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University Scholar, University of Illinois

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**DEPARTMENT OF CURRICULUM & INSTRUCTION**  
**UNIVERSITY OF ILLINOIS AT CHICAGO**  
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**Educational History**

- 1970      Bachelors of Science, Michigan State University, Cum Laude, Elementary Education/Social Science, East Lansing, Michigan (Honors College)
- 1977      Masters of Education, Reading, University of North Carolina at Greensboro
- 1977-78    Doctoral Student, University of Minnesota, Minneapolis, MN
- 1981      Ph.D., University of Illinois at Urbana-Champaign, Elementary Education

**Employment History**

- 2006-present    SchoolRise LLC, President
- 2002-present    University of Illinois at Chicago, Professor, Curriculum & Instruction; Director, Partnership READ (2003-2011)
- 1997-2001      Oakland University, Professor, Department of Reading and Language Arts, Rochester, Michigan
- 1982-1997      Michigan State University, Professor, Teacher Education/ Educational Psychology, East Lansing, MI
- 1980-1982      University of Utah, Assistant Professor, Educational Studies/Educational Psychology, Salt Lake City, UT
- 1979-1980      University of Illinois at Urbana-Champaign, Research Assistant, Center for the Study of Reading
- 1977-1978      University of Minnesota, Teaching Assistant to Dr. Jay Samuels; Research Assistant to Dr. P. David Pearson
- 1971-1977      Winston Salem/Forsyth County Schools, North Carolina, Classroom Teacher (Grades 4 and 5); Reading/Math Clinic (Summers)
- 1970-1971      Homewood, IL Public Schools, Classroom Teacher: Grade 4
- 1970              Lansing, MI Public Schools, Substitute Teacher, Grades K-6

## HONORS

Distinguished Alumni Award, University of North Carolina at Greensboro (September, 2011)  
National Reading Conference Oscar Causey Award for Lifetime Contributions to Literacy Research (December, 2008).  
Distinguished Alumni Award, University of Illinois at Urbana-Champaign, (April, 2007)  
*Best Practices Award for Effective Partnerships*, February 2006, American Association of Colleges of Teacher Education.  
*Reading Hall of Fame*, International Reading Association, 2002  
*Oakland University Research Excellence Award*, (awarded September, 2000)  
*Outstanding Teacher Educator in Reading*, awarded by the International Reading Association, May 1996  
*Fellow*, National Council of Research in Language and Literacy, granted Fall 1996.  
Graduate Students' Faculty Recognition Award, Department of Teacher Education, College of Education, Michigan State University, September, 1995  
*Research Award*, Michigan Reading Association, March 1988  
*Teacher/Scholar Award*, Michigan State University, February 1987  
*Outstanding Dissertation Award Finalist*, International Reading Association, May 1981: The effect of metacognitive awareness training on children's question-answering behavior.

## RESEARCH ACTIVITY AND LIST OF PUBLICATIONS

### *Books*

Brock, C.H., Goatley, V.J., Raphael, T.E., Trost-Shahata, E., Weber, K. (2014). *Engaging Students in Disciplinary Literacy, K-6: Reading, Writing, and Teaching Tools for the Classroom*. NY: Teachers College Press.

Raphael, T. E., & Hiebert, E. H. (2013/1996). *Creating an integrated approach to literacy instruction*. Ft. Worth, TX: Harcourt Brace [2013 version - <http://www.textproject.org/library/books/creating-an-integrated-approach-to-literacy-instruction/>]

Strode, E., Raphael, T. E., Au, K. H., & Corsi, K. (2013). *QAR Read-Aloud Program for Early Primary Grades*. E-book, Book Baby.

Hiebert, E. H., & Raphael, T. E. (2013/1998). *Early literacy instruction*. Ft. Worth, TX: Harcourt Brace [2013 version - <http://textproject.org/library/books/early-literacy-instruction/>]

Scheu, J. A., Au, K. H., & Raphael, T. E. (2012). *QAR COMPREHENSION LESSONS - GRADES 2-3: 16 Ready-to-Go Lessons With Companion Passages That Teach Key Reading Strategies Using the Question Answer Relationships Framework*. New York: Scholastic

Pardo, L. S., Raphael, T. E., & Au, K. H. (2012). *QAR COMPREHENSION LESSONS - GRADES 4-5: 16 Ready-to-Go Lessons With Companion Passages That Teach Key Reading Strategies Using the Question Answer Relationships Framework*. New York: Scholastic

Carroll, J. H., Raphael, T. E., & Au, K. H. (2012). *QAR COMPREHENSION LESSONS - GRADES 6-8: 16 Ready-to-Go Lessons With Companion Passages That Teach Key Reading Strategies Using the Question Answer Relationships Framework*. New York: Scholastic

Raphael, T. E., Highfield, K. H., & Au, K. H. (2006). *QAR Now: Question Answer Relationships*. New York: Scholastic.

Brock, C. H., & Raphael, T. E. (2005). *Windows into language, literacy, and culture: Insights from an English language learner*. Newark, DE: International Reading Association.

Raphael, T. E., Florio-Ruane, S., George, M., Highfield, K., & Hasty, N. (2004). *Book Club Plus: A literacy framework for primary grades*. Littleton, MA: Small Planet Communications, Inc.

Florio-Ruane, S. & Raphael, T. E. (2002). *Teaching every child to read: Professional development guide*. University of Michigan Ann Arbor: Center for the Improvement of Early Reading Achievement.

Raphael, T. E., Pardo, L. S., & Highfield, K. (2002). *Book Club: A literature-based curriculum*. Littleton, MA: Small Planet Communications, Inc. (2<sup>nd</sup> Edition) ([1<sup>st</sup> edition Raphael, Pardo, Highfield, & McMahon, 1997])

Raphael, T. E., Kehus, M., & Damphousse, K. (2001). *Book Club for middle school*. Lawrence, MA: Small Planet Communications, Inc.

Hammond, W. D., & Raphael, T. E. (1999). *Literacy instruction for the millennium*. Joint publication of the Center for the Improvement of Early Reading Achievement (Ann Arbor: University of Michigan) and the Michigan Reading Association (Grand Rapids).

Raphael, T. E., & Au, Kathryn H. (Eds.) (1998). *Literature-based instruction: Reshaping the curriculum*. Newton, MA: Christopher Gordon Publications.

McMahon, S. I. & Raphael, T. E., with V. J. Goatley & L. S. Pardo (1997). *The Book Club connection: Literacy learning and classroom talk*. NY: Teachers College Press.

Raphael, T. E. (Ed.) (1986). *Contexts of school based literacy*. NY: Random House.

#### *Refereed Articles*

Au, K.H. & Raphael, T.E. (2011). En route vers le succès : le changement sur la base de critères de réussites. *Caractères* 39, 25-40.[Title translation: On the road to success through standards based change]

Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grade and content levels. *The Reading Teacher*. 59(3), 206-221.

Florio-Ruane, S., & Raphael, T. E. (2005). Reconsidering our research: Collaboration, complexity, design, and the problem of “scaling up what works.” *National Reading Conference Yearbook*, 54.

Brock, C. H. & Raphael, T. E. (2003). Guiding three middle school students in learning written academic discourse. *The Elementary School Journal*, 103(5), pp. 481-502.

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Taylor, B. M., Anderson, R. C., Au, K. H., & Raphael, T. E. (2000). Discretion in the translation of research to policy: A case from beginning reading. *Educational Researcher*, 29, 16-26.

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The Book Club *Plus* Network (1999). What counts as teacher research?: An essay. *Language Arts*, 77(1), 48-52. (Also online@CIERA 00-05)

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Raphael, T. E., & Brock, C. H. (1997). Instructional research in literacy: Changing paradigms. [Research Review Plenary Address]. In C. Kinzer, D. Leu, & K. Hinchman (Eds.), *Inquiries in literacy theory and practice* (pp. 13-36). Chicago, IL: National Reading Conference.

Florio-Ruane, S.; Raphael, T. E., Glazier, J., McVee, M., & Wallace, S. (1997). Reading, writing, and talk about autobiography: The education of literacy teachers. In C. Kinzer, D. Leu, & K. Hinchman (Eds.), *Inquiries in literacy theory and practice* (pp. 452-464). Chicago, IL: National Reading Conference.

Gavelek, J. R., & Raphael, T. E. (1996). Changing talk about text: New roles for teachers and students. *Language Arts*, 73(3), 24-34.

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Raphael, T. E., & McMahon (1994). 'Book Club': An Alternative Framework for Reading Instruction. *The Reading Teacher*, 48(2), 102-116.

Englert, C. S., Raphael, T. E., & Mariage, T. V. (1994). Developing a school-based discourse for literacy learning: A principled search for understanding. *Learning Disability Quarterly*, 17(1), 2-32.

Raphael, T. E., Goatley, V. J., Woodman, D. A., McMahon, S. I. (1994). Collaboration on the Book Club Project: The multiple roles of researchers, teachers, and students. *Reading Horizons*, 34(5), 381-405.

Goatley, V. J., Highfield, K. A., Bentley, J., Folkert, J., Scherer, P., Raphael, T. E., & Grattan, K. (1994). Empowering teachers to be researchers: A collaborative approach. *Teacher Research: A Journal of Classroom Inquiry*, 1(2), 128-144.

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Pardo, L., & Raphael, T. E. (1991). Classroom organization for content area instruction. *The Reading Teacher*, 44, 556-565.

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Englert, C. S., Raphael, T. E., Anderson, L. M., Gregg, S. L., & Anthony, H. M., (1989). Exposition: Reading, writing, and the metacognitive knowledge of learning disabled students. *Learning Disabilities Research*, 5(1), 5-24.

Raphael, T. E., Englert, C. S., & Kirschner, B. W. (1989). Students' metacognitive knowledge about writing. *Research in the Teaching of English*, 23(4), 343-379.

Raphael, T. E., Kirschner, B. W., Englert, C. S., (1988). The expository writing program: Making connections between reading and writing. *The Reading Teacher*, 41, 790-795.

Englert, C. S., Raphael, T. E., Fear, K. L., Anderson, L. M. (1988). Students' metacognitive knowledge about writing informational texts. *Learning Disabilities Quarterly*, 11, 18-46.

Englert, C. S., Raphael, T. E., Anderson, L. A., Anthony, H. M., Fear, K., & Gregg, S. L. (1988). Establishing a case for writing intervention: The what and why of expository writing. *Learning Disabilities Focus*, 3(2), 98-113. (Also IRT Occasional Paper No. 111).

Englert, C. S. & Raphael, T. E. (1988). Constructing well-formed prose: Process, structure, and metacognition in the instruction of expository writing. *Exceptional Children*, 54, 513-520.

Fear, K. L., Anderson, L. M., Englert, C. S., & Raphael, T. E. (1987). The relationship between teachers' beliefs and instruction and students' conceptions about the writing process. In J. E. Readence & R. S. Baldwin (Eds.), *Research in literacy: Merging perspectives* (pp. 255-263). Rochester NY: National Reading Conference.

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Schwartz, R. M., & Raphael, T. E. (1985). Concept of definition: A key to improving students' vocabulary. *The Reading Teacher*, 39(2), 198-205.

Schwartz, R. M. & Raphael, T. E. (1985). Instruction in the concept of definition as a basis for vocabulary acquisition. In J. A. Niles and R. V. Lalik (Eds.). *Issues in Literacy: A Research Perspective*. Rochester, NY: National Reading Conference.

Raphael, T. E. & Wonnacott, C. A. (1985). Heightening 4th grade students' sensitivity to sources of information for answering comprehension questions. *Reading Research Quarterly*, 20(3), 282-296.

Raphael, T. E. & Pearson, P. D. (1985). Increasing students' awareness of sources of information for answering questions. *American Educational Research Journal*, 22, 217-236.

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Raphael, T. E. (1984). Teaching learners about sources of information for answering comprehension questions. *Journal of Reading*, 27, 303-311.

Raphael, T. E., & Gavelek, J. R. (1984). Successful reading instruction: Orchestrating the learning environment. *Michigan Reading Journal*, 17, 17-21. (reprinted in the Greater Washington Reading Journal, Volume 10, 1985, p. 6-9).

Raphael, T. E., & McKinney, J. (1983). An examination of 5th and 8th grade children's question answering behavior: An instructional study in metacognition. *Journal of Reading Behavior*, 15, 67-86.

Raphael, T. E. (1982). Teaching children question-answering strategies. *The Reading Teacher*, 36, 186-191.

Gavelek, J. R., & Raphael, T. E. (1982). Instructing metacognitive awareness of question-answer relationships: Implications for the learning disabled. *Topics in Learning and Learning Disabilities*, 2, 69-77.

Raphael, T. E., Myers, A. C., Tirre, W. C., Freebody, P., & Fritz, M. (1981). The effect of variables known to affect reading comprehension on measures of metacomprehension. *Journal of Reading Behavior*, 13, 325-334.

Raphael, T. E., & Tierney, R. J. (1981). The effect of topic familiarity and discourse force on children's recall of expository text passages. In M. L. Kamil & A. J. Moe (Eds.), *Directions in Reading: Research and Instruction* (pp. 44-50). Washington, D. C.: National Reading Conference.

Pearson, P. D., Raphael, T. E., TePaske, N., & Hyser, C. (1981). The function of metaphor in children's recall of expository text passages. *Journal of Reading Behavior*, 13, 249-262. (Also, Technical Report 131 from Center for the Study of Reading).

Raphael, T. E., Winograd, P., & Pearson, P. D. (1980). Strategies children use when answering questions. In M. L. Kamil & A. J. Moe (Eds.), *Perspectives on reading research and instruction* (pp. 56-63). Washington, D. C.: National Reading Conference.

Raphael, T. E., & Pearson, P. D. (1979). Some reflections on discourse comprehension. In J. L. Vaughan & P. L. Anders (Eds.), *Research on Reading in Secondary Schools*, Fourth Monograph. Tucson, Arizona: University of Arizona.

#### *Book Chapters and Invited Articles*

Griffo, Vicki B., Madda, C. L., Pearson, P. D., & Raphael, T. E. (in press). Current issues and best practices in literacy instruction. In V. Morrow & L. Gambrell's *Best practices in literacy instruction*. NY: Guilford Press.

Au, Kathryn H., & Raphael, Taffy E. (2014). The staircase curriculum: Whole-school collaboration to improve literacy achievement. In Kenneth S. Goodman, Robert C. Calfee & Yetta M. Goodman (Eds.), *Whose knowledge counts in government literacy policies?* New York: Routledge, Taylor & Francis Group.

Raphael, T. E., Au, K. A., & Popp, J. (2013). Transformative practices for literacy teaching and learning: A complicated agenda for literacy researchers. *Annual Yearbook of the Association of Literacy Educators and*

*Researchers.*

Raphael, T. E., Vasquez, J. M., Fortune, A. J., Gavelek, J. R., & Au, K. H. (2014). Sociocultural approaches to professional development: Supporting sustainable school change. In L. E. Martin, S. Kragler, D. J. Quatroche, & K. L. Bauserman (Eds.), *The handbook of professional development: Successful models and practices, Pre-K-12* (pp. 145–173). New York: Guilford

Au, K. A., Strode, E. V., Vasquez, J. M., & Raphael, T. E. (2013). Improving literacy achievement in elementary schools: The standards-based change process and the common core. In S. B. Wepner, D. S. Strickland & D. J. Quatroche (Eds.), *The administration and supervision of reading programs* (5th ed.). New York: Teachers College Press.

Raphael, T. E., & Au, K. A. (2012). School journeys in a multi-year, whole-school literacy change process. In A. Kelly, B. Dwyer, G. Mehigan & G. Watson (Eds.), *Creating multiple pathways to powerful literacy in challenging times* (pp. 17-33). Dublin, Ireland: Reading Association of Ireland.

Weber, C. M. & Raphael, T. E. (2013). Constructing a Collective Identity: Professional Development for 21<sup>st</sup> Century Pedagogy. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International Handbook of Research in Children's Literacy, Learning and Culture* (pp.469-484). London and New York: Wiley-Blackwell.

Raphael, T. E. (2012). Tackling the testing-teaching dilemma. In L. Pardo & S. Florio-Ruane, *Standing for Literacy: Teaching in the Context of Change*. Cresskill, NJ: Hampton Press.

Au, K. A., & Raphael, T. E. (2011). The staircase curriculum: Whole-school collaboration to improve literacy achievement. *The NERA Journal*, 46(2), 1-8.

Raphael, T. E., & Au, Kathryn H. (2011). Accessible comprehension instruction through Question–Answer Relationships In J. Paratore & R.L. McCormack (Eds.), *After Early Intervention: Then What?* (2<sup>nd</sup> Ed.) pp. 115-136. Newark, DE: International Reading Association.

Brock, C. H., & Raphael, T. E. (2011). Repositioning our understanding of Deng's literacy learning opportunities. In M. B. McVee, C. H. Brock, & J. A. Glazier (Eds.), *Sociocultural positioning in literacy: Exploring culture, discourse, narrative, & power in diverse educational contexts* (pp. 223-242). Cresskill, NJ: Hampton Press.

Madda, C. L., Benson, V. G., Pearson, P. D., & Raphael, T. E. (2010). Balance in the Literacy Curriculum: Evolving Conceptions. In L. M. Morrow & L. B. Gambrell (Eds.), *Best Practices in Literacy Instruction* (4th ed.) (37-63). New York: Guilford Press.

Raphael, T. E., & Goldman, S. R. (2010). Thinking together: School-university partnerships. In C. Lassonde & S. Israel (Eds.), *Teacher Collaboration for Professional Learning: Facilitating Study, Research, and Inquiry Communities* (pp. 111 – 114). San Francisco, CA: Jossey-Bass.

Raphael, T. E. (2010). Defying gravity: Literacy reform in urban schools. *National Reading Conference Yearbook*. 59, 22-42. Translated into: Raphael, T. E. (2011). La réforme en littéracie dans les écoles de milieu urbain: un défi à la pesanteur [on line] *Lettrure 1*, 2-22. ABLF ASBL. Available on [www.ablf.be/lettrure/](http://www.ablf.be/lettrure/)

Taylor, B. M., Raphael, T. E., & Au, K. H. (2011). School reform in reading. In P. D. Pearson, M. Kamil, P. Afflerbach, & E. Dutrow (Eds.), *Handbook of Reading Research* (pp.594-628). New York: Routledge/ Taylor Frances Group.

Au, K. H., & Raphael, T. E. (2010). Using workshop approaches to support the literacy development of English language learners. In G. Li & P. Edwards (Eds.), *Best Practices in ELL Instruction* (pp.207-221). New York: Guilford.

Raphael, T. E., Au, K. H., & Goldman, S. R. (2009). Whole school instructional improvement through the Standards-Based Change Process: A developmental model. In J. Hoffman & Y. Goodman (Eds.), *Changing literacies for changing times* (pp. 198-229). New York: Routledge/ Taylor Frances Group.

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Pearson, P. D., Raphael, T. E., Benson, V. L., & Madda, C. L. (2007). Balance in the Literacy Curriculum: Then and Now. In L. B. Gambrell & L. M. Morrow (Eds.), *Best Practices in Literacy Instruction* (3rd ed.) (37-63). New York: Guilford Press.

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#### *Book Reviews/Forewords*

#### **Reviews**

Sullivan, M. P., Popp, J. S., and Raphael, T. E. (2011). Book review of *Interdisciplinary Perspectives on Learning to Read: Culture, Cognition and Pedagogy*, edited by K. Hall, U. Goswami, C. Harrison, S. Ellis and J. Soler. *Literacy*, 45(2), p. 98.

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Raphael, T. E. (1983). Review of: J. A. Langer & T. Smith-Burke's "Reader meets author: Bridging the gap," Published by International Reading Association. *Reading Psychology*, 4, 114-117.

#### **Forewords**

In M. Y. Lipson (2007). *Teaching reading: Beyond the primary grades*. New York: Scholastic

In C. A. Lasonde & S. E. Israel (2008). *Teachers taking action: A comprehensive guide to teacher research*. Newark: DE: International Reading Association.

#### **Technical and Research Reports**

***Center for the Improvement of Early Reading Achievement (CIERA)***  
**University of Michigan-Ann Arbor/Michigan State University/University of**  
**Virginia/University of Minnesota/University of Southern California**

Raphael, T. E., Florio-Ruane, S., & George, M. (August 31, 2001). Book Club Plus: A conceptual frameworkwork to organize literacy instruction. (CIERA Report 3-015). Center for the Improvement of Early Reading Achievement, University of Michigan.

Florio-Ruane, S., Raphael, T. E., with Glazier, J., McVee, M., Shellhorn, B., & Wallace, S. (1999). *Culture, autobiography, and the education of literacy teachers* (CIERA Report No. 3-003). Center for the Improvement of Early Reading Achievement, University of Michigan.

Gavelek, J. R., Raphael, T. E., Biondo, S. M., & Wang, D. (1999). *Integrated literacy instruction: A review of the literature* (CIERA Report No. 2-001). Center for the Improvement of Early Reading Achievement, University of Michigan. [Prepublication version of the chapter in the Handbook of Reading Research, Vol. 3]

***Institute for Research on Teaching***  
***Center for the Teaching and Learning of School Subjects***  
**Michigan State University: East Lansing**

Raphael, T. E. (April, 1984). *Developmental aspects of teaching children about question answer relationships*, Research Series No. 137.

Raphael, T. E., Englert, C. W., & Kirschner, B. W., (1986). *The impact of text structure instruction and social context on students' comprehension and production of expository text*, Institute for Research on Teaching Research Series, No. 177.

Raphael, T. E., Kirschner, B. W., & Englert, C. S. (1986). *Text structure instruction within process-writing classrooms: A manual for instruction*, Occasional Paper No. 104.

Raphael, T. E., Goatley, V. J., McMahon, S. I., & Woodman, D. A. (August, 1991). *Teaching literacy through student book clubs: A first-year teacher's experience*. Michigan State University: Elementary Subject Center Research Series Report #41.

Raphael, T. E., McMahon, S. I., Goatley, V. J., Bentley, J. L., Boyd, F. B., Pardo, L. S., & Woodman, D. A. (September, 1991). *Reading Instruction Reconsidered: Literature and discussion in the reading program*. Center for the Learning and Teaching of Elementary Subjects, Michigan State University, Research Series #47. [NOTE: Shorter version of this report appeared in Language Arts, January, 1992.]

Raphael, T. E., & Boyd, F. B. (September, 1991). *Synthesizing information from multiple sources: A descriptive study of elementary students' perceptions and performance of discourse synthesis*. Center for the Learning and Teaching of Elementary Subjects, Michigan State University, Research Series #45.

Goatley, V. J., & Raphael, T. E. (November, 1992). *Moving Literature-based instruction into the special education setting: A book club with nontraditional learners*. Elementary Subjects Center Series No. 65, Michigan State University. [NOTE: Shorter version of this report appeared in 41st NRC Yearbook, 1992]

***Center for the Study of Reading***  
**University of Illinois: Champaign**

Raphael, T. E., & Pearson, P. D. (March, 1982). *Metacognitive training in question-answering strategies*, Report No. 238.



Raphael, T. E. (March, 1982). *Question-answer relationships: An instructional program*, Reading Educator Report No. 35.

Raphael, T. E., Wonnacott, C. A., & Pearson, P. D. (July, 1983). *Metacognitive training in question answer relationships: Implementations in a 4th grade developmental reading program*, Report No. 284.

## **RESEARCH ACTIVITY: GRANTS**

### *Apple Education Foundation*

*Question-answer relationships: Teaching children question-answering strategies with the microcomputer* (\$12,820.00 [equipment] June, 1982) (with James R. Gavelek)

### *Michigan State University, All-University Grant*

- *Locating answers in space and time: Teaching question answering strategies with the microcomputer* (\$1,050.00 July, 1983)
- *Teaching expository writing in process oriented classrooms.* (\$1,600.00 July, 1985, with Carol Sue Englert)
- *Teaching editing skills through Cognitive Strategy Instruction in Writing: Relationships between teacher and student dialogues.* (\$875.00 July, 1987)
- *The role of "Book Club" on elementary students' voluntary reading.* (\$900.00 September, 1989)
- *The Role of a University Masters Degree Program in the Development of Teacher Research.* (\$1060.00, October, 1993).
- *Alternative Paths to Evaluation and Assessment* (\$980.00)

### *United States Department of Education, Office of Special Education and Rehabilitative Services*

(1) *Teaching cognitive strategies to mildly handicapped students: a classroom intervention study.* (\$300,000 total - approximately--for three years. October 1985-1988, with Carol Sue Englert and Linda Anderson)

(2) *Transforming the learning disabled into self-regulated learners: The construction, implementation, and validation of a sustainable early literacy curriculum.* (\$699,431 over four years - 1990-1994 – with Annemarie Palincsar, Carol Sue Englert, & James R. Gavelek).

### *International Reading Association, Elva Knight Grant*

Teaching expository reading and writing skills: Integrating research in text structures and information sources (\$5,000.00 May, 1984)

### *National Council of Teachers of English Grants-In-Aid*

Reading culture in autobiography: The education of literacy teachers (\$12,500.00 May, 1996 -- with Susan Florio-Ruane)

*Center for the Improvement of Early Reading Achievement, Department of Education* [A consortium of universities, including Michigan State University, University of Michigan, University of Virginia, University of Southern California, and Oakland University]

- Re-engaging low achieving readers and writers: Collaborative research, case study, and professional development (with Susan Florio-Ruane, MSU) [1997-2000]
- Cognitive Flexibility Theory in Teacher Education (with Susan Florio-Ruane, Rand Spiro, and Kathryn Au [2000-2001]

*Chicago Community Trust*

- Partnership READ: Improving Literacy Achievement in Low-Performing Schools. (\$3 million over 2003-2007 years with Susan Goldman and UIC personnel)
- ScaleUp: Scaling the Standards-Based Change Process through Area and School Development (\$500,000.00, 2008-2009; \$380,000.00, 2009-2010)

*Comer Science & Education Foundation*

Implementing a Standards-Based Change Process through Partnership READ. (2004-2005, \$55,000.00)

*Chicago Public Schools*

The Partnership READ Fellows Program: Professional Development in Literacy Linking University and Public Schools (2004-2010: \$800,000.00)

*Spencer Foundation*

- Evidence-centered Teaching in Literacy and the Disciplines (2007-2008: \$50,000.00, with Susan Goldman)
- Evaluating the Literacy Teaching and Learning Effects of the Use of Innovative Handheld Technologies in First Grade Classrooms (2007-2008: \$39,953.00, with William Teale)

*Institute of Education Science (IES)*

Co-Principal Investigator: Reading for Understanding Grant  
Project READi (2010-2015, \$20 million consortium, PI – Dr. Susan Goldman)  
Responsibility: Coordinator, Cross-Disciplinary Teacher Network

**RESEARCH ACTIVITY: PRESENTATIONS***Professional Meetings: National/International (refereed)*

Pearson, P.D., Raphael, T.E., TePaske, N., & Hyser, C. (April, 1979). The function of metaphor in children's recall of expository passages. American Educational Research Association, San Francisco.

Raphael, T.E., Winograd, P., & Pearson, P.D. (November, 1979). Strategies children use in answering questions. National Reading Conference, San Antonio.

Tierney, R.J., LaZansky, J.M, Raphael, T.E., & Mosenthal, J. (November, 1979). Readers, text and texture: An extended examination of the relationship between readers and authors. National Reading Conference, San Antonio.

Sylvester, E., Raphael, T.E., & Pearson, P.D. (November, 1979). Prior knowledge and reading comprehension: Changing states of schemata. National Reading Conference, San Antonio.

Raphael, T.E., Myers, A.C., Freebody, P., Tirre, W.C., & Fritz, M. (April, 1980). Contrasting the effects of some text variables on comprehension and ratings of comprehensibility. American Education Research Association, Boston.

Raphael, T.E., Winograd, P. & Pearson, P.D. (May, 1980). Children's use of strategies in answering post-reading comprehension questions. International Reading Association, St. Louis.

Hansen, J., & Raphael, T.E. (December, 1980). Instructional research in reading: Why? What? How?. National Reading Conference, San Diego.

Raphael, T.E., & Tierney, R.J. (December, 1980). The effect of topic familiarity and discourse force on detection of inconsistent information. National Reading conference, San Diego.

Tierney, R.J., & Raphael, T.E. (April, 1981). Factors controlling the inferences of fifth grade readers: An extended examination of the author-reader relationship during discourse processing. American Education Research Association, Los Angeles.

Raphael, T.E. (April, 1981). The effects of metacognitive training in question-answering strategies on students' ability to answer comprehension questions. American Educational Research Association, Los Angeles.

Raphael, T.E. (May, 1981). Training teachers to instruct in question-answering strategies. International Reading Association, New Orleans.

Raphael, T.E., & Wonnacott, C.A. (December, 1981). Metacognitive training in question-answering strategies: Implementation in a 4th grade developmental reading program. National Reading Conference, Dallas. (ERIC REPRODUCTION DOCUMENT No. 212 999)

Raphael, T.E., & Wonnacott, C.A. (December, 1981). The effect of type of response and type of post test on understanding of and memory for text. National Reading Conference, Dallas. (ERIC REPRODUCTION DOCUMENT No. 212 898)

Gavelek, J.R., & Raphael, T.E. (December, 1981). The relationship between one's feeling of knowing and performance on comprehension questions. National Reading Conference, Dallas.

Raphael, T.E., & McKinney, J. (December, 1982). A developmental examination of children's question-answering behavior: An instructional study in metacognition. National Reading Conference, Clearwater.

Wonnacott, C.A., & Raphael, T.E. (December, 1982). Comprehension monitoring: An investigation of children's question-answering strategies. National Reading Conference, Clearwater.

Raphael, T. E. (April, 1983). Training question answer relationships and the reading comprehension of 2nd, 5th, and 8th grade students. Society for Research in Child Development.

Raphael, T. E., & McKinney, J. (April, 1983). Developmental aspects of training students to use information-locating strategies for responding to comprehension questions. American Educational Research Association, Montreal.

Wonnacott, C. A., & Raphael, T. E. (April, 1983). Question answering: An investigation of comprehension monitoring. American Educational Research Association, Montreal.

Raphael, T. E. (December, 1983). Teacher explanations about sources of information and students' ability to respond to postreading comprehension questions. National Reading Conference, Austin, Texas.

Raphael, T. E., Gavelek, J. R., & Wonnacott, C. A. (April, 1984). Question asking and reading comprehension: The influence of ability and topic familiarity. American Educational Research Association, New Orleans.

Raphael, T. E. (May, 1984). Teacher decision making: New perspectives on basal reader instruction (Paper #1) Concept Development (Paper #2) Knowledge about the reading process and the factors that influence it. Preconvention Institute, International Reading Association, Atlanta.

Schwartz, R. M., & Raphael, T. E. (December, 1984). Instruction in the concept of definition as vocabulary acquisition. Paper presented at the National Reading Conference.

Raphael, T. E., & Kirschner, B. (April, 1985). Improving expository writing ability: Integrating knowledge of information sources and text structures. Paper presented at the American Educational Research Association. (Revised for IRT Research Series No. 161, Summer, 1985)

Raphael, T. E. (May, 1985). Alternatives in reading comprehension instruction and assessment: QAR Revisited. Paper presented at the Preconvention institute, International Reading Association, Chicago.

Raphael, T. E., Kirschner, B. M., & Englert, C. S. (December, 1985). Implementing text structure instruction in process-writing classrooms. Symposium presented at the National Reading Conference, San Diego.

Kirschner, B. M., Raphael, T. E., & Englert, C. S. (April, 1986). Collaborative studies of the writing process: impact on teachers, students, and researchers. Paper presented at the American Educational Research Association, San Francisco.

Raphael, T. E., Englert, C. S., & Kirschner, B. M. (April, 1986). Fifth and sixth grade students' comprehension and production of expository text. Paper presented at the American Educational Research Association, San Francisco.

Raphael, T. E., & Schwartz, R. (April, 1986). Future directions for vocabulary research. Paper presented at the American Educational Research Association, San Francisco.

Fear, K., Anderson, L. M., Englert, C. S., & Raphael, T. E. (December, 1986). The relationship between instruction and elementary and special education students' misconceptions about the writing process. Paper presented at the National Reading Conference; Austin, Texas.

Raphael, T. E., Kirschner, B. M., & Englert, C. S. (December, 1986). Text structure instruction in processing writing classrooms: Individual differences in upper elementary students' response to instruction. Paper presented at the National Reading Conference; Austin Texas.

Gregg, S. L., & Raphael, T. E. (April, 1987). The expository writing and reading performance of regular and special education students in relation to the instructional practices of teachers. Paper presented at the American Educational Research Association, Washington.

Gregg, S. L., & Raphael, T. E. (April, 1987). Expository reading and writing performances of regular and special education students. Council on Exceptional Children, Chicago.

Raphael, T. E., Englert, C. S., & Anderson, L. M. (December, 1987). What is effective instructional talk? A comparison of two writing lessons. Paper presented at the National Reading Conference, St. Petersburg, Florida.

Raphael, T. E., & Englert, C. S., (April, 1988). Process writing instruction and the development of literacy: Using reading-writing relationships to enhance studying. Paper presented at the American Educational Research Association, New Orleans.

Raphael, T. E., & Englert, C. S. (May, 1988). Composing and comprehending expository text. Paper presented at the International Reading Association, Toronto.

Raphael, T. E., & Englert, C. S. (July, 1988). Improving comprehension of expository text through process writing instruction. Paper presented at the World Congress of the International Reading Association, Gold Coast, Australia.

Englert, C. S., Raphael, T. E., Anderson, L. M., Anthony, H. M., Stevens, D. D., & Fear, K. L. (March, 1989). Cognitive strategy instruction in writing: Impact on the reading and writing performance of fourth and fifth grade students. Paper presented at the American Educational Research Association, San Francisco.

Raphael, T. E. (April, 1989). Strategies for success in written composition. Paper presented at the International Reading Association, New Orleans.

Raphael, T. E. (April, 1990). Comments on the Reading Recovery program of Ohio. Discussion of work presented at the American Educational Research Association, Boston.

Raphael, T. E. & McMahon, S. (May, 1990). Assessing composition of informational text. Paper presented at the International Reading Association, Atlanta.

Raphael, T. E. (July, 1990). Assessment in Literacy: Looking at growth in children's strategies and attitudes. Paper presented at the biannual meeting of the World Congress of the International Reading Association, Stockholm, Sweden.

Raphael, T. E. (November, 1990). Changing conceptions of elementary students' oral and written response to text: Developing the concept of "Book Club." Paper presented at the National Reading Conference, Miami.

Raphael, T. E., & Boyd, F. B. (1991, April). Elementary students' discourse synthesis using multiple information sources. American Educational Research Association, Chicago, IL

Raphael, T. E. (December, 1991). Affective and cognitive purposes of response groups: A qualitative analysis of elementary readers' response. Paper presented at the National Reading Conference, Palm Springs.

Tarrant, K., & Raphael, T. E. (December, 1991). Teachers and researchers in collaborative contexts: A developing intersubjectivity. Paper presented at the National Reading Conference, Palm Springs.

Raphael, T. E., & Goatley, V. J. (April, 1992). "What are we 'spozed to talk about?" Student purposes during peer-led discussion groups across content areas. Paper presented at American Educational Research Association, San Francisco, CA.

Raphael, T. E. (1992). Reading and writing in elementary classrooms. Paper presented at American Educational Research Association, San Francisco, CA.

Tarrant, K., Raphael, T. E., & Englert, C. S. (April, 1992) Teachers and researchers in collaborative contexts: A developing intersubjectivity. Paper presented at American Educational Research Association, San Francisco, CA.

Raphael, T. E., & Brock, C. H. (December, 1992). *Mei's Journal into English Language Acquisition and Literacy Development: A Case Study from Third through Fifth Grades*. National Reading Conference, San Antonio, Texas.

Raphael, T. E., McMahon, S. I., Goatley, V. J., & Pardo, L. S. (December, 1992). *Book Club: Introducing students to discourse about text*. National Reading Conference, San Antonio, Texas.

Raphael, T. E.; Boyd, Fenice B.; Rittenhouse, P. (April, 1993). *Reading logs in the book club program: Using writing to support understanding and interpretation of text*. American Educational Research Association, Atlanta, GA.

McMahon, S. I., Pardo, L. S., & Raphael, T. E. (April, 1993). *Student Talk about Text: the Book Club Reading Program*. Paper presented at the International Reading Association, San Antonio, Texas.

Raphael, T. E., Bisesi, T. L., & Grattan, K. (September, 1993). *Creating a learning community for first grade students: The early literacy project*. European Association for Research on Learning and Instruction, Aix-en-Provence, France.

Brock, C. H. & Raphael, T. E. (December, 1993). *Envisionment building: A second-language student constructing meaning during a social studies unit*. National Reading Conference.

Raphael, T.E. & Goatley, V.J. (December, 1993). *The teacher as "more knowledgeable other:" Changing roles for teachers in alternative reading instruction*. National Reading Conference.

Goatley, V. J., & Raphael, T. E. (April, 1994). *Development of teacher researchers: The role of the literacy master's program*. American Educational Research Association, New Orleans, LA.

Bisesi, T. L., & Raphael, T. E. (April, 1994). *Implementing a sociocultural model to instruct diverse learners in the first grade*. American Educational Research Association, New Orleans, LA.

Raphael, T. E. (May, 1994). *Promoting ownership (of literacy processes) through reading*. Paper presented at a Preconvention Institute of the International Reading Association, Toronto, Ontario, Canada.

Raphael, T. E. & Goatley, V. J. (December, 1994). *Creating teacher-research inquiry groups: Extending the role of the university in collaboration efforts*. National Reading Conference, San Diego, CA.

Brock, C., Raphael, T. E., Choo, V. M., & Thompson, J. (December, 1994). *Positioning and authority: An investigation of adult/child collaborative writing*. National Reading Conference, San Diego, CA.

Brock, C., Raphael, T. E., Choo, V. M., & Thompson, J. (April, 1995). *Revoicing within a collaborative writing project: Reexamining the adult's role*. American Educational Research Association, San Francisco, CA

Raphael, T. E. (May, 1995). *Organizing for instruction: The Book Club Program as model*. International Reading Association, Anaheim, CA.

Choo, V. M., & Raphael, T. E. (December, 1995). *Ben: A case study of a teenager crossing cultural boundaries*. National Reading Conference, New Orleans, LA

Raphael, T. E., Wallace, S., Pardo, L. S., & Choo, V. M. (April, 1996). *Aligning curriculum and assessment in a fifth-grade classroom: The case of Lenny*. American Educational Research Association, New York, NY.

Raphael, T. E. (May, 1996). *Creating a Classroom Context for Student Book Clubs*. International Reading Association, New Orleans, LA.

Raphael, T. E. (July, 1996). *The potential of teacher research for promoting professional development*. World Congress of the International Reading Association, Prague, Czech Republic.

Raphael, T. E., & Florio-Ruane, S. (1996, November). *Reading culture in autobiography: The education of literacy teachers*. American Anthropology Association, San Francisco, CA.

Florio-Ruane, S. & Raphael, T. E. (1996, December). *Reading, writing, and talk about autobiography: The education of literacy teachers*. National Reading Conference, Charleston, SC.

Raphael, T. E., & Pearson, P. D. (1997, May). *Balanced reading instruction: What do we mean by "balance"?* International Reading Association, Atlanta, GA.

Wallace, S., McVee, M., Glazier, J., Florio-Ruane, S., & Raphael, T. E. (1996, December). *Explorations of culture and self-identity: Book club discussions of autobiography*. National Reading Conference, Charleston, S.C.

Raphael, T. E., & Florio-Ruane, S. (1997, December). *Emerging themes and intertextual connections within adult book clubs*. National Reading Conference, Scottsdale, AZ.

Raphael, T. E., Gavelek, J. R., & Daniels, V. (1997, December) *Developing students' talk about text: An initial analysis in a fifth-grade classroom*. National Reading Conference, Scottsdale, AZ.

Raphael, T. E. (1998, May). *Learning to and from teacher research*. Preconvention Institute of the International Reading Association, Orlando, FL.

Raphael, T. E., (1998, November). *Connecting reading, writing, and talk about text through Book Club*. National Council of Teachers of English, Nashville, TN.

Florio-Ruane, S., Raphael, T. E., & Shellhorn, B. J. (1998, December). *Immigrant literature and teacher learning about culture*. American Anthropological Association, Philadelphia.

Raphael, T. E., & Florio-Ruane (1998, December). *Questions, insights, and intertextuality: Adult book clubs and cultural patterns*. National Reading Conference, Austin, TX.

Raphael, T. E., & Biondo, S. M. (1998, December). *Defining integrated instruction in literacy education*. National Reading Conference, Austin, TX.

Raphael, T. E., Florio-Ruane, S., Highfield, K., George, M., & Topper, A. (1999, April). *The Teachers Learning Collaborative*. American Educational Research Association, Montreal.

Raphael, T. E., & Florio-Ruane, S. (1999, April). *Creating and sustaining common ground in conversation-based teacher study groups*. American Educational Research Association, Montreal.

Raphael, T. E. (1999, May). A closer look at integrated instruction. International Reading Association, San Diego.

Raphael, T. E., & Gavelek, J. R. (1999, May). *Beyond the great debate: What we know and what we're learning about proficient reading in third grade and above*. International Reading Association, San Diego.

Taylor, B. M., Anderson, R. C., Au, K. H., & Raphael, T. E. (1999, December). *Discretion in the translation of research to policy: A case from beginning reading*. National Reading Conference, Orlando.

Raphael, T. E., & Florio-Ruane, S. (2000, March), *The Teachers Learning Collaborative: Linking communities of practice*. Michigan Reading Association, Grand Rapids.

Berne, J., Florio-Ruane, S., Raphael, T. E., & Diamond, B. (2000, April). *Developing ownership of professional standards*. Reading Research 2000, Indianapolis.

Raphael, T. E., & Florio-Ruane, S. (2000, May). *Improving instruction for struggling readers through teacher research on literacy, culture, and autobiography*. International Reading Association, Indianapolis.

Spiro, R.; Florio-Ruane, S; Raphael, T. E., & Au, K. H. (2000, November). *Seeing worlds through a grain of sand. Cases, complexity and cognitive flexibility in the teachers learning collaborative*. National Reading Conference, Scottsdale.

Raphael, T. E., Florio-Ruane, S., Berne, J., Highfield, K., Kehus, M., & George, M. (2001, April). *Teacher and student learning within the Teachers Learning Collaborative*. American Educational Research Association, San Francisco.

Raphael, T. E. (2001, April). *Moving from standards to practice*. Preconvention Institute of the International Reading Association, New Orleans

Raphael, T.E. (2001, April). *Comprehension instruction: The influence of P. David Pearson*. International Reading Association, New Orleans.

Florio-Ruane, S. Raphael, T. E., et al. (2001, November). *Learning from autobiography, conversation, and narrative: The work of teachers and youngsters*. National Council of Teachers of English, Baltimore, MD.

Raphael, T. E., Florio-Ruane, S, Au, H. H., & Spiro, R. J. (2001, December). *Ensuring that classroom discussion is progressive: Learning to guide with a light rein*. National Reading Conference, San Antonio.



Florio-Ruane, S., Raphael, T. E., & Berne, J. (2002, February). *Teaching literacy in the eye of reform*. National Council of Teachers of English Research Assembly, New York.

Raphael, T. E. (2002, April). *Children and authors: Planning for powerful author studies*. International Reading Association, San Francisco.

Raphael, T. E. (2003, May). *Connected learning experiences*. International Reading Association, Orlando, FL.

Florio-Ruane, S. & Raphael, T. E. (2003, November). *Re-construing the "struggling" young reader: A re-conceptualization of student activity and identity in a classroom "community of practice."* American Anthropological Association, Chicago, IL. [Adapted and presented at the National Reading Conference, December, 2003, Scottsdale, AZ]

Raphael, T. E., & Florio-Ruane, S. (2003, December). *Taking Book Club to "Scale": A retrospective design experiment.* 3<sup>rd</sup> Annual NRC Professional Development Conference, Scottsdale, AZ.

Raphael, T. E., & Florio-Ruane, S. (2004, January). *Exploring discourse practices in a 1<sup>st</sup> grade classroom literacy lesson.* Winter Text Conference of the Society for Text and Discourse. Jackson Hole, WY.

Raphael, T. E. (2005, October). *Use of The Indicators from the Perspective of a Teacher Professional Development Provider.* Paper presented at the American Evaluation Association. Toronto, Ontario, Canada.

Raphael, T. E. (2005, December). *Partnership READ: A collaborate literacy school improvement project.* National Reading Conference, Miami, FL.

Raphael, T. E., Goldman, S. R., Au, K. H., & Hirata, S. (2006, April). *A Developmental Model of the Standards-Based Change Process: A Case Study of Learning in a School Change Project.* Paper presented at the American Educational Research Association, San Francisco, CA.

Raphael, T. E. (2006, April). *Working with the Complexities of Change in Urban Schools: Issues of Equity.* Paper presented at the International Reading Association Preconvention Institute. Chicago, IL

Au, K. & Raphael, T. E. (2006, May). *Investing in Teachers Instead of Programs: Standards Based Change in Hawaii and Chicago.* Paper presented at the International Reading Association. Chicago, IL

Raphael, T. E. (2007, April). *Enhancing Schools' Literacy Communities: The Partnership READ Experience.* American Educational Research Association. Chicago, IL

Raphael, T. E., & Au, K. H. (2007, December). *Implementing Standards-Based Change through diagnostic needs assessments: Project Overview.* Paper presented at the National Reading Conference, Austin, TX.

Hanson, M. R., DeStefano, L., Raphael, T. E., Blachowicz, C., Eason-Watkins, B., & Mueller, P. (2007, April 11). *Building capacity in urban schools to improve literacy programs: Strategies for change in Chicago.* Paper presented at the American Educational Research Association, Chicago, IL.

McMahon, S. I., McCarty, R. P., & Raphael, T. E. (2007, December). *Using formative needs assessment through the "Gallery Walk" as ongoing interventions for schools engaged in Standards-Based Change*. Paper presented at the National Reading Conference, Austin, TX.

Raphael, T. E. (2008, May). *Leading literacy improvement efforts: Professional Learning Communities, Teacher Ownership, & Student Achievement*. International Reading Association Institute. Atlanta, GA.

Raphael, T. E. (2008, December). *Professional Learning Within the Standards-Based Change Process: Building Capacity for Change*. National Reading Conference. Orlando, FL

Raphael, T. E. (2009, May). *Using evidence to inform instructional decisions*. International Reading Association, Minneapolis, MN.

Raphael, T. E. (2009, July). *Whole School Reform to Improve Reading and Writing in U.S. Urban Schools: A Roadmap for Change*. 16<sup>th</sup> European Conference on Reading. Braga, Portugal.

Raphael, T. E. (2010, January). *The role of the Literacy Coach in school literacy reform in the USA*. 1<sup>st</sup> Annual Macedonia Reading Association, Skopje, Macedonia

Raphael, T. E. (2010, April). *The Standards-Based Change Process: Process, Dimensions, and Levels of Progress*. IRA Institute Opening Keynote: International Reading Association, Chicago, IL.

Weber, C. M., Raphael, T. E., Goldman, S. R., Sullivan, M. P., Popp, J., George, M. A. (2010, May). *Roles and responsibilities of instructional leaders in urban reform: A seven-year longitudinal study of literacy coaches*. American Educational Research Association, Denver, CO

Sullivan, M.P., Goldman, S. R., & Raphael, T. E. (2010, December). *The developmental model: Gauging and guiding progress*. Literacy Research Association (aka National Reading Conference). Fort Worth, TX.

Raphael, T. E. (2011, May). *Organizing for school-wide change: Refining infrastructure*. International Reading Association, Orlando, FL.

Raphael, T.E. (2013, December). *Constructing a staircase curriculum: Lessons from the READI Teacher Network for supporting Common Core*, Literacy Research Association, Dallas

Raphael, T. E. (2013, December). *Suggestions for living the writerly life*, Literacy Research Association, Dallas

*Professional Meetings: International, National, Regional, State (Invited)*

Raphael, T. E. (March, 1983). Teaching about question-answer-relationships. Michigan Reading Association.

Raphael, T. E. (July, 1983). Teaching questioning strategies using the microcomputer. Southern Utah State College Reading Conference.

Raphael, T. E. (October, 1983). Reading redefined: Implications for instruction, assessment, and staff development. Michigan Secondary Reading Interest Council.

Peters, C. W., & Raphael, T. E. (November, 1983). Michigan's new definition of reading: Implications for staff development. Michigan Coalition for Staff Development and School Improvement, Lansing, Michigan.

Raphael, T. E. (March, 1984). Metacognition, background knowledge, and the process of reading comprehension. Phi Delta Kappa, Okinawa Japan.

Raphael, T. E. (October, 1985). Implications of research for basal reading programs: Research on questions. College Reading Association, Pittsburgh.

Raphael, T. E. (April, 1986). Improving expository reading and writing skills: Heightening students' sensitivity to subject, audience, purpose, and form. International Reading Association, Philadelphia.

Raphael, T. E. (March, 1986). Making connections between reading and writing instruction. Virginia Reading Association, Fairfax County, VA.

Raphael, T. E. (October, 1986). Acquisition of expository writing skills. Conference on Reading and Writing, Center for the Study of Reading, Champaign, IL.

Raphael, T. E. (November, 1986). Teaching reading through writing instruction. Paper presented at the California Reading Association, Fresno, CA.

Raphael, T. E. (February, 1987). Links between reading and writing. Western Dunes Reading Association, Muskegon, MI.

Raphael, T. E. (March, 1987). Writing in the content areas. Wisconsin State Reading Association, Oconomowoc, WI.

Raphael, T. E., & Englert, C. S. (March, 1987). Cognitive strategy instruction in writing. Michigan Reading Association, Grand Rapids, MI.

Raphael, T. E. (June, 1987). Perspectives on instructional research in the United States. Hangzhou University Psychology Department, Hangzhou, People's Republic of China.

Raphael, T. E. (July, 1987). Cognitive Strategy Instruction in Writing: Improving informational writing skills of elementary students. Chulalongkorn University, Psychology Department. Bangkok, Thailand.

Raphael, T. E. (October, 1987). The reading/writing connection. Oklahoma Council of Teachers of English, Oklahoma City, Oklahoma.

Raphael, T. E. (October, 1987). Writing in the content areas: What's relevant to learning from informational text? Secondary Reading Council of the Florida Reading Association, Bal Harbour, FL.

Raphael, T. E. (October, 1987). Cognitive Strategy Instruction in Writing: A key to improving comprehension of informational text. Florida Reading Association, Bal Harbour, FL.

Raphael, T. E. (February, 1987). Process writing: What next? Kentucky Council of Teachers of English. Lexington, KY.

Raphael, T. E. (March, 1988). Cognitive Strategy Instruction in Writing: The research line. University of North Carolina-Greensboro.

Raphael, T. E. (September, 1988). Laying the foundations for reading from expository text. The State of Reading Goes National, Lansing, MI.

Raphael, T. E. (November, 1988). Reading and writing: Partners in constructing meaning. Washington Organization for Reading Development, Spokane, WA. (similar talk also presented at the West Virginia Reading Association, Greenbrier, WVA.)

Raphael, T. E. & Gavelek, J. R. (February, 1989). Building a literate community: Vygotskian perspectives. Florida Secondary Reading Council, Orlando.

Raphael, T. E. (March, 1989). Integrating reading and writing instruction. Texas Reading Association, Houston.

Raphael, T. E. (April, 1989). Cognitive strategy instruction in writing: Using writing to learn from text. Manitoba Association of Teachers of English, Winnipeg, Canada.

Raphael, T. E. (April, 1989). Insights about writing instruction from classroom research. Conference on Reading Research (7). New Orleans.

Raphael, T. E. (October, 1989). Integrating writing and reading instruction: Getting the big picture. Chicago Board of Education, Chicago.

Raphael, T. E. (October, 1989). Beyond process writing: Teaching Informational writing and reading. Manitoba Council of Teachers of English. Winnipeg, Manitoba, Canada. (similar talk also presented at the Colorado Reading Council of the International Reading Association, February, 1990).

Raphael, T. E. (March, 1990). Writing and reading: Research bases and instructional implications. American Association of Publishers, Chicago.

Raphael, T. E. (August, 1990). Cognitive Strategy Instruction in Writing: Background and suggestions. C. W. Post University, Long Island, New York.

Raphael, T. E. (October, 1990). Developing literate learners: Overcoming problems synthesizing information from multiple sources. Greater Washington Reading Council, Alexandria, Virginia

Raphael, T. E. (October, 1990). Literacy in the content areas. Greater Washington Reading Council Special Pre-conference session.

McMahon, S. I., & Raphael, T. E. (October, 1990). Book Club in the Classroom: Promoting understanding of other cultures through discussion groups. Michigan Council of Teachers of English, Lansing, MI

Raphael, T. E. (November, 1990). Assessment of Informational Writing and Reading. Maryland Council of Reading and International Reading Association conference on assessment. Baltimore, MD.

Raphael, T. E. (February, 1991). Literacy learning in content areas: Creating conversations in elementary classrooms. York University 24th Annual Reading Conference, Toronto, Ontario, Canada

Raphael, T. E. (March 1, 1991). Across the boundaries of text: Helping students synthesize information from multiple sources. Maryland Reading Association, Towson, MD.

Raphael, T. E., McMahon, S. I., Bentley, J., Boyd, F., Goatley, V., Pardo, L., Woodman, D. (March 1991). Creating Book Clubs in elementary classrooms. Michigan Reading Association, Grand Rapids, MI.

Raphael, T. E. (1991, April). Creating literacy environments in elementary classrooms. Washington Organization for Reading Development, Tacoma, WA

Raphael, T. E. (June, 1991). Creating contexts for literacy learning. Northern Illinois Reading Council, St. Charles, IL.

Raphael, T. E. (June, 1991). *Enhancing content area language in elementary classrooms: Finding connections with reading, writing, and school subjects*. University of Wisconsin-Eau Claire 20th Annual Reading Conference.

Raphael, T. E. (October, 1991). *Expanding Literacy Experiences through Student Led Discussion Groups*. Great Lakes Regional Meeting of the International Reading Association.

Raphael, T. E. (November, 1991). *Teaching expository writing within a process writing model*. Fox Valley Reading Association.

Raphael, T. E. (February, 1992). *Finding connections among reading, writing, and school subjects*. Presentation for the River Falls, WI, Reading Council

Raphael, T. E. (March, 1992). " *What are we 'sposed to say?": Student-led discussion of literature*. Paper presented at the Virginia State Reading Association, Richmond, VA.

Raphael, T. E. (March, 1992). *Talk, Joseph, Talk!, or Developing children's ability to talk meaningfully about text*. Paper presented at the Michigan Reading Association, Grand Rapids, MI.

Raphael, T. E. (May, 1992) Research Awards Address: *Myths and Realities of Literature-Based Instruction*. International Reading Association, May 1992 (October 2002: Tidewater Reading Association, Virginia Beach, VA.)

Raphael, T. E., Hiebert, E. F., & Pearson, P. D. (August, 1992). *Innovations in reading instruction: Directions for the future*. Bear County Public Schools. Summer Reading Institute, San Antonio, TX

Raphael, T. E. (October, 1992). *Working with diverse learners: Written and oral response to literature in the Book Club program*. Harris County Public Schools, Houston, Texas.

Raphael, T. E. (October, 1992). *The role of trade books and small group discussion in the Chapter 1 reading program*. National Urban Alliance, Columbia University, Simon & Schuster, & Prince George's County Public Schools, Maryland.

Raphael, T. E. (November, 1992) *Literature in the Reading Program: Some accolades and cautions*. Greenwich Public Schools, Greenwich, CT

Raphael, T. E. (December, 1992). *Alternative models of reading instruction: Using trade books in the upper elementary grades*. North Central Ohio Administrators Meeting.

Raphael, T. E. (February, 1993). *Children's talk about text*. TAIR Conference, Waco, Texas. [Also presented at the Wisconsin State Reading Association, Milwaukee, March; Illinois Reading Association, Springfield, March; Massachusetts Reading Association, Sturbridge, March].

Raphael, T. E. (March, 1993). *The Role of Writing in the Reading Instruction Program*. Michigan Reading Association, Grand Rapids, MI.

Raphael, T. E. (April, 1993). *Book Clubs: An Alternative Program for Reading Instruction*. Kansas Reading Association; Kansas City.

Raphael, T. E. (October, 1993). *An alternative view of reading instruction for students with special needs*. Florida Reading Association

Raphael, T. E. (1993, October). *Book Club: A literature-based approach to reading instruction*. New Mexico Reading Association (also presented at Annapolis Reading Council).

Raphael, T. E. (1994, January). *Using trade books in the reading/language arts programs: benefits and concern*. The Seattle Public Schools, Seattle, WA.

Raphael, T. E. (1994, January). *Book clubs in the reading program*. Capital Area Reading Council, Lansing, MI.

Raphael, T. E. (1994, March). *Implementing Book Clubs across the grades*. Preconvention Institute: Michigan Reading Association (presentation, and coordination of presentations by teachers associated with the Book Club Project and the Literacy MA Inquiry Group)

Raphael, T. E. (1994, April). *Literature-based discussions in the elementary grades*. Invited lecture for the Graham Lecture Series, University of Virginia, Charlottesville, VA.

Raphael, T. E. (1994, May). *Alternatives to traditional reading instruction frameworks: The Book Club Program*. Middle School Language Arts Teachers of Aldene, Texas.

Raphael, T. E. (1994, September). *Reading, writing, and discussion: Integrating language arts instruction in the elementary grades*. Philadelphia Area Reading Council, Philadelphia, PA.

Raphael, T. E. (1995, September; November). *Myths and realities of literature based instruction: What happened to instruction*. (1) Ann Arundal County, MD Reading Council, (2) California Reading Association, Anaheim, CA.

Raphael, T. E. (1995, October). *Teaching thematically: Connecting Book Club and content area reading instruction*. Keystone State Reading Association, Hershey, PA.

Raphael, T. E. (1995, October). *Thematically organized literature-based instruction*. (1) Minnesota Reading Association, St. Paul, MN; (2) DuPage County Reading Council, Lombard, IL (3) [1996, April] Canadian Regional Meeting of the International Reading Association, Edmonton, Alberta, Canada.

Raphael, T. E., (1996, October). *Balanced instruction and the role of classroom talk*. Wingspread Foundation Conference on Balanced Instruction, Racine, Wisconsin.

Raphael, T. E., (1996, October). *Improving classroom talk: Learning from the Book Club project*. University of Minnesota Guy Bond Lecture Series, Minneapolis, MN.

Raphael, T. E. (1996, December). *Instructional Research in Literacy: Changing Paradigms*. National Reading Conference, Charleston, SC. [Invited Plenary Session]

Raphael, T. E. (1997, February). *The role of "instruction" in literature-based reading programs*. Aloha State Reading Association, Hilo, HI [also presented at the Virginia State Reading Association, February, 1997, Crystal City, VA).

Raphael, T. E. (1997, May). *An informed approach to balancing literacy instruction*. Conference on Critical Balances in Literacy Instruction, Houston, TX

Raphael, T. E. (1997, August). *Autobiography as mirror and window: Understanding cultural influences on literacy development*. European Conference on Reading, Brussels, Belgium.

Raphael, T. E. (1998, January). *Where is the balance in reading instruction?*. Greater Houston Reading Council, Houston, TX. [Also presented at the Texas State Reading Association, March, 1998, El Paso; Michigan Reading Association, March, 1998, Grand Rapids]

Raphael, T. E. (1998, May). *Re-engaging low achieving readers: A CIERA project*. Conference on Reading Research, Orlando, TX.

Raphael, T. E. (1998, October). *A reasoned approach to literacy instruction: Lessons from the Book Club project*. (1) Connecticut Reading Association, (2) Texas Women's University, Denton, TX, (3) (1998, November) New York State Reading Association, Saratoga Springs, NY.

Raphael, T. E. (1998, October). *Professional Development: The Autobiography Book Club Project*. Texas Women's University, Denton, TX.

Raphael, T. E. (1999, March). *Writing in the Reading Program: Promoting Reflection, Comprehension, and Critical Thinking*. (1) Rutgers 33rd Annual Reading and Writing Conference. (2) Albany City Area Reading Council 3rd Annual Conference.

Raphael, T. E. (1999, March). *Learning within Book Club Plus: The case of "Rikki."*. Michigan Reading Association, Grand Rapids.

Raphael, T. E. (1999, October). *The Book Club connection*. Concordia College, Seward Nebraska and Ann Arbor, MI interactive TV broadcast.

Raphael, T. E. (1999, November). *The Teacher Learning Collaborative: Exploring curriculum development and student literacy learning through teacher study groups*. California Reading Association, Long Beach.

Raphael, T. E. (1999, November). *Students' literacy development within the Book Club Plus Classroom: A case study in third grade*. California Reading Association, Long Beach.

Raphael, T. E., Florio-Ruane, S., with George, M., Hasty, N., Highfield, K., Kehus, M., (2000, May). *Thinking for ourselves: Literacy learning in a diverse teacher inquiry network*. International Reading Association Research Awards Address, Indianapolis.

Raphael, T. E., & Florio-Ruane, S. (2000, August). *Building communities of practice*. Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI; Reading Recovery Conference, Columbus, OH; New York State Reading Council, November, 2002, New York, NY

Raphael, T. E. (2000, November). *Literacy teaching, literacy learning: Lessons from the Book Club Plus project*. 50Th Annual National Reading Conference Presidential Address. Scottsdale, AZ.

Raphael, T. E. (2001, November). *Tapping Into Literacy and Literate Thinking through Book Club Plus*. 53<sup>rd</sup> meeting of the New England Reading Association. Burlington, VT. [Also presented at the Literacy Collaborative annual meeting, Columbus, OH, 2001, November; Western Dunes Reading Association, Holland, MI, 2001, December]

Raphael, T. E. (2002, April). *Enhancing literacy through student book club discussion groups*. Reading is Fundamental Panel Discussion. Washington, D.C.

Raphael, T. E. (2003, Winter-Spring). *Standards-based teaching with Book Club Plus*. Colorado State Reading Association, Denver February; Wisconsin Reading Association, Milwaukee, February; Massachusetts Reading Association, Sturbridge, March; Illinois Reading Council, Springfield, March.

Raphael, T. E. (2003, June). *Teaching comprehension through Question Answer Relationships*. Minnesota Reading Excellence Act Conference, St. Paul. (also presented, Chicago Public Schools Reading Specialists, March, 2003).

Raphael, T. E. (2003, June). *Meeting our dual obligations through Book Club Plus*. Minnesota Reading Excellence Act Conference, St. Paul.

Raphael, T. E. (2003, May). *Thinking critically about our practice: Drawing from Book Club research*. Reading Hall of Fame presentation at the International Reading Association, Orlando, FL.

Raphael, T. E. (2004, January). *QAR: A framework for comprehension instruction*. Chicago Public Schools 5<sup>th</sup> and 6<sup>th</sup> Grade Teachers, Chicago, IL Symphony Hall. (7<sup>th</sup>, 8<sup>th</sup> grade presentations in February; also presented at Westcott School; Area 2 Reading Meeting)

Raphael, T. E., Trost, E., & Lim, C. (2004, May). *Extending QAR to English Language Learners*. University of Nevada-Reno Capital Campaign Conference. Reno, NV.

Raphael, T. E., & Au, K. H. (2004, May). *Question-Answer Relationships What's New?*. International Reading Association, Reno, NV.

Raphael, T. E. (2005, May). Partnership READ and the Impact of the Standards-Based Change Process in an Urban Literacy Reform Project. University of Auckland - Auckland, New Zealand

Raphael, T. E. (2005, June). *QAR: A Conceptual Framework and Metacognitive Strategy*. Center for Research on Policy and Practice, Singapore

Raphael, T. E., & Au, K. H. (2005, June). *Uniting Literacy Curriculum, Instruction, and Assessment for a Coherent Curriculum through the Standards Based Change Process*.



Raphael, T. E. (2005, July). *QAR: What's New?* CRISS (Creating Independence through Student-owned Strategies). Chicago, IL

Raphael, T. E. (2005, December). *QAR Then, QAR Now*. West Virginia Reading Association, Greenbrier, WVA. [Also presented in full-day format for Council for Elementary and Secondary Education Association, Houston, April, 2006, Minnesota 5<sup>th</sup> Annual Reading Excellence Act Conference. St. Paul, MN, June 2007, Colorado State Reading Association, Feb., 2008).

Raphael, T. E. (2006, June). *School Literacy Reform: Empowering Schools and Teachers through the Standards-Based Change Process*. Johannesburg, South Africa: University of South Africa

Raphael, T. E. (2006, July). *Question Answer Relationships (QAR): A Framework for Improving Comprehension Instruction K—8*. (1) Nottingham, England: United Kingdom Literacy Association Keynote Address (2) Alaska State Reading Association Keynote Address, October, 2006: Juneau; (3) Manitoba Reading Council of the International Reading Association, January, 2007, Winnipeg, Canada.

Raphael, T. E. (January, 2007). *Question Answer Relationships (QAR): A Framework for Improving Comprehension Instruction K—8*. Manitoba Reading Council of the International Reading Association, Winnipeg, Canada.

Raphael, T. E., (February, 2007). *The Standards-Based Change Process for a Coherent Literacy Curriculum*. *The Read Educational Trust*, Johannesburg, South Africa.

Au, K. H., & Raphael, T. E. (2007, March). *Improving Literacy Achievement through the Standards-Based Change Process*. University of Nevada-Reno Conference on Literacy Teaching and Learning. Reno, Nevada.

Raphael, T. E. (April, 2007). *A Developmental Approach to Improving Schools through the Standards-Based Change Process*. University of Illinois at Champaign Distinguished Alumni Award Colloquium.

Raphael, T. E. (June, 2007). *Book Clubs in the Primary Grades: Engaging Students in High Level Thinking about Text*. Minnesota 5<sup>th</sup> Annual Reading Excellence Act Conference. St. Paul, MN.

Raphael, T. E. (2008, January). *Literacy reform in an urban district within the United States: Lessons for school leadership and curriculum improvement*. International Development in Europe Organization of the International Reading Association, Cluj, Romania (Version of this talk presented at the IRA Leadership Workshop, New York, June, 2008)

Raphael, T. E. (2008, May). *Navigating the fog: Publishing when working the 'messy' world of 'practice.'* International Reading Association, Atlanta, GA.

Raphael, T. E., (2008, October). *The Standards-Based Change Process for Guiding School Change in Literacy*. Oakland Reading Council, Oakland County, MI (Versions of this talk also presented at the Kentucky Reading Association, September, 2008, Michigan Reading Association Research Institute, March, 2009; Massachusetts Reading Association, Sturbridge, MA, April 2009).

Raphael, T. E. (2009, November). *Sustainable whole-school literacy reform that makes a difference for teachers and students*. Connecticut Reading Association, CT.

Raphael, T. E. (2009, December). *Defying gravity: Literacy reform in urban schools*. Oscar Causey Research Awards Address, National Reading Conference (Literacy Research Association), Albuquerque, NM. [Version also presented October 2010 at the Reading Association of Ireland]

Raphael, T. E. (2010, April). *Building a literacy community: Working together as a school*. St. Croix Reading Association, St. Croix, Virgin Islands. (Versions of this talk were presented at Wisconsin Reading Association, February, 2010; Chicago Area Reading Association, February 2010; Maryland Reading Council; April, 2010).

Raphael, T. E. (2010, February). *The role of the literacy coach in successful school reform*. Wisconsin Reading Association. Milwaukee, WI.

Raphael, T. E. (2010, April). *The challenges of literacy reform in urban public schools*. International Reading Association, Chicago, IL

Raphael, T. E. (2010, September). *Collaboration and partnerships in literacy teaching and learning*. Symposium in honor of Bertram (Chip) Bruce. University of Illinois at Urbana-Champaign.

Raphael, T. E. (2010, September). *QAR: A basis for coherent comprehension instruction*. Suburban Council of the International Reading Association, Northbrook, IL (also Washington Organization for Reading Instruction [WORD], Spokane, 2011, April).

Raphael, T. E. & Au, K. H. (2011, March). *Read schools, real success: Following a roadmap for change*. Urgency and School Change Conference, Seattle, WA.

Raphael, T. E. (2011, April). *QAR as a language for whole-school comprehension instruction*. Vermont READS. Burlington, VT

Raphael, T. E. (2011, September). *(Urban) school reform*. Invited address, University of North Carolina at Greensboro [Opening new College of Education Building and Alumni Awards Address]. Greensboro, NC.

Raphael, T. E. (2011, November). *Building successful schools: A roadmap for change*. Invited address. ASU Mary Lou Fulton Teachers College Fall Conference. Phoenix, AZ.

Raphael, T. E. with G. E. Muhammad (2011, December). *Tips for more effective presentations and talks: Complementarity of words and images*. Literacy Research Association, Jacksonville, FL

Raphael, T. E. (2011, December). *Creating a shared language for comprehension instruction through Question Answer Relationships*. Macau University, Macau, China.

Raphael, T. E. (2012, January). *Effective question-asking for book talk*. Working in the Schools (WITS). Chicago, IL.

Raphael, T. E. & Weber, C. M. (2012, February). *21<sup>st</sup> century literacies: Honoring what we know, envisioning where we can go*. ASU Mary Lou Fulton Teachers College 42<sup>nd</sup> Annual Language & Literacy Conference. Phoenix, AZ.

Raphael, T. E. (2012, March). *Meeting standards for high level thinking through QAR*. Virginia State Reading Association, Richmond, VA.

Raphael, T. E. (2012, November) *Transformative practices for improving literacy teaching and learning: A complicated agenda for literacy researchers*, Association for Literacy Education Researchers, Grand Rapids, MI

## **INSTRUCTIONAL ACTIVITY**

### *Curriculum, Instruction, and Staff Development*

Raphael, T. E., & Au, K. H. (1990). Literacy in Content Area Instruction. Executive Producers: R. C. Anderson and K. H. Au. Videotape Series produced through the Center for the Study of Reading, University of Illinois, Champaign-Urbana, IL.

Consultant to Buschini, J. (1994). Literature-Based Reading Instruction: A Program for Staff Development. Video-tape series by Silver Burdett & Ginn, Needham Heights, MA.

Raphael, T. E., Pardo, L. S., Highfield, K., & McMahon, S. I. (1997). Book Club: A Literature-Based Curriculum. Littleton, MA: Small Planet Communications, Inc. [Video-tape, CD-ROM and WWW access for professional development related to implementing the Book Club Program]

Raphael, T. E. (1998). Book Club in Your Classroom: A Literature-Based Reading Program. Three-Part Broadcast of the Massachusetts Consortium for Educational Television (MCET), in cooperation with Small Planet Communication, Inc.

Raphael, T. E., Kehus, M., & Damphousse, K. (2001). Book Club for Middle School. Andover, MA: Small Planet Communications Inc. [www site and web-based curriculum materials for middle school grades]

Raphael, T. E., & Au, K. H. (2003). Super QAR for Testwise Students. Chicago, IL: Wright Group/McGraw-Hill.

Raphael, T. E., Vengazo, C., & Ashley, K. (2006). Evidence-Based Teaching. Chicago, IL: Partnership READ. A CD/DVD on creating a school infrastructure that supports differentiated instruction based on a variety of evidence sources.

Raphael, T. E., Teale, W. H., Ford, M., Yokota, J. (2010). *Lead 21: A K-5 Literacy Instructional Curriculum*. Chicago: McGraw-Hill.

### *Program Development and Contribution*

#### **Teacher Preparation**

1980-82 University of Utah:

Developed integrated reading/language arts methods “block” coordinated with field experience.

1982-97, Michigan State University

1982-88: Heterogeneity Alternative Teacher Preparation Program: course instructor for reading and writing methods. Coordinated coursework with field experience and integrated the two courses -1986-88]

1990-95: Mentored Ph.D. Students teaching methods of language and literacy instruction

1995-96: Post B.A. Program Team--taught Literacy methods segment of program

### **Masters Level Teacher Education**

#### **Michigan State University, 1982-97**

1992-96, Masters in Literacy Instruction, program coordinator

Responsible for conceptual leadership and program innovation, course staffing, liaison to other programs.

1993-96, Teacher Research Annual Spring Fair, coordinator

Associated with year-long professional seminar course series for first year MA students. Teachers engage in teacher research throughout the year, presenting to faculty, undergraduate teacher education students, incoming cohort of MA students, and peers in evening poster fair.

1992-1996, Teacher Inquiry Group, founder and member

Teacher research group to pilot inquiry groups within the MA program, to engage in our own practitioner research, and to serve as consultants to MA students conducting teacher research in their first year. Goatley et al. (1994) publication in Teacher Research: A Journal of Classroom Inquiry describes experiences and impact on participants during years 1 and 2.

#### **Oakland University, 1997-2001**

1998-99, Masters in Reading and Language Arts Program Revision Committee Chair.

Modified current program to reflect inquiry stance and provide opportunity for students to develop an area of specialization. Created a course emphasizing cultural diversity and literacy designed (see chapter to appear in Many edited book and published as a CIERA Report).

#### **University of Illinois at Chicago, 2001-present**

2002-2008 Coordinator, M.Ed. in Literacy, Language and Culture.

Oversaw program revisions and restructuring, advising of most students. Created the Partnership READ Fellows Program (2004-present) to recruit a more diverse group of professionals into programs to become Reading Specialists and School Literacy Leaders.

### **Doctoral Education**

Michigan State University, 1982-1997

1989-93, 95-96; Chair, 1992-93, 95-96; program and policy committee for doctoral education in Teacher Education

1989-94, Educational Psychology Program Faculty, involved in reconceptualizing the doctoral program

### **Selected Coursework and Related Teaching/Mentoring**

Undergraduate Coursework:

Methods of Teaching Elementary Reading

Methods of Teaching Writing in the Elementary School

Masters Level Coursework:

Teaching Reading in the Elementary School

Teaching Writing in the Elementary School

Literacy Instruction in the Elementary Grades

Foundations of Literacy Instruction: Social, Historical, Psychological

Capstone Seminar: Teacher Research in Literacy Education  
 Reading Workshop: Literature-Based Instruction with the Book Club Program (RDG530, CI547)  
 Reading/Writing Connections (CI555)  
 Reading Specialist as Literacy Leader (CI527)

Doctoral Coursework:

The Psychology and Pedagogy of Reading  
 The Psychology and Pedagogy of Literacy  
 Language, Literacy and Learning  
 Special Topics: Metacognition  
 Special Topics: Conducting Instructional Research in Literacy  
 Perspectives on Writing (RDG 705)  
 Research Design (RDG 702)  
 Seminar on Comprehension Research (CIE585)

**Non-coursework Teaching and Mentoring**

Sample of Dissertations Directed:

Sarah J. McCarthy (1991, MSU). *Authors, text, and talk: The internalization of dialogue from social interaction during writing*. [Winner, 1992 National Reading Conference Student Research Award] McCarthy was recently promoted to associate professor, University of Texas-Austin.

Susan I. McMahon (1992, MSU). *Book Club: A case study of a group of fifth-graders as they participate in a literature-based reading program*. [Winner, 1992, Outstanding Dissertation Award, International Reading Association]. McMahon is an assistant professor at National-Louis University, Evanston/Wheaton/Wheeling, IL.

Virginia J. Goatley (1995, MSU). *The literacy communities of emergent readers and writers: A sociocultural perspective*. [Dissertation Research was supported by a fellowship from the College of Education, MSU] Goatley is an assistant professor, SUNY-Albany.

Voon-Mooi Choo (1996, MSU). *Teachers in transition: Collegiality and the growth of first-year teachers*. [Dissertation research was supported by the Teacher Education Scholarship for Outstanding Doctoral Student] Choo is Department Head and instructor at the Malayan Teachers College, Penang, Malaysia.

Fenice B. Boyd (1996, MSU). *A Cross-Aged Literacy Program: Extending the Boundaries for Adolescents Who Struggle With Reading, Writing, and Schooling*. [Dissertation research was supported by an AERA Minority Fellowship Award] Boyd is an assistant professor at the University of Georgia

Cynthia H. Brock (1997, MSU). *Exploring a Second Language Student's Literacy Learning Opportunities: A Collaborative Case Study Analysis* [Pre-dissertation research was supported by an AERA/Spencer Award; dissertation research was supported by a Spencer Fellowship Award]. Brock is an assistant professor at University of Nevada-Reno, and one of five finalists in the IRA Outstanding Dissertation Award competition.

Tanja L. Bisesi (1998, MSU). *Examining the value of a performance-based assessment: A social validity study*.

Marcella J. Kehus (2000, Oakland U). *Toward a virtual discourse community: Adolescent writers on the world wide web*.

Kathy Highfield (2004, Oakland University). *QAR in supporting test-taking skills for intermediate grade students*.

Mariela Cordero (2007, UIC). *Integrating Reading, Writing and Talk in the SNS Classroom*

Tammy de la Garza (2008, UIC). *Professional Development and Literacy Coaching: A portrait of fostering teachers' deep understanding*

Catherine M. Weber (Summer, 2010, UIC). *Juxtaposing words and images: Using digital narratives to capture teachers' conceptions of literacy*.

**Visiting Professional Positions**

Bolt Berenak and Newman, Cambridge, MA, (Fall, 1988); Visiting Scientist  
 Stanford University, (Winter, 1989); Visiting Scholar  
 University of Idaho, (Summer, 1989); Scholar in Residence  
 University of Washington, Seattle, (Summer 1989); Visiting Associate Professor  
 University of Hawaii, (Spring, 1997); Visiting Scholar

**Selected Consultantships**

Wilmette School District, Wilmette, Illinois, 1986-89  
 Jakarta International School, Jakarta, Indonesia, 1986-1987  
 Kamehameha Early Education Program, Honolulu, Hawaii 1980-present  
 National Educational Assessment Project, Education Commission of the States, 1983  
 Project Q: Hickory Hills, Illinois School District, 1983-1984  
 Michigan Reading Assessment Project, 1983-1984  
 Fairfax County Public Schools, 1984  
 Scott Foresman, Co., Reviewer, 1983-86  
 Benchmark School, Philadelphia, 1985-1989, 1994  
 Stanford University, Teacher Assessment Project, 1989  
 TI-IN Education Television, December, 1989  
 Grand Rapids School District, Compensatory Educational Program, 1990-92  
 Silver Burdett & Ginn, Simon & Schuster/Paramount, 1989-1998  
 Alief, Texas School District, 1998, 2000-2001  
 Walled Lake, MI, Fall, 2000  
 Briarwood Elementary, Macomb, MI, Fall, 2000.  
 Birmingham, MI Public Schools, Winter, 2001  
 Dearborn, MI Public Schools, 2001, 2004  
 Spring Branch, Texas, School District, 2001-2006  
 Naperville Public School Districts 2003-2004  
 Chicago Public Schools 2003 – present  
 McGraw-Hill/Wright Group, 2002 – present

**SERVICE***Professional Organizations**National Reading Conference*

Program Committee, 1983-1988; 1994-95 (Point/Counterpoint chair, 1987)  
 Program chair, 1999  
 Editorial Board, JRB: A Journal of Literacy, 1983-1990  
 NRC Yearbook, 1983-89; 1994-1996, 1998-present  
 Journal of Literacy Research, 2010  
 Board of Directors, 1987-1992  
 Treasurer, December, 1989-1992  
 Ad-hoc Committee on International Relations, 1993-94  
 Vice-President, 1997-98; President-Elect, 1998-99; President, 1999-2000, Past-President 2000-2001.  
 Chair, Management Search Committee, 2001-2002  
 Research Dissemination Committee, 1999

*Michigan Reading Association*

Michigan Reading Research Council co-chairperson, 1982-1984  
 Editorial Board, *Michigan Reading Journal*, 1993 - present

*National Council for Teachers of English*

Editorial Board, *Language Arts*, 1991-94  
 Editorial Board, *Research in the Teaching of English*, 2008-present  
 Guest Reviewer, *English Education*

*International Reading Association*

Editorial Board, *Reading Research Quarterly*, 1985-1991, 1994 - 2015  
 Editorial Board, Review Team, *The Reading Teacher*, 1994-present  
 Editorial Board Member, *Journal of Adolescent and Adult Literacy*, 2007 - 2016  
 Co-Editor, *Illinois Reading Council Journal*, 2002-2004  
 Utah Council Research Chairperson, 1981-1982  
 Teacher Education and Effectiveness Committee, 1984-1985  
 Research & Studies Committee, 1985-1986  
 Comprehension and Learning Committee, 1986-1988  
 Reading/Language in the Intermediate Grade Subcommittee, 1988-89  
 Program Committee, World Congress, 1989-90  
 Research Awards Committee (Elva Knight), 1997-98  
 Program Evaluation Committee, 1998-2000  
 Teacher as Researcher Committee, 2004-2006  
 Board of Directors, 2007-2010  
 Board Liaison: International Development European Committee; Adolescent Literacy  
 Committee, Five-Star Policy Committee; Albert J. Harris Award Committee  
 IRA Headquarters Committee, Chair 2009-2010  
 IRA Audit Committee, Chair, 2009-2010  
 IRA Board Secretary, 2009-2010  
 IRA Advisory Committee Board Representative, 2009  
 Delegation Leader, Literacy Delegation to Israel, October 2010  
 Delegation Leader, Literacy Delegation to Cuba, October 2011

*American Educational Research Association*

Reviewer, proposals for annual meetings  
 Cochair, Division C, 1989 Program Committee  
 Cochair, Division C Award committee, 1989-92  
 Chair, Division C Sylvia Scribner Award Committee 1992-93.  
 Division C Executive Board, 1989-1993  
 Guest Reviewer, *Review of Educational Research*  
 Editorial Board, *American Educational Research Journal*, 1992- 1997  
 Co-chair, Division K Program subsection on literacy and teacher education, 1992-93  
 Program Committee representative, Division C, 1993-94

## Additional Editorial Boards:

*Journal of Curriculum and Instruction*, 2011  
*Journal of Educational Psychology*, Guest Reviewer, 2009  
*Elementary School Journal*, Guest Reviewer, 2009-present  
*Cognition and Instruction*, occasional Guest Reviewer  
*Discourse Processes*, 2006-present  
*Literacy Teaching and Learning: A Journal of the Reading Recovery Organization*, 2000-2001  
 Technical Report Review Board, Center for the Study of Reading, University of Illinois at Urbana-Champaign, 1979-1980.

*Miscellaneous*

Leader, Study Tour of South Africa: Literacy Practices in Complex Times, Citizen Ambassador Program and the Spirit of South Africa, May/June 2006.

Leader, Study Tour of China: Reading Research, Teacher Education, and Practice, Citizen Ambassador Program and the China Association for Science and Technology, October, 1993.

Delegation Leader: Reading. US/China Joint Conference on Education, Beijing, China, November, 1992; US/Cuba Joint Conference on Education, Havana, Cuba, October, 2000. Sponsored by Citizen Ambassador Program.

*Selected Service to Academic Institutions*

**To Michigan State University (1982-97)**

*Counseling, Educational Psychology, & Special Education (CEPSE)*

Personnel Committee, 1983-85, 1990

Faculty Advisory, 1990-1992

Search Committees (e.g., CEPSE Department Chair, 1987)

*Teacher Education*

Faculty Advisory Committee, 1984-86

Review, Promotion, & Tenure Committee, 1987-89

Academic Program and Policy Committee, Ph.D. programs (1989-93; Chair, 1992-93)

Steering Committee, Heterogeneity Alternative Program for Teaching Training (1986-87)

Co-coordinator, Disciplinary Knowledge Emphasis Area, TE Doctoral Program(1987-89)

Chair, Academic Program and Policy Committee, 1995-96

Search Committees (e.g., TE Department Chair, 1994; Children's Literature Position, search committee chair, 1996))

*College of Education*

Faculty Advisory Committee, 1992-1996 (CEPSE representative)

Futures Committee, 1995-1996

Reading Steering Committee 1986-1992

Literacy MA Program Coordinator, 1992 - 1996

Professional Development Schools Summer Institute (1990)

Faculty Advisory Committee, 1988 (TE representative)

*University*

Academic and Faculty Council, University Committee, 1986-87

**To Oakland University (1997-2001)**

Committee to Revise SEHS Personnel Review Statement, 1997-98

NCATE Curriculum Committee, 1998-present

Search Committee chair, 1999

**To Center for Improvement of Early Reading Achievement (CIERA)**

Chair, Research Council, 1999

Associate Director of Research, October, 1999 – 2000

**To University of Illinois at Chicago**

Program Coordinator, Literacy Language and Culture M.Ed., 2002-2008

Search Committee Chair, Writing Position, Spring 2002

Partnership READ, 2002 - 2009

Director, 2003-2009

ARDDP Evaluation Committee

ARDDP Project Advisory Committee

ARDDP Cross-Site Event Committee and Presenter

Education Program and Policy Committee, 2002-2004, 2009-2011, Chair 2012-2014



Executive Committee, College, 2004-2006, Fall 2007  
Co-Chair, Bilingual Education Search Committee, Fall/Spring 2010  
University Scholar Award Committee Chair, 2011, 2012

**To Community**

Art Institute of Chicago, Member of Teacher Arts Education Advisory Board, 2009-2010.