

TIMOTHY SHANAHAN

Timothy Shanahan is Distinguished Professor Emeritus at the University of Illinois at Chicago where he is Founding Director of the UIC Center for Literacy. He is the former director of reading for the Chicago Public Schools and recently he was Visiting Research Professor at Queens University, Belfast, Northern Ireland. He is author/editor of more than 200 publications including the books, *Teaching with the Common Core Standards for the English Language Arts*, *Early Childhood Literacy*, and *Developing Literacy in Second-Language Learners*. His research emphasizes the connections between learning to read and learning to write, literacy in the disciplines, and improvement of reading achievement.

Professor Shanahan is past president of the International Literacy Association. He served on the Advisory Board of the National Institute for Literacy under Presidents George W Bush and Barak Obama. Shanahan took a leadership role on the National Reading Panel (NRP), convened by the National Institute of Child Health and Human Development (NICHD) at the request of Congress to evaluate research on methods for teaching reading (third most influential education policy document according to the Editorial Projects in Education Research Center). He chaired two other federal research review panels: the National Literacy Panel for Language Minority Children and Youth, and the National Early Literacy Panel, and was a member of the English Language Arts Work Team for the Common Core State Standards. He is on the editorial review boards of *Reading Research Quarterly*, *Scientific Studies in Reading*, *Journal of Literacy Research*, *Journal of Educational Psychology*, *Reading Psychology*, *The Reading Teacher*, and *Reading and Writing*, and has reviewed research proposals for UNESCO, the National Science Foundation (USA), Institute of Education (Hong Kong), Economic and Social Research Council (UK), Social Science and Humanities Research Council (Canada), Czech Science Foundation (Czech Republic), Icelandic Research Fund (Iceland), and the National Research Fund (Luxembourg). He is co-principal investigator of the U.S. Department of Education's National Title I Study of Implementation and Outcomes: Early Childhood Language Development funded by the Institute of Education Sciences.

Shanahan received the William S. Gray Citation for Lifetime Achievement and the Albert J. Harris Award for outstanding research on reading disability from the International Literacy Association (ILA), the Milton D. Jacobson Readability Research Award, the Amoco Award for Outstanding Teaching and the University of Delaware's Presidential Citation for Outstanding Achievement. In 2009, he was selected as researcher of the year at the University of Illinois at Chicago (Social Sciences/Humanities). He co-developed Project FLAME, a family literacy program for Latino immigrants, which received an Academic Excellence Award from the U.S. Department of Education, and his article, "The Common Core Ate My Baby" received the Distinguished Achievement Award for Learned Article from the Association of Educational Publications (2013). His research and testimony are cited in federal case law (*Memisovski v. Maram*, 2004, No. 92 C 1982, lauded by the American Academy of Pediatrics as "an enormous victory" for children's health care). He received his Ph.D. at the University of Delaware in 1980. His research and development projects have attracted approximately \$6 million in funding from government agencies and the philanthropic community. He was inducted to the Reading Hall of Fame in 2007, and is a former first-grade teacher. For more information, visit his blog: www.shanahanonliteracy.com

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PERSONAL INFORMATION

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EDUCATIONAL BACKGROUND

Ph.D.	University of Delaware	Reading Education	1980
M.A.T.	Oakland University	Reading Education	1974
B. A.	Oakland University	Social Science-History	1972

PROFESSIONAL EXPERIENCE

Visiting Research Professor; Queens University; Belfast, Northern Ireland, 2014-2015

Distinguished Professor, College of Education, University of Illinois at Chicago, (Assistant Professor, 1980–86; Associate Professor, 1986–1991), 1991–2013.

Director, Center for Literacy, University of Illinois at Chicago, 1991–2013.

Chair, Department of Curriculum & Instruction, University of Illinois at Chicago, 2011–2013.

Executive Director, Chicago Reading Initiative, Chicago Public Schools, 2001–2002.

Supervisor of Summer Clinical Programs, College of Education, University of Delaware, 1979.

Director of Reading, Upward Bound-College Try, University of Delaware, 1976–78.

Research/Teaching Assistant, College of Education, University of Delaware, 1975–80.

Instructor (part time), College of Education, Oakland University, 1975.

Reading Specialist, Swartz Creek Community Schools, Swartz Creek, Michigan, 1974–75.

Teacher, First and Third Grades, Holly Area Schools, Holly, Michigan, 1972–74.

INTERNATIONAL EDUCATION EXPERIENCE

Participant, Literacy Research Group, University of Stavanger, Stavanger, Norway, 2016
(participants from Denmark, Norway, U.K., U.S.)

Presenter, Near East South Asia Council of Overseas Schools Fall Leadership Conference, Abu Dhabi, United Arab Emirates, 2015.

Research Proposal Reviewer, Icelandic Research Fund, 2015.

Visiting Research Professor, Queens University, Belfast, Northern Ireland, 2015.

Research Proposal Reviewer, Czech Science Foundation, Czech Republic, 2015.

Keynote Speaker, Write! Read! Conference of National Centre for Reading Education and Reading Research and Writing Education and Research Center, Stavanger, Norway, 2015.

Research Proposal Reviewer, Luxembourg National Research Fund, 2014-2015.

Consultant, Childhood Development Initiative, Dublin, Ireland, 2014.

Reviewer, *European Journal of Education Psychology*, 2013-2014.

Research Proposal Reviewer, Hong Kong Institute of Education, 2011-2015.

Invited Conference Presenter, Second Arabic Language Seminar: Teaching and Learning of Reading, Muscat, Oman, 2011.

Consulting, Ministry of Education, Sultanate of Oman, 2011.

Consultant, Ready to Learn Programme, Barnardos, Belfast, Northern Ireland, 2009-2015.

Consultant, Youngballymun Write Minded Project, Dublin, Ireland, 2009-2013.

Research Proposal Reviewer, Social Science & Humanities Research Council of Canada, 2009.

President, International Reading Association (IRA), 2006-2007 (and served as an officer of IRA from 2004-2006, and a member of its Board of Directors, 1998-2001).

In this capacity, I hosted and/or participated in various international education meetings and conferences in Bahrain, Bermuda, Canada, Croatia, Egypt, France, Hungary, Ireland, Israel, Jamaica, New Zealand, and the Philippines including meetings with the Arab League, British Council, Carnegie Endowment for International Peace, Ministry of Education of Egypt, and UNESCO.

Research Proposal Reviewer, Economic & Social Research Council, United Kingdom, 2006.

Team Leader, People to People International, China Literacy Tour, 2000.

Professional Development Specialist, Chisinau, Moldova, Reading-Writing-Critical Thinking (RWCT) Project, International Reading Association and George Soros Open Society Foundation, 1997-2000.

PATENTS

Morrison, A. S., & Shanahan, T. (2013, October 29). *Comprehension instruction system and method*. U.S. Patent #8,568,144.

INCLUSION IN U.S. CASE LAW

Memisovski v. Maram, No. 92 C 1982. (Northern District, Illinois, August 23, 2004).

Jindal v. United States Department of Education and Arne Duncan, in his official capacity as U.S. Secretary of Education, Case 3-14-cv-00534-SDD-RLB, (Middle District of Louisiana, September 15, 2015).

PUBLICATIONS

Books and Monographs:

Morrow, L. M., Shanahan, T., & Wixson, K. (2013). *Teaching with Common Core State Standards for English Language Arts, PreK-2*. New York: Guilford Publications.

Morrow, L. M., Wixson, K., & Shanahan, T. (2013). *Teaching with Common Core State Standards for English Language Arts, Grades 3-5*. New York: Guilford Publications.

Shanahan, T., & Lonigan, C. (Eds.). (2013). *Literacy in preschool and kindergarten children: The National Early Literacy Panel and beyond*. Baltimore: Brookes Publishing.

Shanahan, T. (with A. Duffett). (2013). *Common Core in the schools: A first look at reading assignments*. Washington, DC: Thomas B. Fordham Institute.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through third grade: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

August, D., & Shanahan, T. (Eds.). (2008). *Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth*. New York: Routledge.

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English Language Learners in the elementary grades*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners*. Mahwah, NJ: Lawrence Erlbaum Associates.

Shanahan, T. (2005). *The National Reading Panel Report: Practical advice for teachers*. Naperville, IL: Learning Point Associates.

Beach, R.; Green, J.; Kamil, M. L., & Shanahan, T. (Eds.). (2005). *Multidisciplinary perspectives on literacy research*. Cresskill, NJ: Hampton Press.

Shanahan, T. (Ed.). (1994). *Teachers Thinking, Teachers Knowing*. Urbana, IL: National Conference on Research in English, & National Council of Teachers of English.

Shanahan, T., & Kamil, M. L. (1994). *Academic Research Libraries*. Urbana, IL: Center for the Study of Reading, & National Conference on Research in English.

- Shanahan, T., & Barr, R., with Blackwell, L., & Burkhardt, A. (1994). *Reading Recovery: An independent evaluation of the efforts of an early instructional intervention for at risk learners*. Oakbrook, IL: North Central Educational Regional Laboratory.
- Beach, R.; Green, J.; Kamil, M. L., & Shanahan, T. (Eds.). (1992). *Multidisciplinary perspectives on literacy research*. Urbana, IL: National Conference on Research in English.
- Shanahan, T. (Ed.). (1990). *Reading and writing together: New perspectives for the classroom*. Norwood, MA: Christopher Gordon.
- Kamil, M. L.; Langer, J.; & Shanahan, T. (1985). *Understanding reading and writing research*. Boston: Allyn & Bacon.
- Pikulski, J. J. & Shanahan, T. (Eds.). (1982). *Approaches to the informal evaluation of reading*. Newark, DE: International Reading Association.

Refereed Journal Articles:

- Shanahan, T. (2015). What teachers should know about Common Core: A guide for the perplexed. *The Reading Teacher, 68*, 583-588.
- Shanahan, T. (2015). Common Core Standards: A new role for writing. *Elementary School Journal, 115*(4), 464-479.
- Shanahan, T. (2015). Let's get higher scores on these new assessments. *The Reading Teacher, 68*, 459-463.
- Shanahan, T. (2014). How and how not to prepare students for the new tests. *The Reading Teacher, 68*, 184-188.
- Shanahan, T. (2014). Educational policy and literacy instruction: Worlds apart? *The Reading Teacher, 68*, 7-12.
- August, D., McCardle, P., & Shanahan, T. (2014). Developing literacy in English Language Learners: Findings from a review of the experimental research. *School Psychology Review, 43*, 490-498.
- Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders, 32*, 1-12.
- Shanahan, C., Shanahan, T., & Misichia, C. (2011). Analysis of expert readers in three disciplines: History, mathematics, and chemistry. *Journal of Literacy Research, 3*, 393-429.
- Shanahan, T., & Lonigan, C. (2010.) The National Early Literacy Panel: A summary of the process and the report. *Educational Researcher, 39*(4), 279-287.
- Lonigan, C., & Shanahan, T. (2010.) Developing early literacy skills: Things we know we know and things we know we don't know. *Educational Researcher, 39*(4), 340-346.
- Shanahan, T. (2008). Literacy across the lifespan? *Community Literacy Journal, 3*(1), 3-20.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Education Review, 78*(1), 40-59.

- Shanahan, T. (2003). Research-based reading instruction: Myths about the National Reading Panel report. *The Reading Teacher*, 56, 646–655.
- Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. *Reading Research Quarterly*, 36, 250–287.
- Izzo, C., Weiss, L., Shanahan, T., & Rodriguez-Brown, F. (2000). Parental self-efficacy and social support as predictors of parenting practices and children's socioemotional adjustment in Mexican immigrant families. *Journal of Prevention & Intervention in the Community*, 20, 197–213.
- Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist*, 35, 39–51.
- Pearson, P. D., & Shanahan, T. (1998). The reading crisis in Illinois: A ten-year retrospective of IGAP. *Illinois Reading Council Journal*, 26(3), 60–67.
- Shanahan, T. (1998). Twelve studies that have influenced K–12 reading instruction. *Illinois Reading Council Journal*, 26 (1), 42–50.
- Shanahan, T. (1997). Reading-writing relationships, thematic units, inquiry learning... In pursuit of effective integrated instruction. *The Reading Teacher*, 51, 12–19.
- Shanahan, T., & Shanahan, S. (1997). Character perspective charting: Helping children to develop a more complete conception of story. *The Reading Teacher*, 50, 668–677.
- Shanahan, T., & Neuman, S. (1997). Research that made a difference revisited. *Reading Research Quarterly*, 32, 202–211.
- Shanahan, T., & Barr, R. (1995). Reading Recovery: An independent evaluation of the effects of an early instructional intervention for at risk learners. *Reading Research Quarterly*, 30, 958–996.
- Shanahan, T., Mulhern, M., & Rodriguez-Brown, F. (1995). Project FLAME: A literacy program for language minority families. *The Reading Teacher*, 48, 586–593.
- Feroli, L., & Shanahan, T. (1993). Voicing in Spanish and English knowledge transfer. In D. Leu & C. Kinzer, (Eds.), *Examining central issues in literacy research, theory, and practice*. (Forty-second Yearbook of the National Reading Conference, pp. 413–418). Chicago: National Reading Conference.
- Kamil, M. L., & Shanahan, T. (1991). Academic libraries and research in the teaching of English. In S. McCormick & J. Zutell (Eds.), *Learner factors/teacher factors: Issues in literacy research and instruction*. (Fortieth Yearbook of the National Reading Conference, pp. 83–90). Chicago: National Reading Conference.
- Shanahan, T. (1991). New literacy goes to school: Whole language in the classroom. *Educational Horizons*, 69, 146–151.
- Cox, B. E., Shanahan, T., & Tinzman, M. (1991). Children's knowledge of organization, cohesion, and voice. *Research in the Teaching of English*, 25, 179–218.
- Shanahan, T., & Tierney, R. J. (1990). Reading-writing connections: The relations among three research traditions. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from*

- multiple paradigms*. (Thirty-ninth Yearbook of the National Reading Conference, pp. 13–34). Chicago, IL: National Reading Conference.
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- Gregory, J. F.; Shanahan, T.; & Walberg, H. (1989). High school seniors with special needs: An analysis of characteristics pertinent to the school-to-work transition. *International Journal of Educational Research*, *13* (5), 489–499.
- Shanahan, T., & Lomax, R. (1988). A developmental comparison of three theoretical models of the reading-writing relationship. *Research in the Teaching of English*, *22*, 196–212.
- Janiuk, D., & Shanahan, T. (1988). Adult literacy and primary grade reading instruction. *The Reading Teacher*, *41*, 880–886.
- Shanahan, T. (1988). Reading-writing relationships: Seven instructional principles. *The Reading Teacher*, *41*, 636–647.
- Shanahan, T. (1987). A survey of student literacy experiences in a large scale assessment. In J. Readence & S. Baldwin (Eds.), *Research in Literacy: Merging Perspectives* (Thirty-sixth Yearbook of the National Reading Conference, pp. 35–44). Rochester, NY: National Reading Conference.
- Ferrolli, L., & Shanahan, T. (1987). Kindergarten spelling: Explaining its relationship to first grade reading. In J. Readence & S. Baldwin (Eds.), *Research in Literacy: Merging Perspectives* (Thirty-sixth Yearbook of the National Reading Conference, pp. 93–100). Rochester, NY: National Reading Conference.
- Gregory, J. F.; Shanahan, T.; & Walberg, H. (1987). Orthopaedically handicapped students in public and private high schools. *The Exceptional Child*, *34* (2), 1–8.
- Shanahan, T. (1987). Shared knowledge of reading and writing. *Reading Psychology*, *8*, 93–102.
- Gregory, J.; Shanahan, T.; & Walberg, H. (1987). A descriptive profile of mainstreamed orthopedically handicapped tenth graders. *Journal of Research and Development in Education*, *20*, 49–56.
- Shanahan, T. (1986). Predictions and the limiting effects of prequestions. In J. Niles & R. Lalik (Eds.), *Solving problems in literacy: Learners, teachers, and researchers*, (Thirty-fifth Yearbook of the National Reading Conference, pp. 92–98). Rochester, NY: National Reading Conference.
- Shanahan, T. & Lomax, R. (1986). An analysis and comparison of theoretical models of the reading-writing relationship. *Journal of Educational Psychology*, *78*, 116–123.
- Shanahan, T. (1986). The reading-writing relationship: Myths and realities. *Wisconsin State Reading Association Journal*, *30*, 9–18.
- Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1986). A profile of learning disabled twelfth graders in regular classes. *Learning Disability Quarterly*, *9*, 33–42.
- Shanahan, T., & Walberg, H. J. (1985). Productive influences on high school achievement. *Journal of Educational Research*, *78*, 357–363.
- Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). Learning disabled 10th graders in mainstreamed settings: A descriptive analysis. *Remedial and Special Education*, *6*, 25–34.

- Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). A descriptive analysis of high school seniors with speech disabilities. *Journal of Communication Disorders, 18*, 295–304.
- Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). A national survey of mainstreamed hearing impaired high school sophomores. *Journal of Rehabilitation, 51*, 55–58.
- Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). Profile of speech- disabled sophomores. *American Rehabilitation, 11*, 9–15, 32.
- Shanahan, T., & Kamil, M. L. (1984). The relationship of the concurrent and construct validities of cloze. In J. A. Niles, & L. A. Harris (Eds.), *Changing perspectives on research in reading/language processing and instruction*. (Thirty-third Yearbook of the National Reading Conference, pp. 252–256). Rochester, NY: National Reading Conference.
- Shanahan, T. (1984). Nature of the reading-writing relation: An exploratory multivariate analysis. *Journal of Educational Psychology, 76*, 466–477.
- Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1984). Mainstreamed hearing-impaired high school seniors: A re-analysis of a national survey. *American Annals of the Deaf, 129*, 11–16.
- Walberg, H. J., & Shanahan, T. (1983). High school effects on individual students. *Educational Researcher, 12*, (7), 4-9.
- Shanahan, T., & Hogan, V. (1983). Parent reading style and children's print awareness. In J. A. Niles & L. A. Harris (Eds.), *Searches for meaning in reading/language processing and instruction*. (Thirty-second Yearbook of the National Reading Conference, pp. 212–217). Rochester, NY: National Reading Conference.
- Shanahan, T., & Kamil, M. L. (1983). A further comparison of sensitivity of cloze and recall to passage organization. In J. A. Niles & L. A. Harris (Eds.), *Searches for meaning in reading/language processing and instruction*. (Thirty-second Yearbook of the National Reading Conference, pp. 123–128). Rochester, NY: National Reading Conference.
- Shanahan, T. & Kamil, M. L. (1982). The sensitivity of cloze to passage organization. In J. A. Niles & L. A. Harris (Eds.), *New inquiries in reading research and instruction*. (Thirty-first Yearbook of the National Reading Conference, pp. 204–208). Rochester, NY: National Reading Conference.
- Shanahan, T. (1982). How do we motivate reading comprehension? *Reading World, 22*, 111–118.
- Shanahan, T., Kamil, M. L., & Tobin, A. W. (1982). Cloze as a measure of intersentential comprehension. *Reading Research Quarterly, 17*, 229–255.
- Shanahan, T. (1980). The impact of writing instruction on learning to read. *Reading World, 19*, 357–368.
- Shanahan, T. (1980). Three explanations of reading disability. In M. L. Kamil & A. J. Moe (Eds.), *Perspectives on reading research and instruction*. (Twenty-ninth Yearbook of the National Reading Conference, pp. 301–308). Washington, D. C.: National Reading Conference.
- Pikulski, J. J. & Shanahan, T. (1980). A comparison of various approaches to evaluating phonics. *Reading Teacher, 33*, 692–702.
- Cassidy, J. & Shanahan, T. (1979). Survival skills: Some considerations. *Journal of Reading, 23*, 136–140.

- Shanahan, T. (1979). The writing crisis: A survey and solution. *Phi Delta Kappan*, 61, 216–217.
- Shanahan, T. (1977). Writing marathons and concept development. *Language Arts*, 54, 403–405.

Invited Journal Articles:

- Shanahan, T., & Shanahan, C. (2017). Disciplinary literacy: Just the FAQs. *Educational Leadership*, 74(5), 18-22.
- Shanahan, T., & Shanahan, C. (2015). Disciplinary literacy comes to middle school. *Voices from the Middle*, 22(3), 10-13.
- Shanahan, T. (2015). Are you lactating? On the importance of academic language. *Perspectives on Language and Literacy*, 40(3), 15-17.
- Shanahan, T. (2014, September/October). Should we teach students at their reading levels? *Reading Today*, 14-15.
- Shanahan, C., & Shanahan, T. (2014). The implications of disciplinary literacy. *Journal of Adolescent & Adult Literacy*, 57, 628-631.
- Shanahan, T. (2013). Letting the text take center stage. *American Educator*, 37(3), 4-11, 43.
- Shanahan, T. (2013). You want me to read what? *Educational Leadership*, 71(3), 10-15.
- Shanahan, T. (2014, Winter). Common Core: Close reading. *Instructor*, 28-30.
<http://www.scholastic.com/teachers/article/common-core-close-reading-0>
- Shanahan, T. (2013). Common Core in the middle: Making it work means solving a riddle. *Voices in the Middle*, 21(2), 61-63.
- Shanahan, T. (2012). The common core ate my baby. *Educational Leadership*, 70(4), 10-19.
- Shanahan, T., & Lonigan, C. J. (2012). The role of early oral language in literacy development. *Language Magazine*, 12(2), 24-27.
- Shanahan, T., Fisher, D., & Frey, N. (2012). The challenge of challenging text. *Educational Leadership*, 69(6), 58-63.
- Shanahan, T. (2011). Common core standards: Are we going to lower the fences or teach kids to climb. *Reading Today*, 29(1), 20–21.
- Shanahan, T. (2008). Reading education through the eyes of a curmudgeon. *The California Reader*, 42(1), 3-9.
- Shanahan, T., & Hynd-Shanahan, C. R. (2006, September 5). A good start is not enough: What it will take to improve adolescent literacy. *Teachers College Record*. <http://www.tcrecord.org> ID Number: 12696, Date Accessed: 9/11/2006 4:07:15 PM.
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- Shanahan, T. (1988). The voyage into school reform. *Illinois Schools Journal*, 68, 3–8.

Book Chapters:

- Shanahan, T. (2015). Relationships between reading and writing development. In C. A. MacArthur, Steve Graham, & Jill Fitzgerald (Eds.), *Handbook of writing research* (2nd ed., pp. 194-210). New York: The Guilford Press.
- Shanahan, C., & Shanahan, T. (2015). The what and why of disciplinary literacy. In M. C. Hougen (Ed.), *Fundamentals of literacy instruction & assessment, 6-12*. Baltimore: Paul H. Brookes Publishing.
- August, D., & Shanahan, T. (2015). What are the language demands for English language arts in the Common Core State Standards? In G. Valdes, K. Menken, & M. Castro (Eds.), *Common core bilingual and English Language Learners* (pp. 155-156). Philadelphia: Caslon Publishing.
- Shanahan, T. (2014). Writing about reading: Writing instruction in the age of the Common Core State Standards. *Write now! Empowering writers in today's K-6 classroom* (pp. 3-17). Newark, DE: International Reading Association.
- Shanahan, T., & Shanahan, C. (2014). Teaching history and literacy. In K. A. Hinchman & H. K. Sheridan-Thomas, *Best practices in adolescent literacy instruction* (2nd ed., pp. 232-248). New York: The Guilford Press.
- Shanahan, T. (2013). Common core state standards: Educating young children for global excellence. In R. Reutzel (Ed.), *Handbook of research-based practice in early childhood education* (pp. 297-221). New York: Guilford Publications.
- Shanahan, T. (2013). Best practices in writing about text. In S. Graham, C. MacArthur, & J. Fitzgerald (Eds.), *Best practices in writing instruction* (2nd ed., pp. 334-350). New York: Guilford Publications.
- Lonigan, C. J., & Shanahan, T. (2013). Reflections on the National Early Literacy Panel: Looking back and moving forward. In T. Shanahan & C. J. Lonigan (Eds.), *Early childhood literacy* (pp. 273-304). Baltimore: Paul H. Brookes.
- Shanahan, T., & Lonigan, C. J. (2013). The National Early Literacy Panel: A summary of the report. In T. Shanahan & C. J. Lonigan (Eds.), *Early childhood literacy* (pp. 1-20). Baltimore: Paul H. Brookes.
- Shanahan, T. (2013). In conclusion: On implementing the Common Core Standards successfully in grades K-2. In L. M. Morrow, T. Shanahan, & K. Wixson (Eds.), *Teaching with Common Core State Standards for English language arts, K-2* (pp. 184-200). New York: Guilford Press.
- Shanahan, T. (2012). Teaching fluency in the context of effective literacy instruction. In T. Rasinski, C. Bachowicz, & K. Lems (Eds.), *Fluency theory, fluency research* (2nd ed., pp. 17-34). New York: Guilford Publications.
- Lonigan, C., & Shanahan, T. (2012). Translating research into practice: Results from the National Early Literacy Panel and their implications for family literacy programs. In B. H. Wasik (Ed.), *Handbook of family literacy* (2nd ed., pp. 118-134). New York: Routledge.
- Shanahan, T. (2011). Education policy and the language arts. In L. Morrow (Ed.), *Handbook of research on the English language arts* (3rd ed., pp. 152-158). Urbana, IL: National Council of Teachers of English.

- Shanahan, T. (2011). Reading curricula for students beyond the primary grades. In T. Rasinski (Ed.), *Developing reading instruction that works* (pp. 113–132). Bloomington, IN: Solution Tree Press.
- August, D., & Shanahan, T. (2010). Effective English literacy instruction for English learners. In California Department of Education (Ed.), *Improving education for English Learners: Research-based approaches* (pp. 209–250). Sacramento: California Department of Education.
- Shanahan, T. (2010). Predicting the future of adolescent literacy. In *What do teachers need to know and be able to do in tomorrow's schools?* (pp. 65–72). Amherst, MA: Pearson Evaluation Systems.
- Shanahan, T. (2009). Reading in the twenty-first century: The literacy our children need. In *What will tomorrow's schools teach*. Amherst, MA: Evaluation Systems, Pearson.
- Shanahan, T. (2009). Connecting reading and writing instruction for struggling readers. In G. Troia (Ed.), *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 113-131). New York: Guilford Press.
- Lonigan, C. J., Shanahan, T., Cunningham, A. (2008). Impact of shared reading interventions on young children's early literacy skills. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 153–171). Washington, DC: National Institute for Literacy.
- Schatschneider, C., Westberg, L., & Shanahan, T. (2008). Methodology of the National Early Literacy Panel. In *Developing early literacy: Report of the National Early Literacy Panel* (pp. 1–53). Washington, DC: National Institute for Literacy.
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- Shanahan, T. (2001). A conference in search of an agenda. *NCRL*, 28 (2), 4–5.
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- Shanahan, T. (1999). Qualified teachers mean quality reading for needy kids. *Michigan Reading Journal*, 31(3), 5-8.
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- Shanahan, T. (1998). Reading Recovery: Its effectiveness and implications for teacher education. *The Literacy Professional*, 9(1), 3.
- Shanahan, T. (1996). Reading. In P. P. Wilson (Ed.), *The professional collection for elementary educators*, (pp. 40–55). New York: H. W. Wilson. (Bibliography)

- Shanahan, T., & Rodriguez-Brown, F. Making the Grade. *Chicago Tribune*, December 16, 1995, Section 1, p. 23. (Letter)
- Shanahan, T. (1995). Project FLAME. In L. M. Morrow, D. H. Tracey, C. M. Maxwell (Eds.), *A survey of family literacy in the United States* (pp. 75–76). Newark, DE: International Reading Association. (Abstract)
- Shanahan, T. (1994). Assessment, Theory and Practice. In A. C. Purves (Ed.), *Encyclopedia of English Studies and Language Arts*, pp. 93–97. Urbana, IL: National Council of Teachers of English & Scholastic.
- Shanahan, T. (1994). Cloze Testing. In A. C. Purves (Ed.), *Encyclopedia of English Studies and Language Arts*, pp. 197–198). Urbana, IL: National Council of Teachers of English.
- Shanahan, T., Meehan, M., & Mogge, S. (1994). *The "professionalization" of the adult literacy teacher*. (NCAL Technical Report TR94-11). Philadelphia: University of Pennsylvania, National Center for Adult Literacy.
- Shanahan, T., & Rodriguez-Brown, F. V. (1994). *Toward an ethics of family literacy*. Berkeley, CA: Center for the Study of Writing. (audio tape)
- Mulhern, M., Rodriguez-Brown, F. V., & Shanahan, T. (1994). *Family literacy for language minority families: Issues for program implementation*. Washington, DC: National Clearinghouse for Bilingual Education. (Program Information Guide)
- Shanahan, T. (1992). But Do We Really Want Individual Scores? *Illinois Reading Council Communicator*, 15, February, 1, 3.
- Shanahan, T., & Knight, L. (1991). *Guidelines for Judging and Selecting Language Arts Textbooks: A Modest Proposal*. Concept Paper No. 1. Urbana, IL: National Council of Teachers of English.
- Shanahan, T. (1989). The role and nature of assessment in urban education: Toward a new sensibility. In G. Griffin & A. Lowe (Eds.), *Creating an agenda for urban educational research and development*. Chicago: Center for Urban Educational Research and Development, College of Education, University of Illinois at Chicago.
- Pearson, P. D., Valencia, S., Reeve, R., & Shanahan, T. (1988). *Illinois Goal Assessment Program - Reading*. Springfield, IL: Illinois State Board of Education.
- Killgallon, P. A. A study of relationships among certain pupil adjustments in reading situations. Edited by T. Shanahan for inclusion in L. Gentile, M. L. Kamil, & J. Blanchard (Eds.), *Reading research revisited*. Columbus, Ohio: Merrill, 1983. (Edited chapter)
- Language and Reform in China. In E. Malmquist (Ed.), *Handbook on Comparative Reading*. Newark, DE: International Reading Association, 1982. (Annotation)
- The Structure and Development of the Finnish Language. In E. Malmquist (Ed.), *Handbook on Comparative Reading*. Newark, DE: International Reading Association, 1982. (Annotation)
- Assessment Tests for Levels 1-8 (Primary Level), *The Houghton Mifflin Reading Series*. Boston: Houghton Mifflin, 1980. (Published tests)

Reprints

- Lonigan, C., & Shanahan, T. (2013). Developing early literacy skills: Things we know and things we know we don't know. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (6th ed., pp. 362-374). Newark, DE: International Reading Association.
- Shanahan, T., & Neuman, S. B. (2004). Literacy research that makes a difference. In *Preparing reading professionals: A collection from the International Reading Association* (pp. 53-61). Newark, DE: International Reading Association.
- Shanahan, T., & Neuman, S. B. (2004). Literacy research that makes a difference. In R. D. Robinson (Ed.), *Readings in reading instruction: Its history, theory, and development*, (pp. 24-36). Boston: Pearson A&B.
- Shanahan, T. (2000). Reading-writing relationships, thematic units, inquiry learning... In pursuit of effective integrated literacy instruction. In N. D. Padak, T. V. Rasinski, J. K. Peck, B. W. Church, et al. (Eds.), *Distinguished Educators on Reading: Contributions that have shaped effective literacy instruction* (pp. 305-316). Newark, DE: International Reading Association.
- Shanahan, T. (1998). Relaciones entre lectura y escritura, unidades tematicas, aprendizaje mediante investigacion...En busca de la instruccion eficaz para una alfabetización integrada. *Lectura y Vida*, 19, 17–26.
- Shanahan, T., Mulhern, M., & Rodriguez-Brown, F. (1995). Project FLAME: A literacy program for language minority families. In L. M. Morrow, S. B. Neuman, J. R. Paratore, & C. Harrison (Eds.), *Parents and literacy*, (pp. 40-47). Newark, DE: International Reading Association, 1995.
- Shanahan, T., Robinson, B., & Schneider, M. (1995). Avoiding some of the pitfalls of thematic units. In M. Opitz (Ed.), *Teaching reading: A cultural perspective*. Newark, DE: International Reading Association.
- Mulhern, M., Rodriguez-Brown, F. V., & Shanahan, T. (1994). *Family literacy for language minority families: Issues for program implementation. Forum, the Newsletter of the National Clearinghouse for Bilingual Education*, 17(Summer), 1, 4.
- Shanahan, T. (1989). Reading-writing relationships: Seven instructional principles. *Florida Reading Quarterly*.
- Shanahan, T., & Walberg, H. J. (1985). Productive influences on high school achievement. *Educational Excellence Network*, 4(5), 15–21.

PROFESSIONAL PRESENTATIONS 2012–2016

- Shanahan, T., & Shanahan, C. (2016, July). Disciplinary literacy review. Scientific Studies in Reading, Porto, Portugal.
- Shanahan, T. (2016, July). Reading can surprise you. International Literacy Association, Boston, MA.
- Shanahan, T. (2015, December). Text complexity versus the instructional level. Washington Educational Research Association, Seattle, WA.
- Shanahan, T. (2015, July). How and how not to get higher test scores. International Literacy Association, St. Louis, MO.

- Shanahan, T., & Shanahan, C. (2015, July). Disciplinary vocabulary. International Literacy Association, St. Louis, MO.
- Shanahan, T. (2015, April). Multiple perspectives on the complexity of first-grade text over a 50-year period: A response. American Educational Research Association, Chicago, IL.
- Shanahan, T. (2014, May). Text complexity and the instructional level. Invited annual research address. International Reading Association, New Orleans, LA.
- Shanahan, T. (2014, May). Disciplinary reading and writing. International Reading Association, New Orleans, LA.
- Shanahan, T. (2014, March). Teaching reading with challenging text. Institute of Child Care Research, Queens University, Belfast, Northern Ireland.
- Shanahan, T. (2013, November). Common Core and Testing. Association of Literacy Educators and Researchers, Dallas, TX.
- Shanahan, T. (2013, May). Writing and the Common Core. International Reading Association, San Antonio, TX.
- Shanahan, T. (2012, May). Meeting the challenges of the common core state standards. International Reading Association, Chicago, IL.

FUNDED GRANTS & CONTRACTS

- Ross, C., Shanahan, T., & West, J. (2009-2016). The national Title I study of implementation and outcomes: Early childhood language development. Institute of Education Science, U.S. Department of Education. (principal investigator) \$338,891/\$13,000,000.
- Shanahan, T., & Shanahan, C. (2005–2007). Disciplinary literacy in high school. Carnegie Corporation. \$100,000. (principal investigator)
- McKeown, M., Beck, I., & Shanahan, T. (2004–2007). Toward more meaningful decisions about comprehension instruction through development and comparison of standardized instruction for two major approaches. Institute of Education Science. \$117,276. (investigator)
- Shanahan, T., Teale, W., Hynd, C., & Meehan, M. (2002). Professional Development in Reading Excellence Schools: Illinois Consortium for Achieving Reading Excellence, Illinois State Board of Education. \$121,500. (principal investigator)
- Teale, W., & Shanahan, T. (2002). Illinois Consortium for Achieving Reading Excellence (ICARE), Western Illinois University. \$148,500. (principal investigator)
- Shanahan, T., & Teale, W. (2000-01). Framework for School Improvement Research. Interagency Educational Research Initiative (National Science Foundation, U. S. Department of Education, National Institute of Child Health and Development. \$110,000. (principal investigator)
- Shanahan, T. (1998). Partnership with Joseph Jungman School, Chicago Board of Education. \$20,000. (principal investigator)
- Shanahan, T., & Rodrigue-Brown, F. (1997–99). Probation School Partnership, 1997–99, Chicago Public Schools, \$132,000. (principal investigator)

- Shanahan, T. (1996–98). Family Start: Family Literacy Program, 1996–98. Department of Human Services, City of Chicago, \$537, 842. (principal investigator)
- Rodriguez-Brown, F., & Shanahan, T. (1995–2000). Academic Excellence Award Program, U.S. Department of Education. (\$997,234). (principal investigator)
- Wang, M. (1995–2000). School-Family Partnerships to Enhance the Academic and Social Competence of Urban Children, U.S. Department of Education. \$724,707. (Senior Research Associate with with R. Weissberg and L. Anderson; part of the Mid-Atlantic Regional Educational Laboratory).
- Rodriguez-Brown, F. & Shanahan, T. (1995–97). Family Assistance Program, U.S. Department of Education. (approved \$214,000, but only \$114,000 provided due to lack of Congressional appropriations; with F. Rodriguez-Brown).
- Rodriguez-Brown, F. & Shanahan, T. (1994–98). Project FLAME: A Family Literacy Program, General Mills Foundation. (\$200,000) (principal investigator)
- Shanahan, T. (1994–95). Hug A Book Evaluation, Hug A Book, Inc. (\$5,000). (principal investigator)
- Shanahan, T. (1993–95). Student Literacy Corps, Department of Education. (Approved for \$100,000, but only \$35,000 was provided due to lack of Congressional appropriations). (principal investigator)
- Shanahan, T., & Barr, R. (1992–93). Reading Recovery Evaluation Project, North Central Education Research Laboratory, 1992–93. (\$9,734). (principal investigator)
- Shanahan, T.. (1992–93). The Professionalization of the Adult Literacy Teacher, 1992–93. National Center for Adult Literacy, University of Pennsylvania. (\$5,000). (principal investigator)
- Shanahan, T., McElmurry, & Diamond, S. (1993). Literacy for Health, Lloyd Fry Foundation. (\$35,000). (principal investigator)
- Shanahan, T., & Rodriguez-Brown, F. (1992–97). Project FLAME: A Family Literacy Program. Kraft Foundation. (\$214,000) (principal investigator)
- McElmurry, Diamond, S., & Shanahan, T., (1992–93). Literacy for Health, National Institute for Literacy. (\$119,612)). (investigator)
- Shanahan, T. (1992). Teacher Knowing, Teacher Thinking. National Conference on Research in English. (\$12,500). (principal investigator)
- Shanahan, T. (1990–91). Student Literacy Corps, U. S. Department of Education. (\$49,940). (principal investigator)
- Beach, R., Green, Kamil, M., & Shanahan, T. (1990). Multidisciplinary Perspectives on Literacy Research, National Conference on Research in English. (\$17,000). (principal investigator)
- Rodriguez-Brown, F., & Shanahan, T. (1989–95). Literacy for the Limited English Proficient Child: A Family Approach, U. S. Department of Education. (\$1,059,862). (principal investigator)
- Griffin, G. (1988). Center for Urban Education, State of Illinois. (\$2,500,000), (investigator)
- Shanahan, T. (1987–88). Reading-writing relationships in the classroom. Chicago Area School Effectiveness Council. (\$15,000). (principal investigator)

- Kamil, M. L. & Shanahan, T. (1987–88). Research Libraries in Reading & Writing Education. National Conference on Research in English. (\$1,400). (principal investigator).
- Shanahan, T. (1985–87). State Reading Assessment, Center for the Study of Reading, 1985–87. (\$10,500). (principal investigator)
- Farr, M. (1985). Center for the Study of Writing Planning Grant, National Institute of Education. (\$10,000). (investigator)
- Shanahan, T. (1981). Differential Impact of Rehearsal Strategies on Prose Learning, Graduate College Research Board, University of Illinois at Chicago. (\$3,540). (principal investigator)

AWARDS & HONORS

- Outstanding Academic Title List (Early Childhood Literacy), *Choice Magazine*, 2013.
- Distinguished Achievement Award for Learned Article, Association of Educational Publishers, 2013.
- Inductee, University of Delaware Wall of Fame, 2013.
- William S. Gray Citation of Merit, International Reading Association, 2013.
- Literacy Award, LEADER (IRA Special Interest Group), 2013.
- Distinguished Professor, University of Illinois at Chicago, 2012.
- Researcher of the Year – Humanities and Social Sciences, University of Illinois at Chicago, 2009.
- Inductee, Reading Hall of Fame, 2007
- Listed in *Who's Who in America* (60th ed.), 2005.
- Listed in *Who's Who Among America's Teachers* (9th ed.), 2005.
- Member, Illinois Reading Hall of Fame, 2002.
- Recipient, Albert J. Harris Award for Outstanding Research on Reading Disability, International Reading Association, 1997. (with R. Barr)
- Listed in *Who's Who in Education*, 1995.
- Listed in *Who's Who in the Midwest*, 1994.
- Recipient, University of Delaware Presidential Citation for Outstanding Achievement, 1994.
- Member (Elected), Phi Kappa Phi, University of Illinois at Chicago Chapter, 1993.
- Advisor, Doctoral Dissertation Award Winner (Third Place), National Association of Bilingual Education, 1993. (Katsaru, E. "Four Successful Second Language Learners").
- Project Consultant. National Council of Teachers of English Recognition for Excellence in Curriculum Design. (Recipient: Wilmette Public Schools; 1990).
- Finalist, Silver Circle Award for Teaching Excellence, University of Illinois at Chicago, 1989.
- Nominee, Board of Directors, National Reading Conference, 1987.

Recipient, Milton D. Jacobson Readability Research Award, Readability Special Interest Group, International Reading Association, 1983.

Recipient, Amoco Outstanding Teaching Award, Amoco Foundation, 1982 (\$1,000).

Recipient, Silver Circle Award for Teaching, University of Illinois at Chicago Circle, 1982.

Advisor, Second Place Winner of the College Reading Association's Annual Master's Thesis Competition, 1981. (Chatlos, P. *The influence of verbal and written rehearsal on content area learning.*)

Recipient, Departmental Honors in Elementary Education, College of Education, Oakland University, 1972.

Recipient, State of Michigan Merit Scholarship, 1969.

EDITORIAL WORK

Editorships:

Editor, *National Reading Conference Yearbook*, 1998–2001

Editor, *Illinois Reading Council Journal*, 1998–2004

Editor, “Materials that Make a Mark” column, *Language Arts*, 1996–97

Editor, “Integrating Curriculum” column, *The Reading Teacher*, 1993–95

Associate Editor, *Journal of Reading Behavior*, 1988–89

Editorial Review Board Memberships:

Current:

Journal of Educational Psychology, 2011–

Journal of Literacy Research, 1982–

Reading and Writing: An Interdisciplinary Journal, 2011–

Reading Psychology, 2005–

Reading Teacher, 2011–

Reading Research Quarterly, 2012– (Editorial Consulting Board, 2015-2016)

Scientific Studies in Reading, 2012–

Teachers College Press, Literacy and Language Series, 2005–

Teachers College Press, Common Core Series, 2012–

Past:

Illinois Child Welfare, 2005–2013.

Illinois Reading Council Journal, 1996–1998

Journal of Reading, 1994 (special issue)

Language Arts, 1991–1998

National Center for Adult Literacy, 1994–1996

National Reading Conference Yearbook, 1981, 1984–1985, 1989–1992, 1994–1997, 2010

Reading Research and Instruction, 1985–1986

Reading Teacher, 1994–2000, (1989, special issue), 2002–2005,

Reading Research Quarterly, 1986–2007

Thinking Classroom, 2002–2005

Ad Hoc Reviewing for Journals and Research Organizations:

American Educational Research Journal, 1989–93, 2000–2003, 2008, 2012
Australian Journal of Language and Literacy, 2013
British Journal of Educational Psychology, 2011
Canadian Language and Literacy Research Network, 2007–2011
Child Development, 2006–2013
Cognition & Instruction, 1989
Contemporary Psychology, 1988
Curriculum Studies, 1992
Early Childhood Research Quarterly, 2011, 2016
Educational Assessment, 2015–2016
Educational Evaluation and Policy Analysis, 2007, 2011
Education Policy Analysis Archive, 2016
Educational Psychologist, 1986
Educational Researcher, 1984, 2013
Elementary School Journal, 1987
English Journal, 1986
European Journal of Psychology of Education, 2011–2014
Family & Community Health, 1993
JESPAR, 2004–2010
Journal of Education, 2012
Journal of Educational Psychology, 1984–94, 2002–2011
Journal of Reading, 1988–89, 1994
Journal of Research on Educational Effectiveness, 2008–2010, 2015–2016
Journal of Teacher Education, 2009–2012
Journal of Learning and Instruction, 2006–2008
Linguistics and Education, 2014
Reading Teacher, 2010–2011
Reading and Writing, 1995, 2000–2010
Research in the Teaching of English, 1984–2012
Review of Educational Research, 2005–2010
Science, 2011
Society for the Study of Reading, 1999, 2000–2010
Spanish Journal of Applied Linguistics, 2015
Urban Education, 1996

Conference Presentation Proposals and Other Reviewing:

American Educational Research Association
 Basic Research in Reading Special Interest Group, 1986–87, 2002–2006
 Curriculum Studies (Division B), 1982–1989
 Educational Measurement (Division D), 1987
 Learning & Instruction (Division C, Section 1), 1983, 1987, 1989, 1990,
 1994, 1996, 1999, 2002–2011
 Teacher Education (Division K), 2002
International Reading Association, 1984–87, 1990, 1994, 2000–2012

National Center for Literature, 1993
National Conference of Teachers of English, 1991.
National Reading Conference, 1987–90, 1995–96, 1999, 2001–2011
Society for Research on Educational Effectiveness, 2009

Grant Proposal Reviewing:

Carnegie Corporation of New York, 2007
City College of New York, New York, NY, 2008
Czech Science Foundation, 2013
Economic and Social Research Council, United Kingdom, 2008–2009
Hong Kong Institute of Education, Hong Kong, China, 2011-2013
Illinois College of Medicine at Rockford Internal Research Grants Program, 2007–2009
Institute of Education Science, 2004
International Reading Association, 1997
Luxembourg National Research Fund, 2013-2014
National Science Foundation, 2001
Nuffield Foundation, 2011
Social Science and Humanities Research Council of Canada, 2005-2011
Spencer Foundation, 1997, 2001, 2002–2005
William T. Grant Foundation, 2008

Book and Instructional Material Reviewing:

Allyn & Bacon Publishing Co., 1979–88
Aspen Publishing, Co., 1985–88
Brookes Publishing, 2008–
Christopher Gordon Publishers, 1988–92
Elsevier, 2007
Guilford Press, 2001–2008
HarperCollins, 1994
Heinemann, 2016
Houghton Mifflin Publishing Co., 1986–88, 2008
International Reading Association, 1988–93
Longman Publishing, 1994, 1996–97, 2002
Macmillan Publishing Co., 1986, 1990, 1992
Merrill Publishing Co., 1988–94
Oxford University Press, 1989
Pearson Publishing, 2001–2009
Prentice-Hall Publishing Co., 1981–85, 1996–97
UNESCO, 2016
Wadsworth Publishing, 1990–96
Yale University Press, 2003

PROFESSIONAL & COMMUNITY SERVICE

Chair, Editor Search Committee, Reading Research Quarterly, International Literacy Association, 2017.

Chair, William S. Gray Award Committee, International Literacy Association, 2016-2017.

Member, Chicago Task Force on Improving Literacy for Children with Disabilities, Mayor Rahm Emanuel, 2015-2016.

Member, Advisory Board, Universal Grade 2 Literacy for All Initiative, Mayor Bill De Blasio, New York City Schools, 2016.

Mentor, Reading Hall of Fame Emerging Young Scholars Fellowship (Tracey Hughes), 2015-2018.

Member, Scientific Advisory Board, Knowledge Matters, Washington, DC, 2016-

Member, Professional Advisory Board, Center for Development and Learning, Metairie, LA, 2015-

Member, English Language Arts Advisory Board, College Board, 2014-

Member, Illinois Center for School Improvement Research Council, 2013-

Member, Board of Visitors, Learning Research and Development Center, University of Pittsburgh, 2010-

Literacy Advisor, What Works Clearinghouse, Mathematica, 2005-

Member, Literacy Research Panel, International Reading Association, 2011-2014.

Co-chair, Common Core Standards Committee, International Reading Association, 2011-2015.

Member, Distinguished Scholar Committee, Literacy Research Association, 2010-2011.

Nominator, MacArthur Fellows Program, 2011.

Member, Board of Directors, Reach Out and Read, Boston, MA, 2007–2014.

Member, Barnardo’s Ready to Learn International Committee, Belfast, Northern Ireland, 2010–2014.

Member, Colorado Literacy Council, State of Colorado, 2008-2010.

Member, Board of Directors, National Institute for Literacy, Washington, DC, 2006–2010.

Member, Board of Advisors, National Family Literacy Center, 2001–2010.

Member, Common Core Standards Development Team, English Language Arts, National Governors Association and Council of Chief State School Officers, 2009–2010.

Chair, National Literacy Panel on Language Minority and Youth, Office of Educational Research and Improvement, U.S. Department of Education, 2002–2009.

Chair, National Panel on Early Childhood and Family Literacy, National Institute for Literacy, 2002–2008.

President, International Reading Association, 2004–2007. (elected)

Member, Board of Directors, International Reading Association, 1998–2001. (elected)

Member, Board of Directors, Illinois Reading Council, 1998–2001.

Grant Proposal Reviewer, Interagency Educational Research Initiative, National Science Foundation, 1999.

Member, National Reading Panel, National Institute of Child Health and Human Development, 1998.

Chair, Teacher Preparation Committee, Illinois Right to Read, Illinois State Board of Education, 1998–99.

Member, *Reading Teacher* Editor Search Committee, International Reading Association, 1997.

Member, Standing Committee on Reading/Writing, National Assessment of Educational Progress, 1996–97.

Member, Framework Committee, Illinois State Board of Education, 1997.

Member, Family Literacy Commission/Committee, International Reading Association, 1995–99. (Chair, 1998–99)

Member, Dissertation Award Committee, National Reading Conference, 1995–97.

Member, Field Council, National Reading Conference, 1994–98. (Co-chair, 1998–99).

Member, National Standards Project Advisory Board, International Reading Association, 1993–94.

Testimony on the Elementary and Secondary Education Act, United States Senate Labor and Human Resources Committee, April 18, 1994.

Member, Early School Task Force, National Standards Project for English Language Arts, K–12. International Reading Association, National Council of Teachers of English, University of Illinois-Urbana-Champaign, U.S. Department of Education, 1992–93.

Member, Family and Early Learning Study Group, National Science Foundation, 1993–94.

Member, Governmental Relations Committee, International Reading Association, 1993–95.

Member, *Reading Research Quarterly* Editorial Search Committee, 1993–94.

Member, Technical Advisory Committee, State Literacy Resource Center, Illinois, 1993–95.

Judge, IBM Student Literacy Awards Competition, 1994–95.

Member, Reading Advisory Panel, National Assessment of Educational Progress, Educational Testing Service, 1992–95.

Member, Board of Directors, Illinois Literacy Research and Development Center, 1992–95.

Member, Board of Directors, Chicago Literacy Coordinating Center, 1992–94.

Chair, Assessment Subcommittee, Illinois Literacy Council, 1992–95.

Member, Advisory Committee for the Longitudinal Study of Children at Risk, 1992–93.

Member, Assessment Subcommittee, Illinois Literacy Council, 1991–92.

Member, School District 102 Delegate Assembly, LaGrange, IL, 1991–92.

Reviewer, Family Literacy Grants Competition, Illinois Secretary of State's Office, 1992.

Member, Reading Assessment Advisory Committee, Illinois State Board of Education, Research and Assessment, 1991–92.

Director, Cooperative Research, National Conference on Research in English, 1989–92. (Elected).

Member, Publications Committee, International Reading Association, 1989–92.

Member, Language Arts Textbook Analysis Committee, National Council of Teachers of English, 1988–92. (Chair, Guidelines Subcommittee).

Member, National Assessment of Educational Progress and Reading Commission, International Reading Association, 1988–89.

Program Chair, American Educational Research Association, Division C, Section 2, 1989.

Member, Content Advisory Committee (Reading), State Teacher Certification Test, Illinois State Board of Education, 1986–87.

Member, Language Arts Subcommittee, Committee to Define State Requirements for What Students Should Know and Be Able to Do, Illinois State Board of Education, 1985–88.

Member, Publications Committee, National Reading Conference, 1984–85; 1986–89.

Member, North Central Evaluation Team, (English & Computer Education), Kenwood Academy, Chicago, IL, 1985.

Member, Chapter 1 Test Standards Committee, Illinois State Board of Education, Springfield, IL, 1985.

Exhibit Judge, Annual Chicago Public Schools Student Science Fair, 1984–86.

Member, Reading and Its Relationship to Writing Committee, International Reading Association, 1982–84.

Member, Research Committee, College Reading Association, 1980–81.

Judge, Masters' Thesis Competition, College Reading Association, 1979–81.

Chairperson, Curriculum Adoption Committee, Swartz Creek Community Schools, MI, 1974–75.

Member, In-Service Committee, Holly Area Schools, 1973–74.

Playground Supervisor, Avon Park District, Rochester, MI, 1972.

Therapist, Fairlawn Center for Autistic Children, Pontiac State Hospital, Pontiac, MI, 1971–72.

Tutor, Pontiac-Oakland Educational Tutorial, Pontiac, MI, 1970–71.

UNIVERSITY SERVICE

Member, Senate Conference Committee, University of Illinois, 2011-2013.

Senator, University Senate, 2009-2014; 2005–2007; 1995–97. (Elected)

Member, Senate Executive Committee, 2010–2013.

Member, Senate Conference Committee, 2011–2013.

Chair, Senate Research Committee, 2005–2011.

Member, Academic Directions Task Force, 2010–2011.

Member, Search Committee, Vice Chancellor for Research, 2009.

Member, Senate Committee on Education Policy, 2005–2007 (Chair, Graduate Programs Committee)

Member, Ad hoc Committee on University Centers, 2005.

Member, University Task Force on Faculty Responsibility, 1998.

Member, Institutional Review Board for the Behavioral Sciences, University of Illinois at Chicago, 1996–2000.

Member, Community and Prevention Research Division Faculty, Department of Psychology, 1994–97.

Member, Public Health Policy Task Force, University of Illinois at Chicago, 1995–96.

Member, Honors College Faculty, 1991–95.

Member, Neighborhoods Initiative Advisory Committee, 1994–96.

Member, Great Cities Grant Review Board, 1993–94, 1994–95.

Member, Great Cities Advisory Committee, 1993–94.

Chair, Great Cities Urban Education Task Force, 1993–94.

Nominated, Executive Committee of the University Senate, University of Illinois at Chicago, 1993.

Member, Literacy Task Force, Graduate College, 1990. (Chair of Subcommittee on Long Range Planning).

Member, Search Committee (Director of English Education), College of Liberal Arts and Sciences, 1989–90.

Chair, Senate Subcommittee on Graduate and Professional Education and Continuing Education, 1987–88.

Member, Academic Support Services Committee, 1987–88.

Chair, University Senate Library Subcommittee, 1987–88 (member 1985–89).

Member, University Library Council, University of Illinois, 1987–88.

Member, Long Range Planning Committee, University of Illinois at Chicago, 1987–88.

COLLEGE AND DEPARTMENTAL SERVICE

Member, Executive Committee, College of Education, 1991–93, 1994–96, 2008–2011.
(Elected; Permanent Secretary, 1992–95).

Member, Executive Committee, Curriculum & Instruction, 2009-2011.

Member, Mentoring Committee, 2009-2011.

Member, Promotion and Tenure Committee, 1995–96.

Member, By-Laws Review Committee, 1992–93.

Chair, Educational Program and Policy Committee, 1986–90. (Elected)

Member, Faculty Search Committee (Social Studies, 1983; Special Education, 1984, 1986; Bilingual Education, 1988, 2009; Educational Psychology, 1989; Cognition and Instruction, 1989; Reading, 1991; Bilingual Education, 1993; Measurement & Statistics, 1994, 1995, 1997. 1998; Technology, 1997; Dean of College of Education, 1997; Associate Dean for Student Affairs, 1998).

Member, Colloquia Committee, 1985–86.

Member, Ph.D. Steering Committee, 1985, 1987–92, 1996–98.

Member, Doctoral Program Committee, Curriculum, Instruction and Evaluation, 1985.

Member, Planning Committee, University of Illinois Conference on Educational Quality, 1985.

Member, Ad Hoc Teacher Education Evaluation Steering Committee, 1984–86.

Member, Elementary Education Coordinating Committee, 1982–84.

Member, Graduate Curriculum Committee, 1983–84.

Member, Chicago Teachers Union-University of Illinois Graduate Program Advisory Committee, 1983.

Chair, Honors Committee, 1981–83.

ADMINISTRATIVE EXPERIENCE

Director, Center for Literacy, Office of the Vice Chancellor for Academic Affairs, University of Illinois at Chicago, 1991–2013

Chair, Department of Curriculum & Instruction, College of Education, University of Illinois at Chicago, 2011–2013

Executive Director, Chicago Reading Initiative, Chicago Public Schools, 2001–2002.

Coordinator, Graduate Programs in Reading, Writing & Literacy, College of Education, University of Illinois at Chicago, 1989–90; 1991–2001.

Acting Area Chair, Curriculum & Instruction, College of Education, University of Illinois at Chicago, Summers, 1995–97.

Director, Semester Conversion, College of Education, 1988–89.

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

International Literacy Association

Literacy Research Association

Society for the Scientific Study of Reading