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EDUCATIONAL BACKGROUND

- Ph.D., Department of Educational Psychology, University of Wisconsin, Madison, August 1979
- Advanced Graduate Study, Elementary Education, Arizona State University, 1974-76
- M.Ed., Elementary Education, University of Illinois at Urbana-Champaign, 1971
- California Teaching Credential, California State University at Fresno, 1970
- B.A. (*summa cum laude*), Fresno Pacific College, 1969

PROFESSIONAL EXPERIENCES

- President/CEO, TextProject, Inc. (January, 2011 to present)
- Research Associate (January, 2011- to present), University of California, Santa Cruz
- Adjunct Professor (Summer 2005-2010), Visiting Researcher (Fall 2003- Spring 2005), University of California, Berkeley
- Professor (1994-June, 2004), University of Michigan; Director (1997-1999), Center for Improvement of Early Reading Achievement (CIERA)
- Visiting Professor (2000-2001), University of California-Santa Cruz
- Professor (1990-1994), Associate Professor (August 1987-1990), University of Colorado-Boulder
- Visiting Scholar, University of California, Berkeley, 1986
- Educational Consultant, August 1985-August, 1987
- Associate Professor (1983-1985), Assistant Professor (1979-83), University of Kentucky
- Visiting Associate Professor, Center for the Study of Reading, Univ. of Illinois, 1984
- Research Assistant, Department of Educational Psychology, University of Wisconsin-Madison, 1976-78
- Graduate Associate, Department of Elementary Education, Arizona State University, 1974-75
- Classroom Teacher, Clovis (CA) Unified School District, 1971-1974

ACADEMIC AWARDS

- Fellow, American Educational Research Association, elected (2011)
- William S. Gray Citation of Merit, Award from the International Reading Association for outstanding contributions to the field of reading, 2008
- Reading Hall of Fame, elected (2008)
- University of Wisconsin-Madison, School of Education Alumni Achievement Award, 2000
- University of Colorado--Boulder, Faculty Teaching Fellowship, 1988-1989
- Spencer Fellowship (National Academy of Education & Spencer Foundation), 1983-86

- Exceptional Achievement in Research, University of Kentucky, 1981-82, 1983-84
- University Fellowship, University of Wisconsin, 1978-79
- University Fellowship, Arizona State University, 1975-76
- Outstanding Academic Graduate, Fresno Pacific College, 1969-70

PUBLICATIONS

Books authored and edited

Hiebert, E.H. & Reutzel, R. (Eds.) (2010). *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE: IRA.

Hiebert, E.H. (Ed.) (2009). *Reading more, reading better: Solving Problems in the Teaching of Literacy*. NY: Guilford.

Hiebert, E.H., & Sailors, M. (Eds.) (2008). *Finding the right texts for beginning and struggling readers: Research-based solutions*. NY: Guilford.

Hiebert, E.H., & Kamil, M.L. (Eds.) (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hiebert, E. H., & Raphael, T.E. (1998). *Early literacy instruction*. Fort Worth, TX: Harcourt Brace College Publishing.

Raphael, T.E., & Hiebert, E.H. (1996). *Creating an integrated approach to literacy instruction*. Fort Worth, TX: Harcourt Brace College Publishers.

Hiebert, E.H., & Taylor, B.M. (Eds.) (1994). *Getting reading right from the start: Effective early literacy interventions*. Boston: Allyn & Bacon, Inc.

Valencia, S.W., Hiebert, E.H., & Afflerbach, P. (Eds.) (1994). *Authentic reading assessment: Practices and possibilities*. Newark, DE: IRA.

Hiebert, E.H. (Ed.) (1991). *Literacy for a diverse society: Perspectives, practices, and policies*. New York: Teachers' College Press. [Reviewed by S.D. Miller & D.H. Strahan (1993), *Journal of Reading Behavior*, 24, 533-537; Reviewed by R.L. Venezky (1993). *Educational Researcher*, 22, 34-36.]

Monographs/Teacher Materials

Folkins, A.L., & Hiebert, E.H. (2011). *Exceptional Expressions for Everyday Events*. Santa Cruz, CA: TextProject. Also available as an ebook at: www.textproject.org.

Lehr, F., Osborn, J., & Hiebert, E.H. (2004). *A Focus on Vocabulary*. Honolulu: Pacific Resources for Education and Learning.

Osborn, J., Lehr, F., with Hiebert, E.H. (2003). *A Focus on Fluency*. Honolulu: Pacific Resources for Education and Learning. [Reprinted in *The Utah Special Educator*, 24 (5), 18-20 & 24 (6), 16-17]

Hiebert, E.H., Pearson, P.D., Taylor, B.M., Richardson, V., & Paris, S.G. (1998). *Every child a reader: Applying reading research in the classroom*. Ann Arbor, MI: CIERA.

Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign, IL: The Center for the Study of Reading, National Institute of Education, National Academy of Education.

Chapters in Books

Hiebert, E.H., & Van Sluys, K. (in press). Standard 10 of the Common Core State Standards: Examining three assumptions about text complexity. To appear in K. Goodman, R. C. Calfee, & Y. Goodman (Eds.), *Whose Research Counts as Evidence?*

Pearson, P.D., & Hiebert, E.H. (in press). Understanding the Common Core State Standards. In L. Morrow, T. Shanahan, & K. K. Wixson (Eds.), *Teaching with the Common Core Standards for English Language Arts: What Educators Need to Know* (Book 1: Grades PreK-2; Book 2: Grades 3-5). New York, NY: Guilford Press.

Hiebert, E.H. (2012). Curious George and Rosetta Stone: The Role of Texts in Supporting Automaticity in Beginning Reading. In T. Rasinski, C.L.Z. Blachowicz, & K. Lems (Eds.), *Teaching Reading Fluency: Meeting the Needs of All Readers*. (Vol. 2). (pp.289-309) New York: Guilford Press.

Pearson, P.D., Hiebert, E.H., & Kamil, M. (2012). Vocabulary Assessment: Making Do with What We Have while We Create the Tools We Need. In J. Baumann and E. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice (2nd Ed.)*. (pp.231-255) New York, NY: Guilford Press.

Hiebert, E.H., & Cervetti, G.N. (2012). What Differences in Narrative and Informational Texts Mean for the Learning and Instruction of Vocabulary. In J. Baumann and E. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice (2nd Ed.)*. (pp.322-344). New York, NY: Guilford Press.

Hiebert, E.H. (2012). What's important to know about words of written language. In M. Hougen & S. Smartt (Eds.), *Fundamentals of Literacy Instruction and Assessment, Pre-K-6*. (pp.138-149). Baltimore, MD: Paul Brookes Publishing.

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Brenner, D., & Hiebert, E.H. (2010). The Impact of Professional Development on Students' Opportunity to Read. In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Nagy, W.E., Hiebert, E.H., (2010). Toward a theory of word selection. In M.L. Kamil, P.D. Pearson, E.B. Moje, & P.P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. 4; pp. 388-404). NY: Longman.

Menon, S., & Hiebert, E.H., (Aug, 2010). Instructional texts and the fluency of learning disabled readers. In R. Allington & A. McGill-Franzen (Eds.), *Handbook of Reading Disability Research*, NY: Longman/Taylor & Francis.

Hiebert, E.H., & Bravo, M., (2010). Morphological knowledge and learning to read in English. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *International Handbook of English, Language and Literacy Teaching* (pp. 87-97). Oxford, UK: Routledge.

Hiebert, E.H. (2010). Understanding the word-level features of texts for students who depend on schools to become literate. In M.G. McKeown and L. Kucan (Eds.) *Bringing Reading Research to Life*, (pp. 207-231). The Guilford Press: New York, NY

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Brenner, D., Hiebert, E.H., & Tompkins, R., (2009). How much and what are third graders reading? E.H. Hiebert (Ed.), *Reading more, reading better (1180140)*. NY: Guilford.

Hiebert, E.H., & Lubliner, S. (2008). The nature, learning, and instruction of general academic vocabulary. In S.J. Samuels & A. Farstrup (Eds.), *What research has to say about vocabulary* (pp. 106-129). Newark, DE: International Reading Association.

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Hiebert, E.H., & Mesmer, H. (2005). Perspectives on the difficulty of beginning reading texts. In S. Neuman & D. Dickinson (Eds.), *Handbook of Research on Early Literacy* (Vol. 2, pp. 935-967). New York: Guilford Press.

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Hiebert, E.H. (2002). Standards, assessment, and text difficulty. In A.E. Farstrup & S.J. Samuels (Eds.). *What research has to say about reading instruction* (3rd Ed., pp. 337-369) Newark, DE: International Reading Association.

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Hiebert, E.H., & Martin, L.A. (2001). The texts of beginning reading instruction. In S. Neuman & D. Dickinson (Eds.), *Handbook of Research on Early Literacy* (pp. 361-376). New York: Guilford Press.

[Reprinted in: Ruddell, R. & Unrau, N. (Eds.) (2004). *Theoretical models and processes of reading* (5th Ed.). Newark, DE: International Reading Association.]

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Fisher, C.W., & Hiebert, E.H. (1999). The contexts of literacy instruction: Current practices and potential for learning. In R. Stevens (Ed.), *Teaching in American schools* (pp. 195-220). Columbus, OH: Merrill Education.

Hiebert, E.H. (1999). Text matters in learning to read. In N.D. Padak et al. (Eds.), *Distinguished educators on reading* (pp. 453-472). Newark, DE: IRA.

Hiebert, E.H. (1998). Selecting texts for beginning reading instruction. In T.E. Raphael & K.H. Au (Eds.), *Literature-based instruction: Reshaping the curriculum* (pp. 195-218). Newton, MA: Christopher-Gordon.

Hiebert, E.H. (1997). The assessment of learning in literature-based classrooms. In S.I., McMahon & T.E. Raphael with V.J. Goatley & L.S. Pardo (Eds.), *The book club project: Exploring literature-based literacy instruction*. New York: Teachers College Press.

Hiebert, E. H. (1996). Creating and sustaining a love of literature...and the ability to read it. In M. Graves, B.M. Taylor, & P. van den Broek (Eds.), *The first R* (pp. 15-36). New York: Teachers College Press.

Hiebert, E.H., & Raphael, T.E. (1996). Psychological perspectives on literacy and extensions to educational practice. In D.C. Berliner & R.C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 550-602). New York: Macmillan.

Hiebert, E.H. (1995). Multiple literacy contexts in classrooms: Frameworks, functions, and forecasts. In M. Radencich & L. McKay (Eds.), *Flexible grouping in the elementary grades* (pp. 149-170). Boston: Allyn & Bacon.

Scott, J.A., Hiebert, E.H., & Anderson, R.C. (1994). Research as we approach the millennium: Beyond *Becoming a Nation of Readers*. In F. Lehr & J. Osborn (Eds.), *Reading, language, and literacy: Instruction for the 21st century* (pp. 253-282). Hillsdale, NJ: Lawrence Erlbaum. [A form of this chapter appears as: Scott, J.A., Hiebert, E.H., & Anderson, R.C. (1988). *From present to future: Beyond Becoming a Nation of Readers* (Technical Report #443). Champaign-Urbana, IL: Center for the Study of Reading.]

Borko, H., Davinroy, K.H., Flory, M.D., & Hiebert, E.H. (1994). Teachers' knowledge and beliefs about summary as a component of reading. In R. Garner & P. Alexander (Eds.), *Beliefs about text and instruction with text* (pp. 155-182). Hillsdale, NJ: Lawrence Erlbaum.

Hiebert, E.H. (1994). Literacy in preschool programs. In A. Purves et al. (Eds.), *Encyclopedia of English Studies Language Arts* (pp. 754-756). New York: NCTE & Scholastic.

Hiebert, E.H. (1994). Invented spelling. In A. Purves et al. (Eds.), *Encyclopedia of English Studies Language Arts* (pp.666-668). New York: NCTE & Scholastic, Inc.

Hiebert, E.H. (1994). Becoming literate through authentic tasks: Evidence and adaptations. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th Ed., pp. 391-413). Newark, DE: IRA.

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Valencia, S.W., Hiebert, E.H., & Afflerbach, P. (1994). Realizing the possibilities of authentic assessment: Current trends and future issues. In S.W. Valencia, E.H. Hiebert, & P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp.286-300). Newark, DE: IRA.

Hiebert, E.H. (1993). Early literacy experiences at home and school. In S.R. Yussen & M.C. Smith (Eds.). *Reading across the lifespan* (pp.33-56). New York: Springer-Verlag.

Hiebert, E.H. (1993). Lessons from a Chapter 1 project. In I.C. Rotberg (Ed.), *Federal policy options for improving the education of low-income students* (pp. 48-53). Santa Monica, CA: Rand.

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SERVICE

Presentations of papers at professional meetings (peer-reviewed):

Society for the Scientific Study of Reading (2004, 2006, 2010, 211)

American Educational Research Association: 46 presentations from 1980-2011)

International Reading Association: 40 presentations from 1984-2011
National Reading Conferences: 57 presentations from 1981-2011
Society for Research in Child Development (1983)
College Reading Association (1983, 1981)
American Psychological Association (1979, 1994)
Chicago Linguistic Society (1978)

Invited presentations at conferences:

Focus on Fluency Forum, U.S. Department of Education Regional Laboratory System, San Francisco, Nov. 6-7, 2002
University of Minnesota, Inaugural Conference for Guy L. Bond Chair (1994)
CRESST Annual conference, UCLA (1992)
International Reading Association: Keynote address, Research Awards (1991)
Conference on Reading Research (1997, 1998, 1999, 1992, 1985, 1984)
Conference on Literacy for a Diverse Society, University of Colorado (1989)
American Association of Publishers (1989, 1985)
ETS Invitational Conference on Assessment (1987)
Conference on Discourse Processing, University of Wisconsin (1980)

University Colloquia

Jeanne Chall Lecture in Reading, Harvard University, February 2010
University of Georgia, October 2002
University of Nevada-Reno, September 2000
University of Virginia, April 1994
University of Maryland, April 1994
University of Illinois, February 1991;
Ohio State University, October 1989
Brigham Young University, July 1988
University of Wisconsin, June 1986
University of California, Davis, March 1986
Michigan State University, November 1985
University of Georgia, May 1985
Indiana State University, April 1985

Editorial Capacities:

Membership on Editorial Board:
Review of Educational Research, (1987-1990)
Reading Research Quarterly, (1984-1989, 1990-1992)
Elementary School Journal (1982-1985, 1987-1994)
Reading Teacher, (1988-1992)
Journal of Reading Behavior/Journal of Literacy Research (1989-92, 1995-96, 1997-2002)
Language Arts (1998-2001)
Editor, Research Directions, Language Arts (1990-1992)
Guest Editor, The Elementary School Journal, Nov. 1988 issue
Editorial Board, Journal of Research in Reading (2000-present)

Guest Reviewer (1991-2003): American Educational Research Journal;
Journal of Educational Psychology; Research in the Teaching of English;
Educational Researcher; Educational Leadership; Journal of Research in
Childhood Education, Learning Disabilities: Research and Practice

Membership in Professional Organizations

American Educational Research Association
International Reading Association
National Reading Conference
Society for Scientific Study of Reading

Contributions to Professional Organizations

American Educational Research Association:

Reviewer of program proposals, Division C & SIG-Reading (1983-1990)
Program Chair, Division C-Section 1 (1990); Division C (1994)
Consulting Editor, Review of Research in Education, Vol. 20

National Reading Conference:

Board of Directors (1999-2001)
Reviewer of program and yearbook proposals (1984-1986)
Publications Committee (1989-1992)
Field Council (1993-1994)

International Reading Association:

Assessment committee, Chair (1993-1994), Member (1991-1993)
New Standards committee, Chair (1992-1994)
Studies and Research Program Development committee (1986-1989, 1995-2000)
Early Childhood and Literacy Development committee (1984-1986) (1989-1991)
Albert J. Harris Award subcommittee (1982-1984)
Reviewer for program (1986-1991)

Consultancies & Advisories

National Initiative on Reading and Writing, US DoE, Expert Panel (1995-96)

National Assessment for Educational Progress Reading--1992

Framework Consensus Project (1989-90)

Item Development Panel (1990-91)

New Standards Project, Advisory Board for Reading (1991-96)

Review Board of **Teacher Assessment Project in Literacy**, Carnegie
Foundation/Stanford University (1988-89)

Membership in Professional Organizations

American Educational Research Association
International Reading Association
Literacy Research Association
Society for Scientific Study of Reading

CURRICULUM & STAFF DEVELOPMENT

Educational Programs

- Publisher & Creator, *Talking Points for Kids*, TextProject.org
- Publisher & Creator, *SummerReads* (Grades 3-5), TextProject.org
- Chief Academic Advisor, *ZipZoom*, Scholastic, Inc. (2005-present)
- Academic Advisor, Student Libraries, *System 44*, Scholastic, Inc. (2008)
- Consultant, Text model and design of Seeds of Science/Roots of Reading, Lawrence Hall of Science/University of California, Berkeley (2005-08)
- Author, *QuickReads*, Pearson Learning Group (2002-present)
- Author, Modern Curriculum Press's *Ready Readers* Program (1996-present)
- Author, Silver Burdett Ginn Language Arts Program (1987-97) & Silver Burdett Ginn Reading Program (1985-97)

Consultancies: State and Local Educational Agencies

State Departments of Education: Arkansas (Reading Excellence Act, 2001-02); Iowa (Reading Excellence Act, 1999-2001); Michigan (MELAF, 1995-97); Hawaii (1991); Maryland (1987); Connecticut (1986-87; 2002-03); Arkansas (1986-87); Illinois (1986); Indiana (1986); California: *English/Language Arts Framework* (1985); Technical Advisory Panel, Chapter 1 Assessment (1991-94)

Presentations in States, School Districts, and Schools

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin) and international (Bangkok, Hong Kong)