, 7(2), 85-104.
- Chaudhri, A., & Teale, W. H. (2013). Stories of multiracial experiences in literature for children, ages 9-14. *Children's Literature in Education*, 44(4), 359-376.
- Paciga, K. A., Hoffman, J. L., & Teale, W. H. (2011). The National Early Literacy Panel Report and classroom instruction: Green lights, caution lights, and red lights. *Young Children*, 66(6), 50-57.
- Teale, W. H., Hoffman, J. L., & Paciga, K. A. (2010). Where Is NELP leading preschool literacy instruction? Potential positives and pitfalls. *Educational Researcher*, 39(4), 311-315.
- Scott, J. L., & Teale, W. H. (2010). Redesigning teacher education programs: How high can we fly? *The Reading Teacher*, 64(4), 291-293.
- Teale, W. H., & Scott, J. L. (2010). Making urban schools better places for students, teachers, and families: An interview with Charles Payne. *The Reading Teacher*, 63(8), 702-705.
- Paciga, K. A., Garrette Lisy, J., & Teale, W. H. (2009). Examining student engagement in preschool read-alouds. *Yearbook of the National Reading Conference*, 58, 330-347.
- Scott, J. L., & Teale, W. H. (2009). Effective literacy instruction for urban children: Voices from the classroom. *The Reading Teacher*, 63(4), 338-341.
- Teale, W. H. (2009). Students learning English and their literacy instruction in urban schools. *The Reading Teacher*, 62(8), 699-703.

**Publications** (continued)

Refereed Journal Articles (continued)

- Koss, M. D., & Teale, W. H. (2009). What's happening in YA literature? Trends in books for adolescents. *Journal of Adolescent and Adult Literacy*, 52(7), 563-572.
- Teale, W. H. (2008). What counts? Literacy assessment in urban schools. *The Reading Teacher*, 62, 358-361.
- Teale, W. H., Kim, J., & Boerman-Cornell, W. (2008). It's elementary—Graphic novels for the K-6 classroom. *Book Links*, 17(5), 6-13. (Reprinted at Reading with Pictures website: <http://readingwithpictures.org>)
- Sanny, R., & Teale, W. H. (2008). Using multimedia anchored instruction cases in literacy methods courses: Lessons learned from pre-service teachers. *Journal of Literacy and Technology*, 9(1), 2-35.
- Teale, W. H., Paciga, K. A., & Hoffman, J. L. (2007). Beginning reading instruction in urban schools: The curriculum gap insures a continuing achievement gap. *The Reading Teacher*, 61, 344-348. (Reprinted in D. S. Strickland (Ed.), (2010). *Essential readings on early literacy*. Newark, DE: International Reading Association.)
- Teale, W. H., Zolt, N., Yokota, J., Glasswell, K., & Gambrell, L. (2007). Getting children In2Books: Engagement in authentic reading, writing, and thinking. *Phi Delta Kappan*, 88, 498-502.
- Teale, W. H., & Gambrell, L. B. (2007). Raising urban students' literacy achievement by engaging in authentic, challenging work. *The Reading Teacher*, 60, 728-739.
- Labbo, L. D., Leu, D. J., Kinzer, C. K., Teale, W. H., Cammack, D., Kara-Soteriou, J., & Sanny, R. (2003). Teacher wisdom stories: Cautions and recommendations for using computer-related technologies for literacy instruction. *The Reading Teacher*, 57, 300-304.
- Schrader, P. G., Leu, D. J., Kinzer, C. K., Ataya, R., Teale, W. H., Labbo, L. D., & Cammack, D. (2003). Using Internet delivered video cases to support pre-service teachers' understanding of effective early literacy instruction: An exploratory study. *Instructional Science*, 31, 317-340.
- Teale, W. H., Glasswell, K., Williams Gomez, K. W., Shanahan, T., Hynd, C., & Raphael, T. (2003). Of reader outrage and literacy learning. *Illinois Reading Council Journal*, 31, 2, 8-11.
- Owens, R.F., Hester, J.L., & Teale, W. H. (2002). Where do you want to go today?: Inquiry-based learning and technology integration. *The Reading Teacher*, 55, 616-625.
- Teale, W. H., Leu, D. J., Jr., Labbo, L. D., & Kinzer, C. (2002). The CTELL project: New ways technology can help educate tomorrow's teachers of reading. *The Reading Teacher*, 55, 654-659.
- Teale, W. H., (1999). Libraries promote early literacy learning: Ideas from current research and early childhood programs. *Journal of Youth Services in Libraries*, 12(3), 5-11.
- Teale, W. H., & Language Arts Editorial Review Board and Staff (1997). Writing for *Language Arts*, 74(4), 273-278.
- Teale, W. H., (1995). Young children and reading: Trends across the 20<sup>th</sup> century. *Journal of Education*, 177, 95-126.
- Martinez, M. G., & Teale, W. H., (1993). Teacher storybook reading style: A comparison of six teachers. *Research in the Teaching of English*, 27, 175-199.
- Fractor, J., Woodruff, M., Martinez, M. G., & Teale, W. H. (1993). Let's not miss opportunities for promoting voluntary reading: Classroom libraries in the elementary school. *The Reading Teacher*, 46, 476-484.
- Diem, R.A., & Teale, W. H., (1993). CEDE: The San Antonio Center for Educational Development and Excellence/Centro Educacional par Desarrollo y Excelencia. *Texas Teacher Education Forum*, 18, 99-110.
- Teale, W. H. (1992). A talk with Carole Edelsky about politics and literacy. *Language Arts*, 69(5), 324-329.
- Teale, W. H. (1991). A talk with Marilyn Adams. *Language Arts*, 68(3), 206-212.

**Publications** (continued)

Refereed Journal Articles (continued)

- Martinez, M. G., Vernon, L., Allen, M., & Teale, W. H. (1991). What principals can do to promote voluntary reading. *Principal, 70*, 3, 44-47.
- Teale, W. H. (1991). A conversation with Lisa Delpit. *Language Arts, 68*(7), 541-547.
- Labbo, L.D., & Teale, W. H. (1990). Cross-age reading: A strategy for helping poor readers. *The Reading Teacher, 43*, 362-369.
- Martinez, M. G., & Teale, W. H., (1989). Classroom storybook reading: The creation of texts and learning opportunities. *Theory into Practice, 28*, 126-135.
- Teale, W. H. & Martinez, M. G., (1988). Getting on the right road to reading: Bringing children and books together in the classroom. *Young Children, 41*, 10-15.
- Martinez, M. G., & Teale, W. H., (1988). Reading in the kindergarten library. *The Reading Teacher, 41*, 568-573.
- Teale, W. H. (1988). Developmentally appropriate assessment of reading and writing in the early childhood classroom. *The Elementary School Journal, 89*, 173-183.
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## **Publications** (continued)

### Refereed Journal Articles (continued)

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- Teale, W. H., Estrada, E., Anderson, A.B. (1981). How preschoolers interact with written communication. *Thirtieth Yearbook of the National Reading Conference: Directions in Reading, Research and Instruction*, 30, 257-265.
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- Lewis, R., & Teale, W. H. (1980). Another look at secondary school students' attitudes toward reading. *Journal of Reading Behavior*, 12, 187-201.
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### Reference Book Entries

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- Teale, W. H. (1994). Emergent literacy. In A. Purves (Ed.). *Encyclopedia of English studies and language arts* (pp. 424-426). New York: Scholastic.

### School Textbooks

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- Raphael, T., Ford, M., Teale, W. H. & Yokota, J. (2010). *LEAD 21: Transforming literacy instruction*. New York: McGraw-Hill.
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- Aoki, E. M., Arnold, V., Flood, J., Hoffman, J. V., Lapp, D., Martinez, M., Palincsar, A.S., Priestly, M., Smith, C.B., Teale, W. H., Tinajero, J. V., Webb, A.W., & Wood, K. D. (1997). *Spotlight on literacy*. New York: Macmillan/McGraw-Hill.
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- Aoki, E. M., Arnold, V., Flood, J., Hoffman, J. V., Lapp, D., Macias, A.H., Martinez, M. G., McCallum, A., Priestly, M., Roser, N., Smith, C.B., Strong, W., Teale, W. H., Temple, C., Tinajero, J., Webb, A., Williams, P.E. (1993). *Write idea!* New York: Macmillan/McGraw-Hill.
- Allen, R.V., Sampson, M. R., & Teale, W. H. (1989). *Experiences for literacy*. Allen, TX: DLM Teaching Resources.
- Sulzby, E., Hoffman, J., Niles, J., Shanahan, T., & Teale, W. H. (1989). *McGraw-Hill reading*. New York: Macmillan/McGraw-Hill.

## **Publications** (continued)

### School Textbooks (continued)

Sulzby, E., Klein, M., Teale, W. H., & Shanahan, T. (1989). *McGraw-Hill English*. New York: Macmillan/McGraw-Hill.

### Non-Refereed Journal Articles

Teale, W. H. (1995). The sounds of language: Exploring phonemic awareness. *Pre-K Today*, 9(7), 28-31.

Phonics: What's it all about – An interview with William Teale. (1992). *Pre-K Today*, 6(4), 48, 53.

### Editorials

Teale, W. H., Raphael, T. E., Shanahan, T., Hynd, C. R., Glasswell, K., Williams Gomez, K., & Gavelek, J. (2004). Parting thoughts: Literacy education and the state of the state. *Illinois Reading Council Journal*, 32(3), 5-8.

Raphael, T. E., Hynd, C. R., Shanahan, T., Teale, W. H., Gavelek, J., Glasswell, K., & Williams Gomez, K. (2003). Professional development: How quality can make a difference. *Illinois Reading Council Journal*, 31(3), 5-9.

Williams Gomez, K., Teale, W. H., Raphael, T. E., Glasswell, K., Hynd, C. R., Shanahan, T., & Gavelek, J. (2003). Teaching reading? Not enough. *Illinois Reading Council Journal*, 31(1), 5-7.

Glasswell, K., Teale, W. H., Shanahan, T., Gavelek, J., Hynd, C. R., Williams Gomez, K., & Raphael, T. E. (2002). From the mouths of babes. *Illinois Reading Council Journal*, 30(4), 5-7.

Raphael, T. E., Gavelek, J., Hynd, C. R., Teale, W. H., & Shanahan, T. (2002). Christmas trees are great, but not as models for instructional coherence in literacy. *Illinois Reading Council Journal*, 30(3), 5-7.

Hynd, C. R., Shanahan, T., Teale, W. H., Gavelek, J., & Raphael, T. E. (2002). Be careful when walking in Bloomington—or, why it is good that there are new Illinois teacher preparation standards in reading. *Illinois Reading Council Journal*, 30(2), 5-7.

Teale, W. H., Hynd, C. R., Raphael, T. E., Carter, S., Gavelek, J., & Shanahan, T. (2002). Testing, testing...4, 5, 6. *Illinois Reading Council Journal*, 30(1), 5-6.

Teale, W. H. & Shanahan, T. (2001). Ignoring the essential: Myths about fluency. *Illinois Reading Council Journal*, 29(3), 5-8.

Shanahan, T. & Teale, W. H. (2001). You'll love this editorial—We guarantee it! *Illinois Reading Council Journal*, 29(2), 5-7.

Shanahan, T. & Teale, W. H. (2001). Getting on board this new comprehension fad. *Illinois Reading Council Journal*, 29(1), 5-7.

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Shanahan, T. & Teale, W. H. (2000). ISAT: Raising reading standards? *Illinois Reading Council Journal*, 28(3), 5-7.

Teale, W. H. & Shanahan, T. (2000). The grave truth about literature in the elementary school curriculum. *Illinois Reading Council Journal*, 28(2), 5-6.

Teale, W. H. & Shanahan, T. (2000). Gardening and shopping are really not the same thing at all when it comes to reading programs. *Illinois Reading Council Journal*, 28(1), 5-7.

Shanahan, T. & Teale, W. H. (1999). On angry mail carriers, professional amnesia, and telling stories that everybody already knows. *Illinois Reading Council Journal*, 27(4), 5-6.

## **Publications** (continued)

### Editorials (continued)

Shanahan, T. & Teale, W. H. (1999). The truth reading educators and policymakers seem to have forgotten: The team with the highest score at the end wins the game. *Illinois Reading Council Journal*, 27(3), 5-7.

Shanahan, T. & Teale, W. H. (1999). Learning to accept less than perfection. *Illinois Reading Council Journal*, 27(2), 5-6.

Teale, W. H. & Shanahan, T. (1999). What is research-based reading instruction? *Illinois Reading Council Journal*, 27(1), 5-6.

Teale, W. H. (1990-1997). Dear readers. *Language Arts*, 67-74. 56 editorials published during 7-year tenure as editor.

### Translations

Koshino, T. (2011). *Who, who, who are we?* Illustrated by J. Takabatake. (Trans. By J. Yokota & W. Teale). Tokyo: Kodansha.

### Media Productions

Teale, W. H. (Producer). Case Technologies for Early Literacy Learning Web-Based Video Cases: Dr. Frost's First/Second Grade (see [http://ctell1.uconn.edu/CTELL\\_case8.html](http://ctell1.uconn.edu/CTELL_case8.html)), 2002 and Ms. McCollum's First Grade (see [http://ctell1.uconn.edu/CTELL\\_case7.html](http://ctell1.uconn.edu/CTELL_case7.html)), 2001.

Boardman, A. (Producer), & Teale, W. H. (Content Consultant and Host). (1993). *Parents, kids & books: The joys of reading together* [Film]. Dallas, TX: KERA Channel 13.

Center for the Study of Reading (Producer) & Teale, W. H. (Program Consultant). (1991). *Emergent literacy* [Film]. Champaign, IL: Center for the Study of Reading/University of Illinois. (Part of *Teaching Reading: Strategies from Successful Classrooms*, a six part National Teacher Training Video Series)

### Research Papers, White Papers, Technical Reports

Walski, M. M., Hoffman, E. B., & Teale, W. H. (2015). *Kindergarten readiness: What Head Start and Early Head Start parents and staff think and do about it.* (UIC Center for Literacy Research Paper). Chicago: University of Illinois at Chicago Center for Literacy.

Teale, W. H., Walski, M., Hoffman, E., Whittingham, C., Meehan, M., & Colaner, A. (2015). *Early childhood literacy: Policy for the coming decade.* Chicago: Research on Urban Policy Initiative & University of Illinois at Chicago Center for Literacy.

Cullerton, A., & Teale, W. H. (2014). *Literacy and undocumented immigrant youth in a federal detention center: Working toward a better future* (UIC Center for Literacy Research Paper). Chicago: University of Illinois at Chicago Center for Literacy.

Hoffman, J. L., Paciga, K. A., & Teale, W. H. (2014). *Common Core State Standards and early childhood literacy instruction: Confusions and conclusions* (UIC Center for Literacy Research Paper). Chicago: University of Illinois at Chicago Center for Literacy.

## **Publications** (continued)

### Other

- Teale, W. H. (2016, Sept/Oct). The power of literacy, *Literacy Today*, <http://viewer.zmags.com/publication/8165a33c#/8165a33c/8>
- Yokota, J., & Teale, W. H. (2016, May/June). International books matter, *Literacy Today*, 6-7, <http://viewer.zmags.com/publication/b508b9bc#/b508b9bc/8>.
- Teale, W. H. (2008). Foreword. In L. Justice & C. Vukelich (Eds.), *Achieving excellence in preschool literacy instruction*. New York: Guilford Press.
- Teale, W. H. (2006). It sometimes takes time—A long time! In S. B. Wepner & L. B. Gambrell (Eds.), *Beating the odds: Getting published in the field of literacy*. Newark, DE: International Reading Association.
- Teale, W. H., Jensen, J.M., & Hydrick, J. (Comps.) (1989). *The English Coalition Conference: Assumptions, aims, and recommendations of the elementary strand*. Urbana, IL: National Council of Teachers of English.
- Teale, W. H. (1980). *Early reading: An annotated bibliography*. Newark, DE: International Reading Association.
- Teale, W. H. (1977). *The relationship of knowledge of given information to reading comprehension for students in grades eight, ten and twelve*. Unpublished doctoral dissertation, University of Virginia.

## **Professional Service**

### Elected Offices in Professional Organizations

- International Literacy Association/International Reading Association  
President, 2016-2017; Vice President, 2015-2016; Immediate Past President 2017-2018  
Board of Directors, 2011-2014  
President, Affective Domain Special Interest Group, 1983-1984  
Secretary/Treasurer, Literacy Development in Young Children Special Interest Group, 1984-1988
- Literacy Research Association (National Reading Conference)  
Board of Directors, 2007-2009
- National Council of Teachers of English  
Elementary Section Steering Committee, 1985-1989

### Committees of Professional Organizations

- Alamo Reading Council  
President, 1985-1986  
Vice-President, 1984-1985
- American Library Association  
Chair, Arbuthnot Lecture Committee, 2005-2007  
Member, Caldecott Committee, 2003-2004  
Member, Membership Committee, 1994-1997
- International Literacy Association/International Reading Association  
Member, Literacy Research Panel, 2014-2016  
Chair, *The Reading Teacher* Search Committee, 2014-2015  
Co-Chair, Early Literacy Committee, 2014-2015  
Member, ILA-NCTE Task Force for Literacy Teacher Preparation, 2014-2015  
Member, Common Core State Standards Committee, 2011-2014  
Chair, Early Literacy Development Committee, 2001-2003

## **Professional Service** (continued)

### Elected Offices in Professional Organizations (continued)

#### International Literacy Association/International Reading Association

Chair, Early Childhood and Literacy Development Committee, 1984-1987; Member, 1981-1984  
Member, Research Publication Awards Committee, 2009-2011  
Member, Early Literacy Development Commission, 2003-2009

#### National Conference on Research in English

Chair, Membership Committee, 1988-1991

#### National Council of Teachers of English

Trustee, NCTE Research Foundation, 2007-2010  
Member, Elementary School Booklist Committee, 1989-1992  
Member, Committee on Integrating English and Language Arts Teacher Education, 1988-1991  
Member, Commission on the Education of Teachers of Reading, 1983-1986

#### Literacy Research Association/National Reading Conference

Chair, Oscar Causey Award Committee, 2010-2013; Member 2009-2010  
Chair, Distinguished Scholar Lifetime Achievement Award, 2003-2005; Member, 2002-2003  
Member, Program Policy Committee, 1985-1987  
Chair, Student Outstanding Research Committee; 1988-1990; Member, 1987-1988

### Grant Proposal Reviewer

National Endowment for the Humanities, Elementary and Secondary Education in the Humanities, 1987

Social Sciences and Humanities Research Council of Canada/Conseil de Recherches en Sciences  
Humaines du Canada, 1991, 1992, 1994

United States Department of Education:

Office of Educational Research and Improvement, Reviewer, 1986-1988

Office of the Assistant Secretary for Educational Research and Improvement, Reviewer, 1988

### Site Reviewer

United States Department of Education, Early Reading First Program, 2009

### Editing

Refereed Journals:

Editor, *Language Arts*, 1990-1997

Co-Editor, *Illinois Reading Council Journal*, 1998-2004

American Editor, 読書科学 [*The Science of Reading*], 2005-2007

Associate Editor, *Bookbird*, 1996-1998

Reference Works:

Editor for Emergent Literacy section in T. L. Harris & R. E. Hodges (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

Journal/Magazine Columns:

"Issues in Urban Literacy," *The Reading Teacher*, 2007-2011

Early Childhood Columnist, *Reading Today*, 1987-1989

## **Professional Service** (continued)

### Advisory Boards

Center for Urban Education Leadership, Advisory Board, 2017-2020  
Audio Publishers Association, Audies Award Judge, Category: Adult Literary Fiction, 2013, 2014; Middle Grade, 2017  
Scholastic Publishing, SpotLit Collection, Content Advisor, 2012  
Council of Chief State School Officers, Washington, DC, Writing Standards Panel, 2009-2011  
Office of Head Start, Literacy Expert Panel, Washington, DC, 2009  
Children's Literacy Initiative Advisory Board, Chicago, IL/Philadelphia, PA, 2008-2013  
United States Department of Education Early Reading First Technical Working Group, Washington, DC, 2008  
ePals Content Advisory Board, Washington, DC, Member, 2009-2013  
In2Books Academic Advisory Board, Washington, DC, Chair, 2005-2008; Member, 2009-2013  
National Association of Educational Progress Expert Panel: NAEP Reading Framework Comparison Study, 2007  
High/Scope Early Childhood Reading Institute, Ypsilanti, MI, 2004-2006  
Pearson Research Advisory Board, New York, NY, 2004-2005  
American Institutes for Research, Independent Panel, Washington, DC, 2004  
Hug-a-Book, Chicago, IL, 2002-2004  
National Head Start Association *HeadsUp! Reading* Program, Washington, DC, 1999-2005  
*Between the Lions*, Parent Education Program, Boston, MA, 1999-2000  
Heinz Endowment Early Childhood Initiative, Pittsburgh, PA, 1999  
Rochelle Lee Fund to Make Reading a Part of Children's Lives Selection/Evaluation Board, Chicago, IL, 1996-2000  
Children's Television Workshop Big Bag Production for The Cartoon Network, New York, NY, 1995-1996  
National Sesame Street PEP Initiative, Children's Television Workshop, New York, NY, 1994-1995  
Head Start Technical Advisory Panel/Evaluation of Head Start Family Child Care Homes, Washington, DC, 1993-1996  
National Academy of Science Board on Children and Families Review Group, Irvine, CA, 1993

### Journal Review Boards

*Applied Psycholinguistics*, Editorial Board, 1984-1997  
*Journal of Children's Literature*, Editorial Board, 2010-2017  
*Journal of Literacy Research/Journal of Reading Behavior*, Editorial Board, 1988, 1989, 2014-2015  
*Language Arts*, Review Board, 1985-1989, 2015-2017  
*Literacy Teaching and Learning*, Editorial Board, 1998-2000  
*National Reading Conference Yearbook*, Editorial Board, 2000, 2003, 2007, 2008  
*Reading Research Quarterly*, Editorial Board, 1987-1989, 1996-2002, 2011-2015  
*The Reading Teacher*, Editorial Board, 1986-1988, 2000-2003, 2006-2016  
*Reading Education in Texas*, Editorial Advisory Board, 1986-1988

### Guest Reviewer:

*American Educational Research Journal*, 1988-1992, 2012  
*Cognition and Instruction*, 2003-2004, 2016  
*Discourse Processes*, 2008-2010  
*Early Childhood Research Quarterly*, 1992-1993, 1997-1999, 2005-2007  
*Early Education and Development*, 2004-2008  
*The Elementary School Journal*, 1989, 1996, 2011-2015  
*European Journal of Educational Psychology*, 1987  
*European Journal of the Psychology of Education*, 2006-2007  
*Human Development*, 2007-2008  
*Journal of Early Childhood Literacy*, 2013-2015  
*Journal of Educational Psychology*, 1997, 2008-2012  
*Journal of Literacy Research/Journal of Reading Behavior*, 1985-1987, 1998-2000, 2012-2013

## **Professional Service** (continued)

### Guest Reviewer:

*Journal of Research in Childhood Education*, 1991-1993, 1997, 2003  
*Linguistics in Education*, 1987-1988, 1995-1997  
*Reading and Writing: An Interdisciplinary Journal*, 1995-1997, 2000  
*Reading Horizons*, 1999  
*Reading Research Quarterly*, 1985-1986, 2003-2005, 2009  
*Research in the Teaching of English*, 1984-1988, 1994, 1998, 2001, 2004, 2006, 2012-2013  
*Teaching and Teacher Education*, 2006-2009, 2014-2016  
*Urban Education*, 2012

### Other Professional Service

External Reviewer, Committee on Supporting the Parents of Young Children, Board on Children, Youth, and Families, National Academies of Sciences, Engineering, & Medicine, 2016.  
Study Committee, Connecticut Academy of Science and Engineering, Early Childhood Regression Discontinuity Study, 2014-2016  
Advisor to The Joyce Foundation, 2013  
United States Department of Education, Striving Readers Comprehensive Literacy Program, Facilitator, 2012  
City of Chicago, Mayor's Office, Coordinated Assessment & Evaluation Workgroup, Early Learning Executive Council, 2012-2013  
United States Department of Education, Early Reading First Site Reviewer, 2008  
National Head Start Association, *Heads!Up Reading* Initiative, Guest Lecturer, 1999-2005  
Illinois State Board of Education, Reading Content Advisory Panel, 1999  
National Center for Education and the Economy, New Standards Project, 1998-1999  
WGBH, Parents and Literacy Advisory Panel for "Between the Lions", 1999-2000  
KERA/Channel 13, Task Force for Sesame Street PEP Initiative, San Antonio, TX, 1992-1995  
Children's Television Workshop, Early Literacy Content Advisor, 1989  
Texas Association for the Education of Young Children, Task Force for Developing a Revised Early Childhood Education Certification Program. Texas State Board of Education, 1986  
Advisor to the Center for Ethnographic Education, San Diego State University, 1981-1983