

CURRICULUM VITAE

Jane Hansen

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Academic Background

University of Minnesota, Ph.D., Curriculum & Instruction
University of Iowa, M.A., Educational Psychology
Drake University, Des Moines, Iowa, B.S., Elementary Education

Administrative Experience

2012-2013 PI/Co-director, Central Virginia Writing Project
2011-2012 PI/Director, Central Virginia Writing Project
2001-2003 Coordinator, Doctoral Programs in Reading, University of Virginia
1992-1999 Director, Writing Lab, University of New Hampshire
1986-1999 Coordinator, Ph.D. in Reading and Writing Instruction Program, Department of Education, University of New Hampshire
1988-1991 Coordinator, New Hampshire Reading and Writing Program, Department of English, University of New Hampshire

Research Projects

2000-present Writing and Reading Across the Curriculum: PreKindergarten-High School
1997-2000 Writing in Math: Elementary Students Write in Math Class
1990-1996 Evaluation: Kindergarten-High School Urban Students Evaluate Themselves, Each Other, and Their Work
1986-1989 Evaluation: Elementary Readers and Writers Evaluate Themselves
1983-1985 Elementary Teachers Base Reading and Writing Instruction on Similar Principles
1981-1983 Reading and Writing in a First-Grade Classroom
1980-1981 Inferential Comprehension: Reading Instruction for Fifth-grade Good Readers
1979-1980 Inferential Comprehension: Pre-Reading Strategies for Fourth-grade Readers
1978-1979 Inferential Comprehension in Second-grade

Teaching Experience

2000-2013 University of Virginia
Various literacy courses, mostly Writing
1979-2000 University of New Hampshire
Various literacy courses
1973-1976 Iowa City, Iowa
Reading Resource Teacher, Elementary
1964-1973 Iowa, Hawaii, Minnesota, New Jersey, Peace Corps/Liberia
Classroom Teacher, Grades 1,2,3,5; Title I Reading Teacher

Service Beyond the University

Reading Hall of Fame
President: 2013-15
Inducted: 2006

Literacy Research Association/National Reading Conference:
 1995 President (Treasurer and committee work: past and present)
 Current Chair: Distinguished Scholar Committee

National Council of Teachers of English:
 1996-2000 Elected Member, Elementary Section Steering Committee
 1987-1990 Appointed Member, Reading Commission

International Reading Association:
 2008-2010 Committee member: John Manning Teacher Educator Service Award
 1996-1999 Volunteer, Language to Literacy Program, Belize
 1996-1998 Chair, Literacy Issues in Developing Countries Special Interest Group
 1993-1994 Chair, Teachers as Readers Committee

Annual Presentations:
 National Council of Teachers of English
 National Reading Conference
 International Reading Association

I consult at the local, regional, national, and international levels

Selected Publications

- Suskind, D., Thunder, K., & Hansen, J. (upcoming). Guest Editors: May 2015 themed issue of *Language Arts: Creativity*.
- Hansen, J. (in press). Young readers study writers. To appear in: D. Wooten & B. Cullinan (Eds.), *Children's literature in the reading program: An invitation to read (4th Ed.)*. Newark, DE: International Reading Association.
- Kissel, B., Thunder, K., Tassel, L., & Hansen, J. (in press). Transformative professional development. To appear in: E. O'Dea (Ed.), *Professional development schools and transformative partnerships*. Hershey, PA: IGI Global.
- Hansen, J. (2014). Reading opens up a world of writing. In L. Bridges (Ed.), *Open a world of possible: Real stories about the joy and power of reading*. NY: Scholastic.
- Hansen, J. (2014). Personal-academic studies engage urban, seventh grade students. *Middle School Journal*, 46(1), 20-25.
- Hansen, J. & Thunder, K. (2014). Spanish, mathematics, and English: The languages of success in a grade 8 class. *Voices from the Middle*, 21(3), 18-23.
- Hansen, J. (2013). Twelve UTube videos about Writing. Reading Rockets.
<http://www.youtube.com/playlist?list=PLLxDwKxHx1yLGUffNPK4ybFfxplh4aRku>
- Hansen, J. (2013). Writing teachers: The roles exploration, evaluation, and time play in their lives. In & K. Goodman, R. Calfee, & Y. Goodman (Eds.), *Whose knowledge counts in government literacy policies? Why expertise matters*. Florence, KY: Routledge (Taylor & Francis).
- Kissel, B., Miller, E. & Hansen, J. (online September 2013). Writers' workshop: Using retro ideas to reenvision student-led agendas. In K. Wood, J. Paratore, R. McCormack, & B. Kissel

- (Eds.), *What's new in literacy teaching?* Newark, DE: IRA E-ssentials, International Reading Association.
- Hansen, J. (2013). Teaching young writers. In L. Morrow, T. Shanahan, & K. Wixson, (Eds.), *Teaching with the Common Core Standards for English Language Arts: PreK-2*. NY: Guilford.
- Fu, D. & Hansen, J. (2012). Writing: A Mode of Thinking. *Language Arts*, 89(6), 426-431.
- Kissel, B., Hansen, J., Tower, H. & Lawrence, J. (2011). The influential interactions of pre-kindergarten writers. *Journal of Early Childhood Literacy*, 11(4), 425-452.
- Hansen, J. & Kissel, B (2011). K-12 writers: Research and practice. In D. Lapp & D. Fisher (Eds.), *Handbook of Research on Teaching the English language arts*. Danvers, MA: Erlbaum/Taylor Francis.
- Hansen, J. (2011). Point of View: When a researcher studies writers in their classrooms. In R. Flippo (Ed.), *Reading researchers in search of common ground: The expert study revisited, 2nd Ed.* NY: Routledge.
- Hansen, J & Shea, T (2011). If students are unmotivated writers, motivate them. In D. Lapp & B. Moss (Eds.), *Exemplary instruction in the middle grades: Teaching that supports engagement and rigorous learning*. Guilford Press.
- Hansen, J (2011). The role of teachers' evaluations. In J. Richards & C. Lasonde (Eds.), *Writing strategies for all primary students: Scaffolding independent writing with differentiated mini-lessons*. San Francisco: Jossey Bass.
- Hansen, J (2011). Adding information. In J. Richards & C. Lasonde (Eds.), *Writing strategies for all primary students: Scaffolding independent writing with differentiated mini-lessons*. San Francisco: Jossey Bass.
- Hansen, J., Davis, R., Evertson, J., Freeman, T., Suskind, D. & Tower, H. (2010). *The PreK-2 writing classroom: Growing confident writers*. NY: Scholastic.
- Hansen, J. (2009). Young writers use mentor texts (p. 88-98). In B. Cullinan & D. Wooten (Eds.). *Children's literature in the reading program: An invitation to read* (3rd Ed.). Newark, DE: International Reading Association.
- Hansen, J. (2009). Multiple literacies in the content classroom: High school students' connections to U.S. history. *Journal of Adolescent and Adult Literacy*, 52(7), 597-606.
- Hansen, J. & Kissel, B. (2009). Writing instruction for adolescent learners. In K. D. Wood & W. E. Blanton (Eds.), *Literacy instruction for adolescents: Research-based practice* (pp. 92-419). NY: Guilford.
- Hansen, J. (2008). "The way they act around a bunch of people": Seventh-grade writers learn about themselves in the midst of others. *Voices from the Middle*, 16(1), 9-14.
- Hansen, J. (2008). Teachers' and researchers' uses of assessment and evaluation can bring reading & writing together. *The Canadian Journal of Program Evaluation*, 22(3), 1-28.

- Hansen, J. (2008). Escrita e pesquisa são autobiográficas. In E. M. B. de Olinda & F. S. Cavalcante, Jr. (Eds.), *Artes do existir: trajetórias de vida e formação* (pp. 152-161). Fortaleza: Edições UFC. ISBN: 9788572822695.
- Hansen, J. (2007). First-grade children revisit their writing. *Young Children*, 62(1), 28-33.
- Hansen, J. (2005). Book review: *An island of English: Teaching ESL in Chinatown* (Danling Fu). *TESOL Quarterly*.
- Hansen, J. (2005). Young children's versions of the curriculum: "How do you turn a square into a grown-up?" *Language Arts*, 82(4), 269-247.
- Hansen, J. (2003). Writers as evaluators: Self-evaluation enables writers' growth. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 19(4), 321-328.
- Hansen, J., Invernizzi, Marcia, & Evertson, Jenesse (2003). The teaching of reading. In *The Encyclopedia of Education (Second Edition)* (James Guthrie, Ed.). NY: Macmillan.
- Hansen, J. (2003). The language arts interact. In J.Flood, J.Jensen, D.Lapp, & J.Squire (Eds.), *Handbook for research on teaching the English language arts (Second edition)*. NY: MacMillian.
- Hansen, J. (2002). Young children write across the (children's) curriculum. *The California Reader*, 35(3), 9-15.
- Hansen, J. (2002). A teacher's development project: A cross-cultural experience in Brazil. *The Reading Teacher*, 55(5), 456-472.
- Hansen, J. (2001). *When writers read* (Second edition) (First edition: 1987). Portsmouth, NH: Heinemann.
- Hansen, J. (2001). Evaluation, writing, and reading, p. 49-54. In Rona Flippo (Ed.), *Reading researchers in search of common ground*. Newark, DE: International Reading Association.
- Hansen, J. (1999). My geography. In S. Franzosa (Ed.), *Ordinary lessons: Girlhoods of the 1950s* (pp. 65-78). Peter Lang Publishers.
- Winsor, P., & Hansen, J. (1999). Coming to know as teachers: Learning together in Belize. *Reading Teacher* 52(8), 810-818.
- Hansen, J., (Chair, Discussion Leader, and Presenter). (1998-99). *Evaluation matters* [Teleconferences broadcast live via satellite in October 1998 and February 1999, and published as video-based professional development resource packages]. Urbana, IL: Nat'l Council of Teachers of English.
- Hansen, J. (1998). *When learners evaluate*. Portsmouth, NH: Heinemann.
- Hansen, J. (1998). "Evaluation is all day, noticing what is happening": Multifaceted evaluations of readers. In S. Murphy (with P. Shannon, P. Johnston, & J. Hansen), *Fragile evidence:*

- A critique of reading assessment* (pp. 105-123). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hansen, J. (1998). Young writers: The people and purposes that influence their literacy. In J. Osborn & F. Lehr (Eds.), *Literacy for all: Issues in teaching and learning* (pp. 205-236). NY: Guilford Press.
- Hansen, J., & Jenkins, H. (Eds.) (1997). Students as evaluators [Themed issue]. *Primary Voices K-6*, 5(4).
- Hansen, J. (1996). Evaluation: The center of writing instruction ["Distinguished Educator Series"]. *The Reading Teacher*, 50(3), 188-195.
- Staley, K., & Hansen, J. (Writers and Producers). (1996). *Portfolios: Students as readers, writers, and evaluators* [Series of three videotapes]. Portsmouth, NH: Heinemann.
- Hansen, J. (1996). Researchers in our own classrooms: What propels teacher researchers? [Presidential address]. In D. J. Leu, C. K. Kinzer, & K.A. Hinchman (Eds.), *Literacies for the 21st century: Research and practice* (pp. 1-14). Chicago: The National Reading Conference.
- Hansen, J. (1996). Teachers value their grandchildren, poetry, and sisters. *Voices from the Middle*, 3(4), 3-12.
- Hansen, J. (1994). Literacy portfolios: Windows on potential. In S. Valencia, E. Hiebert, & P.A. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 26-40). Newark, DE: International Reading Association.
- Hansen, J. (1993-94) Teachers as readers [Series of eight columns]. *Reading Today* [Newspaper of International Reading Association].
- Hansen, J. (1993). Synergism of classroom and school libraries. *The New Advocate*, 6(3), 201-211.
- Hansen, J. (1993). What keeps writing alive in our classrooms? *Reading & Writing Quarterly*, 9(2), 197-205.
- Hansen, J. (1992). The language of challenge. *Language Arts*, 69(2), 100-105.
- Hansen, J. (1992). Students' evaluations bring reading and writing together. *Reading Teacher*, 46(2), 100-105.
- Hansen, J. (1992). Literacy portfolios: Helping students know themselves. *Educational Leadership*, 49(8), 66-68.
- Hansen, J. (1992). Literacy portfolios emerge. *Reading Teacher*, 45(8), 604-607.
- Hansen, J. (1992). Evaluation: "My portfolio shows who I am." *The Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy*, 14(1), 5-9.
- Hansen, J. (1991). I wonder what kind of person he'll be. *The New Advocate*, 4(2), 89-100.

- Hansen, J. (1991). Children evaluate their reading and writing. In J. Roderick (Ed.), *Context-responsive approaches to assessing children's language* (pp. 70-78). Urbana, IL: National Conference on Research in English.
- Hansen, J. (1989). Anna evaluates herself. In J. Allen & J. Mason (Eds.), *Risk makers, risk takers, risk breakers* (pp. 19-29). Portsmouth, NH: Heinemann.
- Hansen, J., & Graves, D. (Developers). (1988). *The writing and reading process: A new approach to literacy* [Series of three videotapes]. Portsmouth, NH: Heinemann.
- Hansen, J. (1986). Learners work together. In T. Raphael (Ed.), *The contexts of school-based literacy* (pp. 181-190). New York: Random House.
- Hansen, J., & Graves, D. (1986). Do you know what backstrung means? *The Reading Teacher*, 39(8), 807-812.
- Allen, J.B., & Hansen, J. (1986). Sarah joins a literate community. *Language Arts*, 63(7), 685-691.
- Rubin, A., & Hansen, J. (1986). Reading and writing: How are the first two "R's" related? In J. Orasanu (Ed.), *Reading comprehension: From research to practice* (pp. 163-170). Hillsdale, NJ: Erlbaum.
- Hansen, J., Newkirk, T., & Graves, D. (Eds.). (1985). *Breaking ground: Teachers relate reading and writing in the elementary school*. Portsmouth, NH: Heinemann.
- Hansen, J. (1985). Teacher share their writing. *The Reading Teacher*, 38(9), 836-840.
- Hansen, J., (1985). Teaching children to think as they read. In H. Osborn, P. Wilson, & R.C. Anderson (Eds.), *Research foundations for a literate America* (pp. 293-298). Lexington, MA: D.C. Heath.
- Graves, D., & Hansen, J. (1984). The author's chair. *Language Arts*, 60(2), 176-187.
- Hansen, J., & Hubbard, R. (1984). Poor readers can draw inferences. *The Reading Teacher*, 37(7), 586-589.
- Hansen, J. (1983). Authors respond to authors. *Language Arts*, 60(8), 970-976.
- Hansen, J., & Pearson, P.D. (1983). An instructional study: Improving the inferential comprehension of fourth-grade good and poor readers. *Journal of Educational Psychology*, 75(6), 821-829.
- Hansen, J. (1981). The effects of inference training and practice on young children's reading comprehension. *Reading Research Quarterly*, 16(3), 391-417.