Vita

Donald R. Bear, Ph.D.

Co-Director, Duffelmeyer Reading Clinic
Professor in Literacy
School of Education, N165 Lagomarcino
College of Human Sciences
Iowa State University
Ames, Iowa 50011
515.294.4768, E-mail: drbear@iastate.edu, Fax: 515.294.4758

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Education

Ph.D. University of Virginia 1982
(Major area of study: Reading Education;
Minor areas of study: Psycholinguistics, Language Impairments)
M.Ed. University of Virginia, Reading Education 1977
B.A. George Washington University 1974
(Major: American Studies Areas: Regional Planning and American Poetry)

Professional Experience

Co-Director, Duffelmeyer Reading Clinic, Full Professor, Literacy coordinator,
School of Education, Iowa State University.....2012-present
Professor Emeritus, University of Nevada, Reno……..…….....2012
Director, Center for Learning and Literacy 1989-2012
Full Professor, Curriculum & Instruction, College of Education,
University of Nevada, Reno ...……..…….1995-2012
Associate Professor, Curriculum & Instruction, College of Education, University of Nevada,
Reno, (tenured 1991)……..…….1986-1994
Visiting Assistant Professor, University of Virginia, Summer,..... 1986
Assistant Professor, Department of Education,
Dowling College, Oakdale, New York, ... 1981-1986
Coordinator of Elementary Education, Department of
Education, Dowling College, Oakdale, New York …….1983-1986
Adjunct Instructor, University of Virginia, Charlottesville, Virginia,..... 1980-1981
Adjunct Instructor, Virginia Commonwealth University, ... 1980
Consultant to school districts and businesses 1978-present
Tutoring Coordinator and House Parent, Tros-Dale Home for Boys,
Keene, Virginia….…….. 1979-1980
Education Director, Independence House, Charlottesville-Albermarle
Association for Retarded Citizens, Virginia 1977-1978
Fourth Grade Teacher, Language Arts, Rural Point Elementary
School, Hanover County, Virginia, ... 1975-1976
Third Grade Teacher, Montpelier Elementary School,
Hanover County, Virginia 1974-1975
Preschool Teacher, Intown Playgroup, Washington, D.C. 1973-1974

Books

Templeton, W. S., Bear, D. R., Invernizzi, M. A., Johnston, F. (in press). *Vocabulary their way: Word study with middle and secondary students, 2nd edition.* Boston, MA: Allyn & Bacon.

Johnston, F., Invernizzi, M., Helman, L., Bear, D., Templeton, S. (in press). *Words Their Way for PreK – K learners.* Boston, MA: Allyn & Bacon.

Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2014). *Words their way: Within word pattern sorts for Spanish-speaking English learners.* Boston: Allyn & Bacon.

Bear, D. R., Invernizzi, M. A., Templeton, W. S., Johnston, F. (2012). *Phonics, vocabulary, and spelling instruction. 5th edition.* Boston, MA: Allyn & Bacon.

Helman, L. A., Bear, D. R., Templeton, S., Invernizzi, M. A., & Johnston, F. (2012). *Words their way with English learners: Word Study for Phonics, Vocabulary, and Spelling Instruction. 2nd edition.* Boston, MA: Allyn & Bacon.

Flanigan, K., Hayes, L., Templeton, S., Bear, D. R., Invernizzi, M., Johnston, F. (2011). *Words Their Way with struggling readers: Word study for reading, vocabulary and spelling instruction, grades 4 – 12.* Boston, MA: Allyn & Bacon.

Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2011). *Words their way: Emergent sorts for Spanish-speaking English learners.* Boston: Allyn & Bacon.

Templeton, W. S., Bear, D. R., Invernizzi, M. A., Johnston, F. (2010). *Vocabulary their way: Word study with middle and secondary students.* Boston, MA: Allyn & Bacon.

Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2009). *Words their way letter name-alphabetic sorts for Spanish-speaking English learners.* Boston: Allyn & Bacon.

Bear, D. R., Johnston, F., Invernizzi, M., Templeton, S. (2009). *Words their way letter and picture sorts for emergent spellers. 2nd edition.* Boston: Allyn & Bacon.

Invernizzi, M., Johnston, F., Bear, D. R. (2009). *Words their way word sorts for within word pattern spellers. 2nd edition.* Boston: Allyn & Bacon.

Johnston, F., Bear, D.R., Invernizzi, M., Templeton, S. (2009). *Words their way word sorts for letter name-alphabetic spellers. 2nd edition.* Boston: Allyn & Bacon.

Johnston, F., Invernizzi, M., Bear, D. R. (2009). *Words their way word sorts for syllables and affixes spellers. 2nd edition.* Boston: Allyn & Bacon.

Templeton, S., Johnston, F., Bear, D. R., Invernizzi, M. (2009). *Words their way word sorts for derivational relations spellers. 2nd edition.* Boston: Allyn & Bacon.

Bear, D. R., Caserta-Henry, C., Venner, D. (2004). *Personal Readers and Literacy Instruction with Emergent and Beginning Readers.* Berkeley, CA: Teaching Resource Center.

Bear, D. R. & Barone, D. (1998). *Developing literacy: An integrated approach to assessment and instruction*. Boston, MA: Houghton Mifflin.

Bear, D. R., Invernizzi, M., & Templeton, S. (1996). *Words their way: Phonics, spelling and vocabulary instruction, K-8*. Columbus, OH: Merrill/Prentice Hall.

Templeton, S. & Bear, D. R. (Eds.), (1992). *Development of orthographic knowledge and the foundations of literacy: A memorial Festschrift for Edmund H. Henderson*. Hillsdale, NJ: Lawrence Erlbaum.

Chapters

Templeton, W. S., & Bear, D. R. (2011). Phonemic awareness, word recognition, and spelling. In Rasinski, T. (Ed.), *Developing reading instruction that works* (pp. 121 – 146). Bloomington, IN: Solution Tree Press.

Bear, D. R., Helman, L., & Woessner, L. (2009). Word study assessment and instruction with English learners in a second grade classroom: Bending with students' growth. In J. Coppola and E. V. Primas (Eds.) *One classroom, many learners: Best literacy practices for today's multilingual classrooms* (pp. 11-40). Newark, DE: International Reading Association.

Bear, D. R., Smith, R. (2009). The literacy development of English learners: What do we know about each student's literacy development? In Helman, L. A. (Ed.) *Literacy development and instruction of English learners* (pp. 87 - 116). New York: Guilford Press.

Helman, L. A. & Bear, D. R. (2007). Does an established model of orthographic development hold true for English learners? In D. W. Rowe, R. Jimenez, D. L. Compton, D. K. Dickinson, Y. Kim, K. M. Leander, and V. J. Risko (Eds.), *56th Yearbook of the National Reading Conference* (pp. 266-280).

Templeton, S., Bear, D. R., & Madura, S. (2007). Assessing students' spelling knowledge: Relationships to reading and writing. In J. R. Paratore & R. L. McCormack (Eds.), *Classroom literacy assessment: Making sense of what students know and do*. New York: Guilford Press.

Bear, D. R. & Helman, L. (2004). Word Study for Vocabulary Development: An Ecological Perspective on Instruction during the Early Stages of Literacy Learning. In J. F. Baumann and E. J. Kame'enui, Eds. *Vocabulary Instruction: Research to Practice* (pp. 139 - 158). NY: Guilford Press.

Bear, D. R., Templeton, S., Helman, L., & Baren, T. (2003). Orthographic development and learning to read in different languages. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 71-95). Newark, DE: International Reading Association.

Bear, D. R., & Templeton, S. (2000). Matching development and instruction. In Padak, N., & Rasinski, T., et al. (Eds.), *Distinguished Educators on Reading: Contributions that have shaped effective literacy instruction*. (pp 334-376). Newark, DL: International Reading Association.

Bear, D. R. (1999). Close looks in a literacy center. In D. H. Evensen & P. B. Mosenthal (Eds.), *Reconsidering the role of the reading clinic in a new age of literacy; Advances in Reading/Language Arts, 6,* (pp. 213 – 248). Stamford, CT, JAI Press Inc.

Bear, D. (1992). The prosody of oral reading and stages of word knowledge. In S. Templeton & D. Bear (Eds.), *Development of orthographic knowledge and the foundations of literacy: A memorial Festschrift for Edmund H. Henderson.* Hillsdale, NJ: Lawrence Erlbaum.

Templeton, S. & Bear, D. (1992). A summary and synthesis: "Teaching the lexicon to read and spell." In S. Templeton & D. Bear (Eds.), *Development of orthographic knowledge and the foundations of literacy: A memorial Festschrift for Edmund H. Henderson*. Hillsdale, NJ: Lawrence Erlbaum.

Bear, D., & Barone, D. (1991). The relationship between rapid automatized naming and orthographic knowledge. In Zutell, J & McCormick, S. (Eds.) *Learner Factors/Teacher Factors: Issues in Literacy Research and Instruction: Fortieth Yearbook of the National*

Reading Conference (pp. 179 - 184). Chicago: NRC.

Bear, D., Templeton, S., & Warner, M. (1991). The development of a qualitative inventory of higher levels of orthographic knowledge." In Zutell, J & McCormick, S. (eds) *Learner Factors/Teacher Factors: Issues in Literacy Research and Instruction: Fortieth Yearbook of the National Reading Conference* (pp. 105 - 110). Chicago: NRC.

Bear, D. & Lohman, D. (1988). *The Twenty-one Balloons* in the sixth grade classroom. In *Focus on Collaborative Learning,* National Council of Teachers of English, 151-157.

Journal Articles *(refereed unless noted)*

Helman, L., Allen, K., Beach, R., Bear, D., Bigelow, M., Braaksma, M., Brendler, B., Coffino, K., Cushing-Leubner, J., Dillon, D., Frederick, A., Haertling-Thein, A., Janssen, T., Liang, L., Majors, Y., Ngo, B., O'Brien, D., Peterson, D., Rogers, C., Rummel, A., Scharber, C., & Stornaiuolo, A. (2013). Annotated bibliography of research in the teaching of English. *Research in the Teaching of English 48*(2), 261-263. Urbana, IL: National Council of Teachers of English. Available in whole as a downloadable pdf file at http://www.ncte.org/journals/rte/biblios. (iinvited)

Bear, D. R., Negrete, S., Cathey, S. (2012). Developmental literacy instruction with struggling readers across three stages. *New England Journal of Reading, 48*(1)*,* 1-9. (*Invited featured article.)*

Carpenter, K., Gehsmann, K., Smith, R., Bear, D., Templeton, S. (2009). Learning together: Putting word study instruction in practice. *The California Reader, 44*, 4-18.

Shen, H., & Bear, D.R. (2000). The development of orthographic skills in Chinese children. *Reading and Writing: An Interdisciplinary Journal, 13*, 197-236.

Abouzeid, M., Invernizzi, M., Bear, D., Ganske, K. (2000). Word sort: An alternative to phonics, spelling, and vocabulary. *California Reader, 33*, 21-28.

Templeton, S. & Bear, D. R. (2000). What is the role of the speech-language pathologist in assessing and facilitating spelling skills? T*opics in Language Disorders, 20*, 88-93.

Bear, D. R. & Templeton, S. (1998). Explorations in developmental spelling: Foundations for learning and teaching phonics, spelling, and vocabulary. Invited paper. *The Reading Teacher, 52*, 222-242. *(invited)*

Bear, D., & Merrill, C. (1994). Janusz Korczak, An advocate for children. *Hands On (48) / Democracy and Education 8*(4), p.46-51.

McIntosh, M. E. & Bear, D. (1993). Directed Reading-Thinking Activities to Promote Learning through Reading in Mathematics. *The Clearing House, 67*, 40-45.

Bear, D. (1992). Constructing reality in the language arts: Choice, Questions and Invention. *Educators' Forum.*

McIntosh, M. & Bear, D. (1991). Successfully attracting rural teachers to participate in a master's degree program-- offered in their own backyards. *The Reading Professor, 13,*(1), 37-41.

Bear, D. (1991). Copying fluency and orthographic development. *Visible Language, 25(*1), 40-53.

Bear, D. (1991). "Learning to fasten the seat of my union suit without looking around": The synchrony of literacy development. *Theory Into Practice, 30*(3), 149-157.

Bear, D., & Cheney, C. (1990). An integrated approach to literacy education for handicapped students: Diagnostic teaching techniques. *Intervention* (formerly *Academic Therapy*), 26(4),

221-226.
Bear, D. & McIntosh, M. (1990). Directed Reading-Thinking Activities to promote reading and study habits in social studies. *Social Education, 54*(6), 385-388.
Bear, D. (1989). Why beginning reading must be word-by-word. *Visible Language, 23,*(4), 353-367.
Bear, D. (1989). Students' ways: Using oral history to understand cultural differences," *Kappa Delta Pi Record, 25*,(1), 17-19.
Bear, D. & Barone, D. (1989). Using children's spellings to group for word study and directed reading in the primary classroom. *Reading Psychology: An International Quarterly, 10(*3), 275-292.
Bear, D., Truex, P. & Barone, D. (1989). In search of meaningful diagnoses: Spelling-by-stage assessment of literacy proficiency. *Adult Literacy and Basic Education, 13*(3), 165-185.
Bear, D. (1988). "I got my Indian ways": Using oral history techniques to promote an understanding of cultural differences. *Diversity, 1*(1), Spring.
Gill, T. & Bear, D. (1988). No book, whole book, and chapter DR-TAs: Three study techniques. *Journal of Reading, 31*(5) 444-449.
Bear, D. & Invernizzi, M. (1984). Student directed reading groups. *Journal of Reading, 28*(3), 248-252.
Bear, D. & Invernizzi, M. (1980). Two to ask. *Journal of Language Experience*, 3(1), 35-44.

Foreward

Bear, D. R. (2008). Foreward. In Lubliner, S., Scott, J. N*ourishing Vocabulary: A well-balanced diet for word learning*. Thousand Oaks, CA: Corwin Press.

Blog Posts

Bear, D. R. (August, 2011). Concept sorts and vocabulary learning. *Vocabulogic*. http://vocablog-plc.blogspot.com/2011/08/concept-sorts-and-vocabulary-learning.html.

Reports and Instructional Materials

Bear, D. R., Flanigan, K., Hayes, L., Helman, L., Invernizzi, L., & Johnston, F., Templeton, S., (2014). *Vocabulary Their Way: Words and Strategies for Academic Success*. Boston: Pearson. Middle school vocabulary program for classroom use includes Teacher Editions, Teacher Resource DVD-ROM, Student Games DVD-ROM, and Routine Cards [Grades 6-8].
Bear, D. R. (2014) Vocabulary Instruction and the Common Core State Standards. White paper, *Vocabulary Their Way: Vocabulary for Academic Success, grades 6 – 8.* Boston: Pearson Learning Solution.
Bear, D. R. (2014) Vocabulary Instruction and the Common Core State Standards. White paper, *Vocabulary Their Way: Vocabulary for Academic Success, grades 6 – 8.* Boston: Pearson Learning Solution.
Bear, D. R. & Flanigan, K. (2014). How do you know what they know? White paper, *Vocabulary Their Way: Vocabulary for Academic Success, grades 6 – 8.* Boston: Pearson Learning Solution.
Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2013). *Palabras a su paso: El estudio de palabras en acción- Etapa alfabética*. Word study program for classroom use for beginning level students learning to read in Spanish. Glenview, IL:

Pearson.
Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2013). *Palabras a su paso: El estudio de palabras en acción- Patrones*. Word study program for classroom use for transitional level students learning to read in Spanish. Glenview, IL: Pearson.
Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2013). *Palabras a su paso: El estudio de palabras en acción- Acentos y afijos*. Word study program for classroom use for intermediate level students learning to read in Spanish. Glenview, IL: Pearson.
Helman, L., Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2013). *Palabras a su paso: El estudio de palabras en acción- Etapas emergente y alfabética temprana*. Word study program for classroom use for emergent level students learning to read in Spanish. Glenview, IL: Pearson.
Bear, D. R. (2012). Producer of 48 video segments, 3 hours of instructional video, *Words their way PDToolkit.* http://pdtoolkit.wtw5e.pearsoncmg.com/
Helman, L. A., Bear, D. R. (2011). *Words their way with English learners video: Word study in the classroom*. Boston, MA: Allyn and Bacon. http://www.pearsonhighered.com/educator/product/PDToolkit-Instant-Access-for-Words-Their-Way-with-English-Learners-Word-Study-for-Phonics-Vocabulary-and-Spelling-2E/9780132542807.page
Macmillan / McGraw-Hill School Division (2012). Co-author, *Macmillan Wonders Reading* program, grades K – 6. NY.
Celebration Press, Pearson Learning Group (2005, 2011). Co-author, *Words Their Way: The Developmental Approach*, grades K-5. Boston.
Celebration Press, Pearson Supplemental (2009). Co-author (Helman, L. A., Bear, D. R., Invernizzi, M. A., Johnston, F., Templeton, W. S.). *Words Their Way Word Study in Action with English Learners for Grades K - 5*. Parsippany, NJ, grades K-3.
Laureate Associates (2009). Video instruction in the assessment and teaching of English learners and struggling readers. CHI.
Bear, D. R., Invernizzi, M. A., Johnston, F., Templeton, W. S. (2008). *Words their way DVD: Word study in the classroom*. Upper Saddle River, NJ: Pearson Prentice Hall.
Macmillan / McGraw-Hill School Division (2007). Co-author, *Macmillan Treasure Chest Reading* program with English Learners, grades K – 6.
Macmillan / McGraw-Hill School Division (2006). Co-author, *Macmillan Treasures / Reading* program, grades K – 6.
Houghton Mifflin School Division (2006). Co-author, *Houghton Mifflin Spelling and Vocabulary* program, grades 1 – 6.
LessonLab (2004). *Training manual for Words Their Way: Word study for phonics, vocabulary, and spelling instruction.* ISBN 1402919611. 272 pp.
Cantor and Associates (2003). Video instruction in reading assessment and remediation, and literacy development and word study instruction as part of an online Master's program.
Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2001). *Words their way CD*. Columbus, OH: Merrill/Prentice Hall.
Bear, D. R. (2001). (Producer) *Words their way video.* (67 minutes.) Columbus, OH: Merrill/Prentice Hall.
Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2001). *Words their way videoguide.*

Columbus, OH: Merrill/Prentice Hall.
Bear, D., Barone, D., Pruyn, M., Schneider, R. (1998). *Instructor's resource manual for Developing Literacy: An integrated approach to assessment and instruction.* Boston, MA: Houghton Mifflin Company.
Caserta-Henry, C., Bear, D. R., Del Porto, C. (1997). *Reading Buddies Manual.* Center for Learning and Literacy, University of Nevada, Reno.
Bear, D. (1994). "The synchrony of reading and spelling development: How children learn about words." An article in the Staff Development Guide for HBJ.
Bear, D. (1988). *"On the hurricane deck of a mule": Teaching adults to read using language-experience and oral history techniques,* a manual distributed by the Nevada Literacy Coalition & University of Nevada-Reno, Reno, NV. (ERIC Document Reproduction Service No. ED 294-155.)
Bear, D. (1987). The use of oral history techniques in teaching adults to read." Published in the proceedings of *Creative Collaboration: Setting the Pace in Rural and Small School Education,* 2nd Annual National Rural and Small School Conference, Arlington, Virginia, October.
Bear, D., Ferry, C. & Templeton, S. (1987). *Project TACL: CL: Team approaches to community literacy. Literacy needs assessment prepared for the Nevada Literacy Coalition.* Center for Learning and Literacy, University of Nevada-Reno (ERIC Document Reproduction Service No. ED 291-057).
Bear, D. (1985). Disfluent oral reading and spelling development. (ERIC Document Reproduction Service No. ED 280-015).

Selected International and National Presentations *(refereed* presentations were academic; *invited* professional talks were featured or keynote presentations)

A Qualitative Analysis of the Spelling in English of Native Mandarin Chinese and Korean Speaking Elementary Students (grades 2-8). 63rd Annual Conference of the Literacy Research Association. Organizer and chair with ISU doctoral students and colleague; Presented most or some of 3 papers in symposium. Dallas, TX, December 2013, (refereed).

Word Study Study Group. Organizer and facilitator of research study group, 3 sessions. 63rd Annual Conference of the Literacy Research Association. Dallas, TX, December 2013 (refereed)

Morphological Awareness and Academic Language in the Content Areas. Townsend, D., Bear, D. R., Smith, D., Morency, A., Sweeney, M., Crawford-Ferre, H., Wulfing, K, Burton, A. (2013). American Educational Research Association, April, 2013 *(refereed)*.

Word Study Instruction with Diverse Learners. Keynote speaker, Preconvention Institute IRA Institute: Students Make the Difference in Word Study: Practical Applications to Differentiate Your Instruction with Diverse Learners. 58h Annual Convention of the International Reading Association, San Antonio, TX, April 2013. *(refereed)*

The Orthographic and Spelling Development of Spanish Speakers Learning English: A Focus on Struggling, Secondary Students (with Darl Venner-Kiernan). Invited participant in "Meet the researcher poster presentation," 58th Annual Conference, International Reading Association, San Antonio, TX, April, 2013.

A developmental perspective on the relationships between orthographic and morphological knowledge in students from intermediate through the secondary grades (with Shane

Templeton). Part of research symposium titled: What do we know about morphology and literacy? Findings from current research and discussions of future directions, organized by Amanda Goodwin. 62nd Annual Conference of the Literacy Research Association. San Diego, CA, December 2012 *(refereed)*.

Validation study of teacher word study observation guide, presented with Gehsmann and Millwood. *62nd Annual Conference of the Literacy Research Association.* San Diego, CA, December 2012 *(refereed)*.

Orthographic development among English learners, word study online, concept of word assessment, beginning phonics, and rhythmic sensitivity. Guest presenter at the Word Study Study Group. 62nd Annual Conference of the Literacy Research Association. San Diego, CA, December 2012 *(refereed)*.

Deep and Generative Vocabulary Instruction: Explore Words With Students in Meaningful Ways. Keynote speaker, Preconvention Institute on Vocabulary and Word Study Instruction with Secondary Learners. 57h Annual Convention of the International Reading Association, April 2012. *(refereed)*

Spelling Instruction in a Comprehensive Literacy Program. Breakout speaker, Preconvention Institute on Vocabulary and Word Study Instruction with Secondary Learners. 57h Annual Convention of the International Reading Association, April 2012. *(refereed)*

Different Dimensions of Academic Word Knowledge for Older Readers, with Dianna Townsend. 61st Annual Conference of the Literacy Research Association. Jacksonville, FL, December 2011 *(refereed)*.

Orthographic and Morphological Development and Word Study Instruction among Secondary Students. 61st Annual Conference of the Literacy Research Association. Jacksonville, FL, December 2011 *(refereed)*.

The Orthographic and Language Development of Secondary English Language Learners, with Darl Kiernan. 61st Annual Conference of the Literacy Research Association. Jacksonville, FL, December 2011 *(refereed)*. Area Chairs Award

El modelo del desarrollo de ortografía a través de los idiomas. (A model of orthographic development across languages). Universito of Santo Tomas, Concepción, Chile, March, 2011. *(invited)*

Vocabulary Instruction and Word Study with English Language Learners. American Federation of Teachers Annual Conference, Washington, D.C., July 2011. *(invited)*

Deep and Generative Vocabulary Instruction: Exploring Words With Students in Meaningful Ways. Keynote speaker, Preconvention Institute Word Study Instruction with All Students: Diverse Content for Diverse Contexts to Teach Vocabulary, Phonics, and Spelling, 56th Annual Convention of the International Reading Association, Orlando, FL, April, 2011. *(refereed)*

Vocabulary Instruction and Word Study with English Language Learners, 56th Annual Convention of the International Reading Association, Orlando, FL, April 2011. *(refereed)*

Orthographic Development across Languages and in Additional Languages. Part of Research Symposium titled: Orthographic Knowledge in Multiple Languages. Literacy Research Association, Fort Worth, TX, December, 2010. *(refereed)*

RTI, Intervention, and Literacy Development. 60th Annual Conference of the Literacy Research Association, Fort Worth, TX, December, 2010. (*invited*)

The Orthographic Knowledge of Korean Speakers Learning English as a Foreign Language.

With Tao Han. Part of Research Symposium titled: Orthographic Knowledge in Multiple Languages. 60th Annual Conference of the Literacy Research Association, Fort Worth, TX, December, 2010. *(refereed)*

The Orthographic Knowledge of Mandarin Chinese Speakers Learning English as a Foreign Language. With Willa Xu. Part of Research Symposium titled: Orthographic Knowledge in Multiple Languages, 60th Annual Conference of the Literacy Research Association, Fort Worth, TX, December, 2010. *(refereed)*

Literacy Development among Learners with Sex Chromosome Trisomies. (Mina Avery presented.) Family and research meeting of KISS an organization of researchers and families of individuals with chromosome anomalies, Non-Academic, KISS Group for Researchers and Families, Baltimore, MD, June, 2010. *(invited)*

The Role of Morphological Awareness of Academic Words for Academic Achievement. (With Dianna Townsend who presented). AERA Annual Conference, Denver, CO, May 2010. *(refereed)*

The Integration of Phonics, Vocabulary, and Spelling. 55th Annual Convention of the International Reading Association, Chicago, IL, April 2010. *(refereed)*

Classroom organization and management for effective word study with diverse learners. (With Regina Smith). Preconvention #13, 55th Annual Convention of the International Reading Association, Chicago, IL, April, 2010. *(refereed)*

Guides to development: What word study and word study assessment look like across the grade levels with diverse learners. Preconvention #13, 55th Annual Convention of the International Reading Association, Chicago, IL, April, 2010. *(refereed)*

Literacy Development Among Sex Chromosome Trisomies. Family and research meeting of the KISS organization, a group that supports families with chromosome anomalies. Baltimore, MD, June,, 2010. *(invited)*

Learning Disabilities and Educational Outcomes Among Children with Extra X Chromosomes. Presented at Medical Conditions and Setting the Agenda for Continuing Professional Education. Los Angeles, CA, July, 2009. *(invited)*

The Role of Orthography in Academic Word Knowledge and Measures of Academic Achievement for Middle School Students. With Dianna Townsend. Part of Research Symposium titled: The Orthographic Knowledge of Middle Grade Students: Academic Vocabulary and Spelling, and the Orthographic Development of Struggling English Learners in Intervention Programs. 59th Annual Meeting of the National Reading Conference. Albuquerque, NM, December, 2009. *(refereed)*

The Achievement of Middle School English Learners Enrolled in an Afterschool Intervention Program. With Clairin DeMartini. Part of Research Symposium titled: The Orthographic Knowledge of Middle Grade Students: Academic Vocabulary and Spelling, and the Orthographic Development of Struggling English Learners in Intervention Programs. 59th Annual Meeting of the National Reading Conference. Albuquerque, NM, December, 2009. *(refereed)*

Word Study for Phonics, Vocabulary & Spelling Instruction. Keynote speaker at a Preconvention of the annual conference titled: Implementing Word Study Instruction in Classrooms, Schools, & Districts: Integrating Phonics, Spelling, & Vocabulary. 55th Annual Convention of the International Reading Association, Minneapolis, MN, May, 2009. *(refereed)*

How to Assess Vocabulary and Orthographic Knowledge. Part of Research Symposium titled: A

Developmental Model of Literacy: Implications for Vocabulary and Spelling Instruction with Native-Speaking and English-Learning Students, K-8. 54th Annual Convention of the International Reading Association, Minneapolis, MN, May, 2008. *(refereed)*

Bending word study instruction to fit the needs of English learners. Preconvention Institute of the 54th International Reading Association Annual Conference. Atlanta, GA, May, 2008.

Word Study Instruction with Special Populations: English Language and Struggling Adolescents. An In-Depth Look at the Early Literacy Development of Two Hmong-Speaking Students Learning to Read in English. With L. Helman, & C. 57th Annual Meeting of the National Reading Conference. Austin, TX, November, 2008. *(refereed)*

Planning and implementing vocabulary and word study activities with English learners. With Helman, L., Bear, D.R., Templeton, S., Brock, C., & Trost, E. Symposium presented at the 53rd International Reading Conference, Toronto, Canada, May 2007. *(refereed)*

Discussant to Research Symposium Session titled: The Nature of Morphology in a Developmental Model of Word Knowledge: 57th Annual Meeting of the National Reading Conference. Austin, TX, November, 2006. *(refereed)*

Word Study for Phonics, Vocabulary & Spelling Instruction. Keynote speaker at the Preconvention of the annual conference titled: Implementing Word Study Instruction in Classrooms, Schools, & Districts: Integrating Phonics, Spelling, & Vocabulary. 51st Annual Convention of the International Reading Association, Chicago, May, 2006. *(refereed)*

How do the spellings of English learners inform an established model of orthographic development in English? Co-presented with L. Helman at the 56th Annual National Reading Conference, LA, CA, November, 2006. *(refereed)*

An Overview of Developmental Word Knowledge and Spelling and the Fundamentals of Word Study, part of a symposium titled: *Word Study in the Classroom, School, and District: Studies of Professional Development for Differentiated Phonics, Vocabulary and Spelling Instruction* with two doctoral students (R. Smith; K. Carpenter). Presented at the 56th Annual National Reading Conference, LA, CA, November, 2006. *(refereed)*

Reading clinics through distance education: How Master's students put their learning into practice in mentored tutoring contexts, part of a symposium titled: *A Model for the Organization and Delivery of a Distance Education Literacy Master's Program.* Co-presented with K. Carpenter, L. Helman, K. Negrete, R. Smith at the 55th Annual National Reading Conference, Miami, FL, December, 2005. *(refereed)*

The development and organization of a distance education Master's program, part of a symposium titled: *A Model for the Organization and Delivery of a Distance Education Literacy Master's Program.* Co-presented with R. Scull at the 55th Annual National Reading Conference, Miami, FL, December, 2005. *(refereed)*

Upper-level word knowledge and spelling development: Theoretical underpinnings. Part of a research symposium titled: Patterns of Orthographic Development among Older Learners, Grades 8 and 10. 55th Annual National Reading Conference, Miami, FL, December, 2005. *(refereed)*

Orthographic Development of English Learners: What Students Know about Language and Literacies, National Council of Teachers of English, Pittsburgh, November, 2005. *(refereed)*

How teachers use developmental spelling inventories to organize reading and spelling instruction, part of the symposium titled: *Developmental spelling inventories: Ways to understand students' literacy and guide instruction.* Co-presented with Darl Venner, a

doctoral student, at the 53rd Annual National Reading Conference, Scottsdale, AZ, December, 2003. *(refereed)*

An Ecological View of the Interaction of Languages and Literacies. Paper written as part of the research symposium titled Commonalities in Orthographic Development across Languages among Second and Foreign Language Learners for the 51st Annual National Reading Conference, Miami, FL, December, 2002. *(refereed)*

A Distance Education Program For Primary Teachers: An Extended Experience for 210 Master's Students in Literacy Studies. An invited presentation read and copied to the participants of an international conference in professional development in honor of the opening of a professional development center at Babes Bolyai University in Cluj, Romania, October, 2002. (*invited)*

Exploring a Foundation: ELL Students Construct American English Spelling. Paper presented with Lori Helman. AERA Convention, April 2002, New Orleans. *(refereed)*

Literacy and Mathematics Development Among Preschool, Kindergarten, and First-Grade Children, Paper written with Wiest and Aldous as 2nd and 3rd authors, presented at the 50th Annual National Reading Conference, Scottsdale, AZ, December, 2001. *(refereed)*

"Behavior and Fact" and Positioning Theory; Respondent to research symposium on Positioning Theory, presented at the 50th Annual National Reading Conference, Scottsdale, AZ, December, 2001. *(refereed)*

Celebration of Word Study Success. Presentation at the Preconvention Institute titled Conceptualize don't memorize: Word study that works. 46th Annual Convention of the International Reading Association, New Orleans, May 2001. *(refereed)*

Word Study with Struggling Primary Readers. Invited speaker at the Struggling Reader Special Interest Group meeting. 46th Annual Convention of the International Reading Association, New Orleans, May 2001. *(refereed)*

The Synchrony of Reading, Writing, and Spelling. Presentation at the Preconvention Institute titled Word Study for the 21st Century. 45th Annual Convention of the International Reading Association, Indianapolis, May, 2000. *(refereed)*

Your Way Is Their Way: Organizing Word Study Developmentally. Invited presentation at the Reading: Orthography and Word Perception Special Interest Group. 45th Annual Convention of the International Reading Association, Indianapolis, May, 2000. *(refereed)*

Reading Buddies: A Tutoring Program for First through Sixth Grades, with Velda Aldous. Presentation at the 44th International Reading Association, San Diego, May, 1999. *(refereed)*

The Use of Narratives to Understand Beginning Literacy. Paper presented at the 48th Annual National Reading Conference, Austin, TX, December, 1998. *(refereed)*

Supporting Fledgling Teacher Groups and Outreach Tutoring Programs. Paper presented at the 48th Annual National Reading Conference, Austin, TX, December, 1998. *(refereed)*

Developmental Spelling and Word Study Instruction. Presentation with Marcia Invernizzi at the 42nd Annual Convention of the International Reading Association, Atlanta, May, 1997. *(refereed)*

Chinese Orthography and Children's Spelling Errors. Paper presented with Helen Shen at the 46th Annual National Reading Conference, Charleston, SC, December, 1996. *(refereed)*

Understanding spelling and schooling among 1009 ninth graders. Paper presented with Willie Edwards at the 46th Annual National Reading Conference, Charleston, SC, December, 1996. *(refereed)*

Chair of Program titled Children's Personal Narratives - A Route to Linguistic Pluralism. 46th Annual National Reading Conference, Charleston, SC, December, 1996. *(refereed)*

The study of Cued Speech and orthographic knowledge: Implications for the understanding of articulation in orthographic knowledge. Paper presented in a roundtable at the 45th Annual National Reading Conference, New Orleans, LA, December, 1995. *(refereed)*

An ecological model of text perception: The development of perceptual invariants of the orthography. Paper presented as part of the following research symposium, 45th Annual National Reading Conference, New Orleans, LA, December, 1995. *(refereed)*

Observing Children's Literacy Development: Three Models with Ecological Perspectives based on the work of U. Brofenbrenner, J. J. Gibson, and C. E. Snow, Organizer and chair of a symposium at the 45th Annual National Reading Conference, New Orleans, LA, December, 1995. (*referred*).

Part I: The Synchrony of Literacy Development: The Base for Word Study; Part II: Experiencing Word Study. Invited keynote speaker at the 47th Annual Cardinal Stritch Fall Reading Conference, Milwaukee, WI, October, 1995. *(refereed)*

Word Study - A Developmental Perspective Based on Spelling Stages. Organizer and presenter in a 2-hour micro workshop. 40th Annual Convention of the International Reading Association, Anaheim, CA, May, 1995. *(refereed)*

Word Sorting: A look at Within Word Pattern Word Study. 44th Annual National Reading Conference, San Diego, CA, December, 1994. *(refereed)*

The Development of Content-specific Orthographic Knowledge: A look at vocabulary in geometry. Paper presented with Meggin McIntosh at the 43rd Annual National Reading Conference, Charleston, South Carolina, December, 1993. *(refereed)*

Experiencing Language and Learning in Diverse Community Settings. Organizer, chair, and presenter at this day-long institute at the 38th Annual Meeting of the International Reading Association, San Antonio, Texas, April, 1993. *(refereed)*

Using content dictations with upper elementary and secondary remedial readers. Paper presented at the 38th Annual Meeting of the International Reading Association, San Antonio, Texas, April, 1993. *(refereed)*

Oral and Reading Fluency and Orthographic Knowledge. Paper presented at the 37th Annual Meeting of the International Reading Association, Orlando, FL, May, 1992. *(refereed)*

The Assessment of Orthographic Knowledge of Students Enrolled in Adult Basic Education. Paper presented as part of a research symposium titled "An Integrated Model of Literacy Development in Kindergarten: Concept of Word, Timing the Spatial-temporal Aspects of Literacy, and the Growth and Sophistication of Kindergartners' Written Responses." Chair and Organizer. National Reading Conference, Palm Springs, CA, December, 1991. *(refereed)*

Managing the Spatial-temporal Aspects of Literacy: A Longitudinal Study of Concept of Word in Kindergarten Using Rhythmic and Nonrhythmic Text, with Sharon Cathey. Paper presented as part of a research symposium titled "Orthographic Development of Adults and Secondary Students: Towards a Unified Theory of Spelling, Reading, and Writing." Organizer. National Reading Conference, Palm Springs, CA, December, 1991. *(refereed)*

Reading Fluency and the Synchrony of Literacy Development. Invited paper at the meeting of the Language Experience Special Interest Group, 37th Annual Convention of the International Reading Association, Orlando, FL, May, 1992. *(refereed)*

Determining Criteria for the Development of a Qualitative Scale of Higher Levels of Orthographic Knowledge. Paper presented as part of a research symposium titled "The Development of a Qualitative Scale of Higher Levels of Orthographic Knowledge." National Reading Conference, Miami, FL, November, 1990. *(refereed)*

Rapid Automatized Naming (RAN) and Orthographic Knowledge. Paper presented with Diane Barone as part of a research symposium titled "The Relationship among Rapid Naming, Word Recall and Orthographic Knowledge: A Language-Based View of Literacy Proficiency." National Reading Conference, Miami, FL, November, 1990. *(refereed)*

What Do Students Know About Words? A Common-Sense Approach to Finding Out Where to Begin Instruction. Paper presented as part of a symposium titled "Words, Wonder, and Wisdom in the Intermediate Grades: Putting the `Know' in Word Knowledge. 35th Annual Convention, International Reading Association, Atlanta, GA, May, 1990. *(refereed)*

Selected Regional, State, and Local Presentations

Word Study and the CCSS: What are the Roles of Vocabulary, Phonics and Spelling in Literacy Instruction in the Common Core Standards? Iowa State Reading Association, Ames, IA, June, 2013.

Closing the Gap Conference, Minnesota Center for Reading Research, University of Minnesota. Group facilitator. Minneapolis, MN, September, 2013.

Developmental Word Study, Keynote, Immaculata University Professional Development Conference, Immaculata, PA, June, 2011.

Teaching Phonics, Vocabulary and Spelling Developmentally, PreK-3. Rutgers 43rd Annual Conference on Reading and Writing, Somerset, NJ, April, 2011. *(invited)*

Routines and Activities for Developmental Phonics, Vocabulary, and Spelling Instruction. Lake Area Reading Council, April, 2011, IL. *(invited)*

How We Learn to Read and Write: What and Why Teachers and Families Need to Know about Literacy Development. Alpha Upsilon Alpha Induction, Framingham State University, Framingham, MA November 2010. *(invited)*

Organizing Word Study in Your Classroom, Idaho State Reading Association, Pocatello, ID, October 2010. *(invited)*

Fundamentals of Vocabulary and Word Study Instruction. 43rd Annual Conference of the California Reading Association, Riverside, CA, October 2010. *(invited)*

Come Sort with Us! The Integration of Phonics, Vocabulary and Spelling", Maryland State Reading Association, Maryland, April 2010;. *(invited)*

Literacy Development – Why keep it a secret? The Integration of Reading and Word Study Instruction. Southwest Missouri Council Annual Conference, Academic. Springfield, IL, February 2010. *(refereed)*

"Did you know there are many languages some of the languages are different": Phonics, Vocabulary and Spelling with English Learners - Activities and Research. Lemelson Conference Talk, Reno, NV, October 25, 2008.

Word Study for Reading, Vocabulary and Thinking in Grades 6 – 12. Featured Speaker, Keystone State Reading Conference. Seven Springs Resort, PA. October, 2008

Come Sort with Us! The Integration of Phonics, Vocabulary and Spelling: Word Study from the /m/ in Magic to Morph Magic, K – 12. Featured Speaker, Arizona State Reading Conference. Phoenix, AZ. September 2008.

Phonics, Vocabulary and Spelling with English Learners - Activities and Research: "Did you know there are many languages some of the languages are different." Keynote Address, Arizona State Reading Conference, Phoenix, AZ. September, 2008.

Orthographic development of English learners. Keynote speaker. 7th Annual CSU Reading Faculty Forum. California State University System. Sacramento, CA. April, 2008.

Word Study in Action: Supporting Phonics, Vocabulary, and Spelling with English Learners, Virginia Association of Teachers of English to Speakers of Other Languages Featured Speaker, Richmond, VA. February, 2007.

Word Study: How to Integrate Phonics, Vocabulary and Spelling Instruction. Massachusetts Reading Association. March, 2007. Keynote speaker.

Word Study with English Learners: Keys to Effective Phonics, Vocabulary and Spelling Instruction. Teachers College. September, 2006. Keynote speaker.\

Stages of Literacy Development that Guide Differentiated Word Study Instruction in Phonics, Vocabulary and Spelling. Keystone State Reading Association, 37th Annual Conference, October, 2006. Keynote speaker.

Practices to Guide Word Study and Comprehension. University of California, San Diego. June 30, 2006. Keynote speaker.

The Whole Kit and Caboodle: Organizing Integrated Literacy Instruction in the Elementary Classroom, California Reading Association Professional Development Institute, September 17, 2005. Day-long speaker.

Upper Level Word Study: A Key to Reading, Vocabulary and Spelling, 2004 Adolescent Literacy Summit, October, 2004. Oregon State Professional Institute. Keynote speaker.

Five Essential Literacy Activities in Effective Tutoring Programs: Collaborations among REA Partners in Nevada's Reading Excellence Act Partnership. With 11 members of the NREA and UNR staff of students, undergraduate and graduate. California Reading Association Professional Development Institute, November 8, 2002.

English Language Learners' Word Knowledge and Spelling: Effective Word Study Instruction. California Reading Association Annual Conference, November 9, 2002, with Lori Helman. Invited presentation.

Effective Word Study Instruction, K-8. Keystone State Reading Association, 35th Annual Conference, October 21, 2002. Invited presentation.

From Fluency and Expression to Comprehension: The Prosodic Sauce Concocted by Transitional and Intermediate Readers. California Reading Association Conference, November 2003. Featured speaker.

Effective Word Study Instruction, 1-day workshop with the leadership of the California Reading and Literature Project, Sacramento Region, January, 2002

Elements of Effective Literacy Instruction: Foundations, REA and Reading First in Nevada, Fluency. To the leadership of the CA Reading Excellence Act, Laguna Beach, June, 2002.

The Space / Time Literacy Continuum: Eyeballing and Earballing Across Stages of Literacy . Featured Speaker, California Reading Association, Ontario, CA, November 2001.

Finding Students in Time and Space: Orthographic Knowledge in Learning to Read and Spell. Featured Researcher at Research Institute of the California Reading Association, Ontario, CA, November 2001.

Primary Word Study. Keynote speaker at the California Reading by Nine Conference, Los Angeles, CA, September, 1999.

Word Study = Phonics + Spelling + Vocabulary: Why, How, and When. Invited speaker at the California Reading Association annual meeting, Sacramento, CA, November, 1998.

Word Study and Literacy Development. Invited speaker at the Solano County Reading Association meeting, October, 1997.

Developmental Spelling and Word Study Instruction. Invited speaker at the California Reading and Literature Project K-3 Invitational; Sacramento-North State Region, Redding and Sacramento, CA, July, 1997.

Word Study in the Classroom. Invited speaker at Silver State Reading Association Conference, Reno, NV, October, 1996.

What is IMAGE (Integrated Multi-aged Group Education)? Presenter and organizer at the Regional Meeting of the National Council of Teachers of English, Reno, NV, October, 1992.

The Core Practices of Foxfire Teacher Outreach. Presentation at the Annual Conference of the Silver State Reading Association, Reno, March, 1992.

Grants

Helman, L. & Burns, M. (2013, August). *The effectiveness of Words Their Way™ word study program on reading, decoding, and spelling skills of elementary-aged students*. Grant of $2,470,277 submitted to the Institute of Education Sciences, U.S. Government. [Under review; ISU: $593,295]

Hegelheimer, V., Chapelle, C.A., Chukharev,-Khudilaynen, E., Bear, D., Ranalli, J. (2013). CyWrite: Making automated writing evaluation work for students, teachers, and researchers. Signature Research Initiative, College of Liberal Arts & Sciences, Iowa State University. July 1., 2013 – June 30, 2016. Total amount funded: $296,042; Total amount to this faculty: $24,394.

Regents Award from the State of Nevada Board of Regents to train, and supervise literacy tutors, 1997-2011, $800,000.

Active Fundraising Activities as Director of the Center for Learning and Literacy for Scholarships and Program Development. Recent: Reading Buddies tutoring grant from E.L. Cord Foundation, 2009-2011 ($25,000), and Stern Foundation, 2010-2011 ($10,000).

JD Smith Middle School Reading Center, Sponsored by NSHE-Nevada State College, Federal, $20,000. Bear, Donald R (Principal), Clairin DeMartini, 2008.

Community Service Agency (CSA) grant related to assessments and teacher training, March 2003 – March 2005, $12,000.

Nevada Reading Excellence Act Partnership, co-principal investigator in Northern Nevada and actively involved in statewide project to hire literacy specialists and provide professional development to K-3 teachers throughout the state, 2001 – 2003, $26 million.

Sanford Foundation Grant to train senior citizens as tutors in Reading Buddies and Breakfast Club programs - $8,740.

University of Nevada Outreach Grant to support Reading Buddies tutoring programs in elementary schools - $3,750.

Technology grant internal, develop website - $2,800.

Demonstration Grant in Adult Basic Education to Develop to Two Community-based Learning Centers, State Department of Education, 1992, $25,000.

Training Grant for Certificate Program Training Adult Literacy Tutors, State Department of Education, 1992, $9,940.

Grant by the Nevada Gaming Foundation for Foxfire training, and conference planning, 1991, $3,000.
Training Grant for Certificate Program Training Adult Literacy Tutors, State Department of Education, 1991, $8,157.
Grant by Nevada State Department of Education for Federal Adult Basic Education Funds, Instructional Grant, Nevada Homeless Literacy Project, 1990, $15,541.
Grant by the Nevada Gaming Foundation for Educational Excellence, for conference planning, video-taping of round table meeting, and stipends for teachers to attend training institute, 1990, $5,550.
Grant by Nevada State Department of Education for Federal Adult Basic Education Funds, Training Grant, "Tutor Support in Northern Nevada: Training Series and Community-based Learning Centers," 1990, $17,000.
Gift from the Garden America Corporation to the Center for Learning and Literacy for activities related to adult literacy instruction, 1988-1990, $19,000.
Grant by the Nevada Literacy Coalition to develop a training manual, 1988, $950.
Grant by the Nevada Literacy Coalition to conduct a state-wide assessment of adult literacy needs and programs. With Shane Templeton and Cliff Ferry, 1987, $4,050.

Honors and Awards

Elected to membership in the Iowa Academy of Education, September, 2013.
Marcus Foster Memorial Reading Award, California Reading Association, 2011.
Honorary Member of Alpha Upsilon Alpha of Framingham State University, 2010.
Recipient of the Nancy and Robert Cashell Excellence in Instruction Award, College of Education, University of Nevada, Reno, 1992.
Celebrate Literacy Award for contributions to literacy by the Sierra Nevada Reading Council and the International Reading Association, May, 1991.
Celebrate Literacy Award for contributions to literacy by the Sierra Nevada Reading Council, the International Reading Association, and the Nevada Literacy Coalition, April, 1988.
Award for outstanding service by Kappa Delta Pi, Dowling College, May, 1983.
Finalist, Outstanding Dissertation Competition, Kappa Delta Pi, 1983.

Reviewer

Journal of Literacy Research 2012 – 2013, Member of editorial board, 2014.
In the Middle, 2011
Journal of Reading and Writing, 2014
Early Childhood Research Quarterly, 2011
The Reading Teacher, 1992-2008
Applied Linguistics, 2005
Reading Research Quarterly, 1995 - 1997
Merrill Palmer Quarterly, 1991-1993
Visible Language, 1991-1993
Elementary School Journal 1994 - 1995
Journal of Reading, 1991-1992
National Reading Conference Yearbook (38, 41, 42, 43)

Creative Projects

Recent

Perception and production and ways to study the relationship between the two in literacy

development
Spelling assessments to tap various languages and linguistic awareness, including the development and study of an academic spelling vocabulary, and the study of the orthographic development of students in China and Korea who are learning English as a foreign language
Application of word study in various settings including speech pathologists
The study of the relationships between chromosome anomalies and reading difficulties
Examination of the literacy development in various languages
Ongoing
Supervise the tutoring and assessments of students in the Duffelmeyer Reading Clinic each year.
Cued speech for the hearing impaired and developmental word knowledge
The relationships between reading and mathematics learning among preschool, kindergarten and first graders

Professionally Related Activities and Service

Advisor to the Minnesota Reading Research Center, 2014
Review of a report for the Iowa Center for Reading Research, 2013
Co-chair, Search for Director of the School of Education, 2014 – present
Chaired Search for High Impact Elementary and Family Literacy, 2014
Chaired Dual Immersion search, ISU, 2012-2013
Chair and member of numerous college and university committees. Including UGS Committee (2012)
Developed numerous courses, a program in secondary literacy, and an off-grounds master's program for 186 students who completed a master's
Organizer of "Words Your Way," a three-day conference for literacy trainers and classroom teachers, University of Nevada, 1998- 2006
Member of the Graham Board, University of Virginia, 1998-2002
Program development between UNR and Babes Boyai University, Cluj, Romania, 2001 – 2006
Volunteer with the Reading and Writing for Critical Thinking project with the International Reading Association and the Soros Foundation. Working in Romania, 1998
Invited speaker at the Sparks High School Chapter of the National High School Honor Society, Sparks, NV, June, 1995.
Member of Steering Committee of the River City Storytelling Festival, 1995 - 1996.
Co-chair of the 15th West Regional Conference of the International Reading Association, scheduled for February, 1994 (2,500 attendees).
Helped to develop, train tutors and monitor progress of tutoring programs for elementary students at local elementary schools (The Breakfast Club and Reading Buddies), 1993-present.
Served on evaluation team of literacy program for Community Service Agency's intergenerational literacy program, 1992-1993.
University faculty contact for Bristlecone, one of the Foxfire Teacher Outreach networks, 1991-1996.
University faculty contact for IMAGE: Integrated Multi-Aged Grouped Education, a teacher support group, 1991-1998.
Developed a literacy self-assessment for the *GED on TV* program, 1993;

Editor of a national newsletter for the Language Experience Special Interest Group of the International Reading Association, 1992-1993.
Co-Director of Program for Reading Improvement and Student Motivation (PRISM), a free diagnostic and tutoring program for university students begun in 1987; a joint project with Barbara King in Student Services; a graduate assistant under our supervision has been hired to coordinate this program for 1991-1992.
Guest speaker, consultant, storyteller, and trainer for service groups, schools, businesses, and media groups
Developed young authors workshops for elementary children, 1990 - 2000.
Appointed to the Governor's Literacy Coalition Advisory Council, 1989 to 2000, Nevada.
Invited member of the Nevada Literacy Coalition's Task Force on the Future, 1988.

Affiliations and Service in Professional Organizations

- Affiliated Faculty, Minnesota Center for Reading Research
- American Educational Research Association
- International Reading Association (IRA)
  - Elected to the Board of Directors, May 2014
  - Outstanding Dissertation Award Committee, 2010
  - Chairperson of Nevada's Exemplary Reading Program Award Committee, 1991
  - Special Interest Groups of IRA:
    - Adult Literacy
    - Language Experience
      - Elected to the board, 1991-1994
    - Reading and the Hearing Impaired
  - Sierra Nevada Reading Council
    - President of the Sierra Nevada Council, 1988-1991 (2 terms).
    - Board member, 1988-1992
  - Silver State Reading Association
    - President, Board Member, Vice President and Vice President-Elect, 1987-1992
    - State student membership chair, 1988-1990, 1992-1994
- Kappa Delta Pi (Faculty Advisor, 1985)
- Society for the Scientific Study of Reading
- Association of Literacy Educators and Researchers
- National Council of Teachers of English
  - NCTE Research Assembly
- National Cued Speech Association
  - Member of Research Advisory Council, 2014 – present
  - Appointed to the research advisory committee, March, 1990 – 1998
- Literacy Research Association / National Reading Conference
  - Appointed as a field representative, 1990, 1991

Recent Courses Taught

Diagnosis of Literacy
Remediation for Students with Reading Difficulties
Intermediate Reading
Literacy Instruction: Individual and Small Group

Word Study
Research in Literacy
Teaching Reading and Language Arts in the Primary Classroom
Reading and Language Arts in the Lower Elementary
Teaching Reading to Older Students – Diagnosis – Distance Education
Supervised dissertation hours