March 12, 2026
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Reading Hall of Fame: https://www.readinghalloffame.org/jill-fitzgerald-inducted-2011
Google Scholar: https://scholar.google.com/citations?user=6eSydqQAAAAJ&hl=en&oi=ao

Jill Fitzgerald: Vita

I. EDUCATION

1975 to 1979: Ph.D. in Research and Evaluation with a major in Reading and Language Arts, State University of New York at Buffalo, New York (Advisors, Dr. Sam Weintraub and Dr. Michael Kibby)

1969 to 1973: M.S. Ed., Summa Cum Laude, Elementary Education, State University College at Cortland, New York

1965 to 1968: B.A. in General Literature, Harpur College, SUNY at Binghamton, New York

II. EXPERIENCE

July 2025 to present	Professor Emerita, Literacy Studies, The University of North Carolina at Chapel Hill
June 2011 to 2025	Research Professor, The University of North Carolina at Chapel Hill
June 2011 to 2016	Distinguished Research Scientist, MetaMetrics, Durham, NC.
1994 to 2011	Professor, Literacy Studies, The University of North Carolina at Chapel Hill
2007 to 2009	Interim Dean, The University of North Carolina at Chapel Hill
2006 to 2007 and 2009 to 2010	Senior Associate Dean, The University of North Carolian at Chapel Hill
2004 to 2006	Associate Dean, The University of North Carolina at Chapel Hill
2000 to 2004	Assistant Dean, The University of North Carolina at Chapel Hill
1994 to 2001	Program Coordinator, Literacy Studies, The University of North Carolina

at Chapel Hill

1995 to 1996: UNC-CH Kenan Leave (competitive campus-wide award) to be First-Grade Teacher, Siler City Elementary School, Chatham County Schools

1983 to 1994: Associate Professor, Reading and Language Arts, The University of North Carolina at Chapel Hill

1979 to 1983: Assistant Professor, Reading and Language Arts, The University of North Carolina at Chapel Hill

1969 to 1975: Teacher, grades one through three and Title I Reading and Math, Binghamton, New York, Preble County, Ohio, and Cabel County, West Virginia

III. RESEARCH AWARDS AND PROFESSIONAL DISTINCTIONS

Research-Related Awards and Honors

Dina Feitelson Research Award, International Literacy Association, 2025, recognizing an outstanding empirical study: Relyea, J. E., Kim, J. S., Rich, P., & Fitzgerald, J. (2024). Effects of tier 1 content literacy intervention on early-grade English Learners' reading and writing: Exploring the mediating roles of domain-specific vocabulary and oral language proficiency. *Journal of Educational Psychology, 116*(7), 1172-1195. http://doi.org/10.1037/edu0000882 [https://www.literacyworldwide.org/get-involved/awards-recognition/awards-grants/ila-dina-feitelson-research-award]

For the *Educational Psychologist* journal: Jill Fitzgerald named in the top 100 most-cited authors, most-cited last month, most-read, and most-read last month. (January 2026 as cited at https://www.researchgate.net/journal/Educational-Psychologist-1532-6985#journal-top-authors)

Invited Lecture, 4th International Congress & Exhibition on Current Trends in Science, Technology and Education, Muğla, Turkey, April 2026. Unable to participate.

Invited participant, podcast, *Getting Smarter*, November 2025, a podcast focused on transformational leaders in the literacy field. Unable to participate. https://podcasts.apple.com/us/podcast/getting-smarter/id1728704252

Notable Vocabulary Researcher, 2024, Educational Research Association, Vocabulary Special Interest Group.

Article chosen by Edutopia as one of The 10 Most Significant Education Studies of 2024: Relyea, J. E., Kim, J. S., Rich, P., & Fitzgerald, J. (2024). Effects of tier 1 content literacy intervention on early-grade English Learners' reading and writing: Exploring the mediating roles

of domain-specific vocabulary and oral language proficiency. *Journal of Educational Psychology, 116*(7), 1172-1195. http://doi.org/10.1037/edu0000882

Associate Editor, *Journal of Educational Psychology*, January 2011 to March 2025.

Article chosen for the "spotlight" in the *Journal of Educational Psychology*, March 2021: Kim, J., Burkhauser, M. A., Mesite, L.M., Armstrong, C., Relyea, J.E., Fitzgerald, J., & Elmore, J. (2021). Improving reading comprehension, science domain knowledge, and reading engagement through a first-grade content literacy intervention. *Journal of Educational Psychology, 113*(1), 326. doi: 10.1037/edu0000465.

Invited Young Scholar Mentor (John Strong, University of Buffalo), Reading Hall of Fame, 2020

Nominated for the Goodnight Distinguished Professor of Educational Leadership Innovation position in the College of Education at North Carolina State University, 2019 (declined)

Nominated for Vice President of the Literacy Research Association, 2018 (declined)

Invited Young Scholar Mentor (Courtney Hattan, currently UNC-Chapel Hill), Reading Hall of Fame, 2018.

Nominated for the International Literacy Association William S. Gray Citation of Merit Award, 2017.

Invited Research Mentor for Young Scholar (Laura Tortorelli, Michigan State University), American Educational Research Association Division C, 2017.

Nominated for Presidency of the Reading Hall of Fame (declined).

Fellow, American Educational Research Association, inducted April 2013.

Reading Hall of Fame inductee, May 2011, International Reading Association, Orlando, Florida.

International Reading Association Dina Feitelson Award for Outstanding Research (with George Noblit), 2000.

American Educational Research Association Award for Outstanding Review of Research, 1998.

Nominated for the UNC Graduate School for Outstanding Doctoral Advisor, 2016.

Invited presentation for the Collaborative Conference on Language, Literature and Linguistics, Barcelona, Spain, 2016 (declined).

Fellow, Center for Developmental Science, UNC-CH, 2003-2013.

Invited Round Table Member (one of thirty-five world-wide), Harris Manchester College, Oxford University, England, International Childhood Education Symposium, annually 2013 to 2018 (declined).

Award for Outstanding Research, Phi Delta Kappa (with Jim Cunningham), 1996.

Handbook of Writing Research (co-edited with Dr. C. MacArthur and Dr. S. Graham) nominated for the Edward Fry Book Award, National Reading Conference, 2006.

Invited to apply for the Delbert and Jewell Lewis Endowed Chair in Reading and Literacy, Arizona State University, 2009.

North Carolina Association for Research in Education Distinguished Paper Award with Sharon Spencer (first author), 1992.

Nominated for the Jewell Chair at the University of Virginia, May 2004 (declined).

Nominated as member of the Commission on Reading Research, for the National Institute for Literacy, National Institute of Child Health and Human development, U.S. Department of Education, U. S. Department of Health and Human Services, December 2004.

UNC-CH Kenan Research Leave, to teach first grade with ESL students, 1995-96.

Cameo appearance, William Friday's N.C. People television show, 1996.

Article selected for reprint inclusion in *Theoretical Models and Processes of Reading* (Ruddell, R., & Singer, R. 2004, Newark, DE: International Reading Association): Fitzgerald, Jill. (2001). Can minimally trained college student volunteers help young at-risk children to read better?

State University of New York at Buffalo, Graduate School of Education, Distinguished Alumni Award, 1997.

State University of New York at Buffalo, School of Education Distinguished Alumni Award, 1986.

Invited Research Mentor for the National Reading Conference Mentorship Project (Area, Literacy and Language Diversity), 1994-1996.

Fitzgerald, Jill, and Spiegel, Dixie Lee. (1983). Enhancing children's reading comprehension through instructions in narrative structure. *Journal of Reading Behavior, 15* (2), 1-17. Cited as the 15th most cited article ever in the *JRB/Journal of Literacy Research (*Spring, 1999 issue of *Journal of Literacy Research*).

Cunningham, J. W. & Fitzgerald, J. (1996). Epistemology and reading. *Reading Research Quarterly, 31,* 36-60. Article named as one of the most outstanding research contributions in the history of literacy research: Readence, J. E. (2002, November 1). *Fond memories, lessons learned, and trends in literacy research: An editor's retrospective.* Paper presented at the annual meeting of the College Reading Association, Philadelphia, PA.

Invited to serve on the Editorial Advisory Board for the Yearbook of the National Reading Conference, October 2005.

Visiting Scholar on Multilingual Literacy, University of Miami, February, 2004.

Invited to apply for Distinguished Chairs, University of Kentucky and University of NC at Greensboro, 2002-2003, and University of Virginia, 2004-2005.

Invited to run for President-Elect of the National Conference on Research in Literacy and Language, 2002.

Invited participant (2002, August). Multilingual Literacy Symposium, International Reading Association World Congress, Edinburgh, Scotland.

Named to Fellow Status in the National Conference on Research in English, a research organization comprised of elected members only, 1986 to present. (Member since 1980)

Peabody Award for Excellence in Scholarship, Graduate Student Association, UNC-CH, School of Education, 1992.

Award for Outstanding Research, Phi Delta Kappa, Carolina Chapter, 1983.

Dissertation (An Analysis of Readers' Expectations for Story Structures) selected as second of ten Outstanding Dissertations (1978-1979) by the International Reading Association (Fall 1979).

Leadership and Teaching Awards and Honors

Nominee, Faculty Mentor Award, Carolina Women's Leadership Council, UNC-CH, 2008.

Invited to be the interviewee as an "industry thought leader" on reading and writing connection for MetaMetrics' *LearningLink*, Spring 2008.

Nominated for the Carolina Women's Leadership Council Mentoring Award, Spring 2006.

J. Minor Gwyn Professorship for Excellence in Graduate Teaching, 1993.

Peabody Award for Excellence in Teaching, Graduate Student Association, UNC-CH, School of Education, 1988.

Peabody Award for Excellence in Advising, Graduate Student Association, UNC-CH School of Education, 1986, 1989.

Outstanding Young Women of America, 1980-81.

2015, Invited to apply for the Vice President of Research and Development position at the Hong Kong Institute of Education.

2013, Invited to apply for Dean of Education at Appalachian State University position; Dean of Education at the University of San Diego.

2015, Invited to apply for the Dean of Undergraduate Education at California State University, East Bay; Invited to apply for the Dean of the College of Arts and Sciences, The University of North Carolina at Greensboro; Invited to apply for the Dean of the College of Humanities and Science, Virginia Commonwealth University.

2012, Invited to apply for the Dean of Education position at Appalachian State University, Oklahoma State University, the Provost position at the American International College; Dean of the School of Graduate and Professional Programs at Wheelock College; Dean of the School of Education at the University of San Francisco; and the Dean of the College of Arts and Sciences at Montana State University.

2010/2011, Invited to apply for the position, Provost & Vice President for Academic Affairs, Montana State University; and Dean of Education positions at: Illinois State University; Wayne State University; The George Washington University Graduate School and Human Development; University of Louisville; University of Houston; Texas A&M International University; University of Wisconsin-Milwaukee; South Dakota State University; Utah State; University of Washington, and the University of Northern Iowa; Virginia Commonwealth University.

Invited to apply for the position of department head, Department of Special Education, University of Illinois at Urbana-Champaign, 2008.

Nominated to apply for the Executive Associate Provost position, University of North Carolina at Chapel Hill, 2008.

2007: Nominated for the Dean position, College of Education, Health, and Human Services, Kent State University, 2007; Vice Chancellor for Faculty Support and Development, UNCW, 2007; Dean position, Faculty of Arts/Social Sciences, New Zealand, 2007; Dean position, College of Science and Letters, Illinois Institute of Technology, 2007.

2005-2006: Invited to apply for the Dean position, School of Education and Allied Professions, Miami University of Ohio, 2005; Director position, David C. Anchin Center for the Advancement of Teaching, University of South Florida, 2005. Invited to apply for the Senior Associate Dean position, School of Education, Michigan State University, 2006; Dean position,

Curry School of Education, University of Virginia, 2006; Dean position, School of Education, University of Miami, 2006; Dean position, Gervirtz Graduate School of Education, University of California, Santa Barbara, February 2005.

Selected for Contemporary Who's Who, 2002-2003, Raleigh, NC: American Biographical Institute.

IV. SCHOLARLY PRODUCTIVITY

Articles

Relyea, J. E., Kim, J. S., Rich, P., & Fitzgerald, J. (2026, January-March). Content-rich literacy: Coaching teachers to support multilingual learners. *Literacy Today, 43*(3), 64-65. https://publuu.com/flip-book/24429/2302667/page/66

Relyea, J. E., Kim, J. S., Rich, P., & Fitzgerald, J. (2024). Effects of tier 1 content literacy intervention on early-grade English Learners' reading and writing: Exploring the mediating roles of domain-specific vocabulary and oral language proficiency. *Journal of Educational Psychology, 116*(7), 1172-1195. http://doi.org/10.1037/edu0000882

Kim, J. S., Burkhauser, M. A., Relyea, J. E., Gilbert, J. B., Scherer, E., Fitzgerald, J., Mosher, D., & McIntyre, J. (2023). A longitudinal randomized trial of a sustained content literacy intervention from first to second grade: Transfer effects on students' reading comprehension outcomes. *Journal of Educational Psychology*, *115*(1), 73-98. https://doi.org/10.1037/edu0000751 [Selected as one of the 10 Studies Every Teacher Should Know about by Edutopia magazine, 2024]

Fitzgerald, J., Relyea, J. E., & Elmore, J. (2022). Academic vocabulary volume in elementary grades disciplinary textbooks. *Journal of Educational Psychology, 114*(6)*, 1257-1276.* doi:10.1037/edu0000735

Fitzgerald, J., Elmore, J., Relyea, J. E. (2021). Academic vocabulary networks matter for students' disciplinary learning. *The Reading Teacher, 74*(5), 569-579.

Kim, J., Burkhauser, M. A., Mesite, L.M., Armstrong, C., Relyea, J.E., Fitzgerald, J., & Elmore, J. (2021). Improving reading comprehension, science domain knowledge, and reading engagement through a first-grade content literacy intervention. *Journal of Educational Psychology, 113*(1), 3-26. doi: 10.1037/edu0000465. [Article was selected as a "spotlight" article in March 2021 at: https://www.apa.org/pubs/highlights/spotlight/issue207]

Fitzgerald, J., Elmore, J, Relyea, J. E., Stenner, A. J. (2020). Domain-specific vocabulary network development in elementary grades core disciplinary textbooks. *Journal of Educational Psychology, 112*(5), 855-879. https://doi.org/10.1037/edu0000386

Fitzgerald, J., Relyea, J. E., Elmore, J., & Hiebert, E. H. (2020). Has the presence of first-grade core reading program academic vocabulary changed across six decades? *Reading Research Quarterly, 56*(4), 737-759. doi:10.1002/rrq.329

Graves, M., Elmore, J., & Fitzgerald, J. (2019). The vocabulary of core reading programs. *The Elementary School Journal, 119,* 386-416. doi https://doi.org/10.1086/701653

Relyea, J. E., & Fitzgerald, J. (2018). The relationship between early word reading and long-term reading comprehension growth for language-minority learners compared to native English-speaking students. *Reading Psychology, 39*(6), 499-536.

Fitzgerald, J., Elmore, J., Kung, M., & Stenner, A. J. (2017). The conceptual complexity of elementary science textbook vocabulary. *Reading Research Quarterly, 52,* 417-442.

Orellana, P., Melo, C., & Fitzgerald, J. (2016). Plataforma tecnológica para el diagnótico temprano de habilidades de lectura en niños de kinder a caurto año básico. In J. C. Duran, A. V.Corengia, & M. S. Urrutia (Eds.), *Gestionar instituciones educativas socialmente responsables: aprender, servir, innovar: VI jornadoas académicas* de gestión y dirección de instituciones educativas. Buenos Aires: Universidad Austral. [English translation available as *Technology platform: Diagnosis for early reading skills in children kindergarten to fourth basic year.]*

Fitzgerald, J., Elmore, J., Hiebert, E. H., Koons, H., Bowen, K., Sanford-Moore, E. E., Stenner, A. J. (2016). Text complexity and the early grades: The fuss and how recent research can help. *Phi Delta Kappan, 97*(8), 60-66.

Fitzgerald, J., Elmore, J., Relyea-Kim, E. J., Hiebert, E. H., & A. J. Stenner. (2016). Has first-grade core-reading-program text complexity changed across six decades? *Reading Research Quarterly, 51*, 7-28.

Orellana, P., Melo, C., & Fitzgerald, J. (2015). Desarrollo, pilotaje y validación de la Prueba PRAP (Prueba de Reconocimiento Automático de Palabras) en estudiantes Chilenos de kinder a tercer año básico. *Revista Panamericana de Educación: Saberes y Quehaceres del Pedagogo, 22*, 25-53.

Fitzgerald, J., Elmore, J., Koons, H., Hiebert, E. H., Bowen, K., Sanford-Moore, E. E., & Stenner, A. J. (2015). Important text characteristics for early-grades text complexity. *Journal of Educational Psychology, 107,* 4-29. DOI: 10.1037/a0037289

Fitzgerald, J., Stenner, A. J., Sanford-Moore, E. E., Koons, H., Bowen, K., & Kim, K. H. (2015). The relationship of Korean students' age and years of English-as-a-foreign language (EFL) exposure with English-reading ability. *Reading Psychology, 36,* 173-202. DOI: 10.1080/02702711.2013.843063

Fitzgerald, J., Amendum, S. J., Relyea-Kim, E. J., & García, S. G. (2015). Is oral-English ability related to young Latinos' English reading growth? *Reading and Writing Quarterly, 31,* 68-95.

Fitzgerald, J., Hiebert, E. H., Bowen, K., Relyea, E. J., & Kung, M. (2015). Text complexity: Primary grades teachers' views and the Common Core. *Literacy Research and Instruction, 54,* 19-44.

Burdick, H., Swartz, C. W., Stenner, A. J., Fitzgerald, J., Burdick, D., & Hanlon, S. T. (2014). Technological assessment of composing: Response to Reviewers. *Literacy Research and Instruction, 53,* 184-187.

Williamson, G. L., Fitzgerald, J., & Stenner, A. J. (2014). Student reading growth illuminates the Common Core text-complexity standard: Raising both bars. *Elementary School Journal, 115,* 230-254.

Burdick, H., Swartz, C. W., Stenner, A. J., Fitzgerald, J., Burdick, D., & Hanlon, S. T. (2013). Measuring students' writing ability on a computer-analytic developmental scale: A validity study. *Literacy Research and Instruction, 52,* 255-280.

Williamson, G., Fitzgerald, J., & Stenner, A. J. (2013). The Common Core State Standards Complexity Goal: Figuring out how much complexity is enough. *Educational Researcher, 42(2),* 59-69.

Amendum, S. J., & Fitzgerald, J. (2013). Does structure of content delivery or degree of professional support matter for student reading growth in high-poverty settings? *Journal of Literacy Research, 45,* 465-502. DOI: 10.1177/1086296X13504157. The online version is at: http://jlr.sagepub.com/content/45/4/465

Fitzgerald, J. (2013). Struggling writers: Constructing their instruction: What and How. *Annals of Dyslexia, 63,* 80-95.

Amendum, S., Li, Y., Hall, L., Fitzgerald, J., Creamer, K., Head-Reeves, D. M., & Hollingsworth, H. L. (2009). Which reading lesson instruction characteristics matter for early reading achievement? *Reading Psychology*, *30*(2), 119-147.

Fitzgerald, J., Amendum, S., & Guthrie, K. (2008). Young Latino students' reading growth in all-English classrooms. *Journal of Literacy Research*, *40(*1*),* 59-94.

Neufeld, P., Amendum, S., Fitzgerald, J., & Guthrie, K. (2006). First-grade Latino students' English-reading growth in all-English classrooms. *Reading Research and Instruction, 46*(1), 23-52.

Fitzgerald, J., & Graves, M. (2004/2005). Reading supports for all. *Educational Leadership, 62,* 68-71.

Fitzgerald, J., & Ramsbotham, A. (2004). First graders' cognitive and strategic development in Reading Recovery reading and writing. *Reading Research and Instruction, 44,* 1-31.

Fitzgerald, J. (2003). Multilingual reading theory. *Reading Research Quarterly, 38,* 118-122. Selected for reprint for: Multilingual Literacy Group at http://groups.yahoo.com/group/Multilingual Literacy/.

Fitzgerald, J., Morrow, L. M., Gambrell, L., Calfee, R., Venezky, R., Wood, D. G., & Dromsky, A. (2002). Federal policy and program evaluation and research: The America Reads Example. *Reading Research and Instruction, 41,* 345-202.

Fitzgerald, J., & Cunningham, J. W. (2002). Balance in teaching reading: An instructional approach based on a particular epistemological outlook. *Reading & Writing Quarterly, 18,* 353-364.

Billings, L., & Fitzgerald, J. (2002). Dialogic discussion and the Paedeia seminar. *American Educational Research Journal, 39,* 907-941.

Fitzgerald, J. (2002). Response: Edmonson's "Asking Different Questions: Critical Analyses and Reading Research. *Reading Research Quarterly, 37*(1), 120.

Fitzgerald, J. (2001). Can minimally trained college student volunteers help young at-risk children to read better? *Reading Research Quarterly, 36*, 28-46. (Reprinted in Theoretical Models and Processes of Reading (5th Ed.), Ruddell, R. B., & Unrau, N. J. (Ed.), 2004, Newark, DE: International Reading Association.)

Neufeld, P., & Fitzgerald, J. (2001). Early English reading development: Latino English learners in the "low" reading group. *Research in the Teaching of English, 36,* 64-109.

Fitzgerald, J. (2000). On distances: From campus teacher preparation to first grade literacy instruction and back again. *Phi Delta Kappan, 81,* 455-461.

Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist, 35,* 39-50.

Fitzgerald, J., & Noblit, G. (2000). Balance in the making: Learning to read in an ethnically diverse first-grade classroom. *Journal of Educational Psychology, 92*, 1-20.

Fitzgerald, J. (2000). How will bilingual and English-as-a-second-language programs in literacy change in the next millenium? *Reading Research Quarterly, 35,* 520-523.

Fitzgerald, J. (1999, October). What is this thing called balance? *The Reading Teacher, 53(2),* 100-107. Reprinted in: *Balanced Reading Instruction, 9,* 1-14, 2002.

Fitzgerald, J., & Noblit, G. (1999). About hopes aspirations, and uncertainty: First-grade English-language learners' emergent reading. *Journal of Literacy Research, 31,* 133-182.

Warren, L. & Fitzgerald, J. (1997). Helping parents to read expository literature to their children: Promoting main-idea and detail understanding. *Reading Research and Instruction, 36,* 341-365.

Fitzgerald, J. & Noblit, G. (1997). Rituals of returning: A dialogic interpretation. *The Urban Review, 29,* 297-303.

Cunningham, J. W., & Fitzgerald, J. (1996). Epistemology and reading. *Reading Research Quarterly, 31,* 36-60.

Fitzgerald, J., Roberts, J., Pierce, P., & Schuele, M. (1995). Evaluation of home literacy environment: An illustration with preschool children with Down Syndrome. *Reading and Writing Quarterly, 11(*4), 311-314.

Fitzgerald, J. (1995). English-as-a-second-language reading instruction in the United States: A research review. *JRB: A Journal of Literacy, 27,* 115-152.

[This article was featured in a text on educational research by Daniel Hittleman and Alan J. Simon, *Interpreting Educational Research: An Introduction for Consumers of Research.* Merrill/Prentice Hall, 1997.]

Fitzgerald, J. (1995). English-as-a-second-language learners' cognitive reading processes: A review of research in the United States. *Review of Educational Research, 65,* 145-190.

Hawkins P., Beeson, J., Combs, S., Dowdy, J. P., Erickson, K., Lyons, M., Meisels, M. V., & Fitzgerald, J. (1995). On walking tightropes and juggling: Teachers talk about a new state Reading test. In A. L. Heining-Boynton & G. T. Garvey (Eds.), *International Conference on Standards and Assessment: Report 1995*. (pp. 13-28). Chapel Hill: UNC-CH.

Fitzgerald, J. (1994). How literacy emerges: Foreign language implications. *Language Learning Journal, 9,* 32-35.

Fitzgerald, J. (1994). Crossing boundaries: What do second-language learning theories say to reading and writing teachers of English-as-a-second-language learners. *Reading Horizons, 34,* 339-355.

Fitzgerald, J. (1994). Revision. In A. C. Purves (General Ed.), *Encyclopedia of English Studies Language Arts,* (pp. 1045-1048). Urbana, IL: National Council of Teachers of English.

Fitzgerald, J. (1993). Teachers' knowing about knowledge: Its significance for classroom writing instruction. *Language Arts, 70,* 282-289.

Spencer, S. L., & Fitzgerald, J. (1993). Validity and structure, coherence, and quality measures in writing. *JRB: A Journal of Literacy, 25,* 209-231.

Fitzgerald, J. (1993). Literacy and students who are learning English as a second language. *The Reading Teacher, 46,* 639-647.

Spiegel, D. L., Fitzgerald, J., & Cunningham, J. W. (1993). Parental perceptions of preschoolers literacy development: Implications for home-school partnerships. *Young Children, 48,* 74-79.

Schuele, M., Roberts, J., Fitzgerald, J., & Moore P. L. (1993). Assessing emergent literacy in preschool classrooms. *Day Care and Early Education, 21,* 13-21.

Fitzgerald, J. (1993). Views on bilingualism in the United States: An historical review. *Bilingual Research Journal, 17,* 35-56.

Fitzgerald, J., Schuele, C. M., & Roberts, J. (1992). Emergent literacy: What is it and what does the teacher of learning disabled children need to know about it? *Reading and Writing Quarterly 8,* 71-85.

Fitzgerald, J., & Stamm, C. (1992). Variation in conference influence on revision: Two cases. *JRB: A Journal of Literacy, 24,* 21-50.

Fitzgerald, J., Spiegel, D. L., & Cunningham, J. W. (1991). The relationship between parental literacy level and perceptions of emergent literacy. *JRB: A Journal of Literacy, 23,* 191213. (Abstracted in ERIC, RIE, ED 320 133)

Fitzgerald, J., & Stamm, C. (1990). Effects of group conferences on first-graders' revision in writing. *Written Communication, 7*(1), 96-135.

Spiegel, D. L., & Fitzgerald, J. (1990). Textual cohesion and coherence in children's writing revisited. *Research in the Teaching of English, 24*(1), 48-66.

Fitzgerald, J. (1989). Enhancing two related thought processes: Revision in writing and critical reading. *The Reading Teacher, 43*(1), 42-50.

Fitzgerald, J. (1988). Helping young readers: A teacher's talk for parents. *Reading Horizons, 28*, (3), 201-207.

Fitzgerald, J., & Markham, L. (1988, September). Helping students revise their writing. *Middle School Journal, 20* (1), 16-18.

Fitzgerald, J. (1988, November). Helping young writers to revise: A brief review for teachers. *The Reading Teacher, 42* (2), 124-129.

Fitzgerald, J. Spiegel, D. L., & Teasley, A. B. (1987). Story structure and writing. *Academic Therapy, 22(3),* 255-262.

Fitzgerald, J., & Markham, L. R. (1987). Teaching children about revision in writing, *Cognition and Instruction, 4 (*1), 3-24.

[This article was featured in Berliner, D. & Casanova, U. (1988). Are your kids getting the most from their writing revisions? *Instructor, 97,* 20-21.]

Fitzgerald, J., Spiegel, D. L., & Teasley, A. B. (1987, January). Teaching children about story parts can improve writing, *Academic Therapy, 22,* (3) 255-262.

Fitzgerald, J., & Spiegel, D. L. (1987). Yearbook of the National Reading Conference Membership survey and results. In J. Readence & L. Searfoss (Eds.), *Research in literacy: Merging perspectives*, 36th Yearbook of the National Reading Conference. Rochester, N.Y.: National Reading Conference, 309-317.

Fitzgerald, J. (1987). Research on revision in writing. *Review of Educational Research, 57* (4), 481-506.

[This paper and related work was critiqued in Butterfield, E. C., et al., Environmental, cognitive, and metacognitive influences on test revision: Assessing the evidence, Educational Psychology Review]

Spiegel, D. L., & Fitzgerald, J. (1986, March). Improving reading comprehension through instruction about story parts. *The Reading Teacher, 39* (7), 676-682.

Hill, S., Spencer, S., Alston, R., & Fitzgerald, J. (1986, Fall). Homework in our schools. *Education, 107* (1), 58-70.

Fitzgerald, J., & Spiegel, D. L. (1986, October). Textual cohesion and coherence in children's writing. *Research in the Teaching of English, 20* (3), pp. 263-280.

Fitzgerald, J., & Teasley, A. B. (1986). Effects of instruction in narrative structure on children's writing. *Journal of Educational Psychology, 78,* (6), 424-432.

Spiegel, D. L., Fitzgerald, J., & Reck, M. (1985, Spring). Teaching children to use a contextplus-phonics strategy. *Reading Horizons, 25* (3), 176-185.

Fitzgerald, J., Spiegel, D. L., & Webb, T. (1985, November/December). Development of children's knowledge of story structure and content. *Journal of Educational Research, 79* (2), 101-108.

Fitzgerald, J., (1984). The relationship between reading ability and expectations for story structures. *Discourse Processes, 7* (1), 21-41.

Fitzgerald, J. (1984). Teachers' views of reading research. *Reading World, 24* (1), 1-9.

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Books, Position Papers, and Briefs

MacArthur, C., Graham, S., & Fitzgerald, J. (Eds.) (2025). *Handbook of writing research* (3rd Ed.). New York: Guilford. [ISBN 9781462557271]

Fitzgerald, J., & Shanahan, T. (Principal Authors) (2020, March). *Making sense of elementary school reading scores* [Literacy Leadership Brief]. Newark, DE: International Literacy Association.

Graham, S., Fitzgerald, J., Friedrich, L., Greene, K., Kim, J., Olson, C. B., Bruch, J., Furgeson, J., Lyskawa, & Smither, C. W. (2016). *Teaching secondary students to write effectively* (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Science, U.S. Department of education. [http://whatworks.ed.gov]

MacArthur, C., Graham, S., & Fitzgerald, J. (Eds.) (2016). *Handbook of writing research* (2nd Ed.). New York: Guilford.

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Fitzgerald, J., & Graves, M. (2004). *Scaffolded reading experiences for English-language learners.* Norwood, MA: Christopher-Gordon.

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Book Chapters

Fitzgerald, J. (2025). Vocabulary in writing: Processes and products. In C. A. MacArthur, S. Graham, and J. Fitzgerald (Eds.), *Handbook of writing research* (3rd Ed.) (pp. 125-140). NY: Guilford.

Fitzgerald, J., Relyea, J. E., Elmore, J., & Kim, J. S. (2023). Academic vocabulary in first-grade children's compositions: An exploration. In X. Liu, M. Hebert, & R. A. Alves (Eds.), *The hitchhiker's guide to writing research: A festschrift for Steve Graham* (pp. 75-94). New York City: Springer.

Fitzgerald, J., & Relyea, J. E. (2019). Bilingual education programs and student achievement. In J. Hattie & E. Anderman (Eds.), *Visible learning guide to student achievement* (pp. 203-209). London and New York: Routledge.

Fitzgerald, J. (2016). Adolescent bilingual learners' composing processes and compositions. In K. A. Hinchman & D. Appleman (Eds.), *Adolescent literacy: A handbook of practice based research.* New York: Guilford.

Fitzgerald, J., Olson, C., Garcia, S. G., & Scarcella, R. (2014). Assessing bilingual students' writing. In A. Clinton (Ed.), *Integrated assessment of the bilingual child* (pp. 215-240). Washington, DC: American Psychological Association.

Kung, M., & Fitzgerald, J., & Amendum, S. J. (2013). Using curriculum-based assessment to identify young second-language learners at risk for delayed second-language reading progress. In D. Tsagari & G. Spanoudis (Eds.), *Assessing L2 students with learning and other disabilities* (pp. 93-110). Newcastle upon Tyne, UK: Cambridge Scholars Press.

Fitzgerald, J., & Relyea-Kim, E. J. (2013). Bilingual education programs and student achievement. In J. Hattie & E. Anderman (Eds.), *International guide to student achievement* (1st ed.) (pp. 285-288). London and New York: Routledge.

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Graves, M., & Fitzgerald, J. (2009). Implementing scaffolding reading experiences in diverse classrooms. In J. Coppola & E. Primas (Eds.), *One Classroom, Many Learners: Best Literacy Practices for Today's Multilingual Classrooms*. Newark, DE: International Reading Association.

Fitzgerald, J., & Amendum, S. J. (2007). What is sound writing instruction for multilingual learners? In Graham, S. McArthur, C., & Fitzgerald, J. (Eds.) *Best practices in writing instruction*. New York: Guilford.

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Graves, M. F., & Fitzgerald, J. (2006). Effective vocabulary instruction for English-language learners. In C. C. Block & J. Mangieri (Eds.), *The vocabulary-enriched classroom: Practices for improving the reading performance of all students in grades 3 and up* (pp.118-137). New York: Scholastic.

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Fitzgerald, J. (2002). Narrative text. In B. Guzetti (Ed.). *Literacy in America: An encyclopedia* (pp. 388-392). New York: ABC.

Fitzgerald, J. (2001). America Reads: A close-up look at what two tutors learned about teaching reading. In L. Morrow & D. G. Woo (Eds.), *Tutoring programs for struggling readers: The America Reads Challenge* (pp 140-158). Guilford.

Fitzgerald, J. (2001). English language learners' reading: New age issues. In P. R. Schmidt & P. B. Mosenthal (Eds.), *Reconceptualizing literacy in the new age of pluralism and multiculturalism.* Elsevier: England..

Fitzgerald, J., & Cunningham, J. (2001). Personal epistemology and balanced reading instruction. In B. Hofer & R. Pintrich (Eds.), *Personal epistemologies*. Guilford.

Fitzgerald, J. (1992). Reading and writing stories. In J. Irwin & M. A. Doyle (Eds.), *Research making reading/writing connections* (pp. 81-95). Newark, DE: International Reading Association.

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Fitzgerald, J. (1992). Variant views about good thinking during composing: Focus on revision. In M. Pressley, K. R. Harris, & J. G. Guthrie (Eds.), *Promoting academic competence and literacy: Cognitive research and instructional innovation* (pp. 337-358). San Diego, CA: Academic Press.

Fitzgerald, J. (1990). Reading and writing as mind meeting. In T. Shanahan (Ed.), *Reading and writing together*. Columbus, OH: Christopher-Gordon.

Fitzgerald, J. (1989). Research on stories: Implications for teaching reading and writing. In D. M. Glynn (Ed.), *Children's comprehension of narrative and expository text: Research into practice*. Newark, Delaware: International Reading Association.

Invited Book Reviews and Other

Fitzgerald, J. (2008, March/April). The reading-writing connection. (Question and answer: One-on-one with today's educational thought leaders). *MataMetrics LearningLink Newsletter.* Available: http://www.metametricsinc.com/DesktopDefault.aspx?view=mm&tabindex=5&tabid=98&tabpageid=553

Fitzgerald, J. (2004). Project report to the North Carolina Department of Public Instruction: North Carolina Reading Excellence Act External Evaluation. Submitted to the NCDPI and the Office of Education. (109 pp.)

Amendum, S., & Fitzgerald, J. (2004). Report to schools: North Carolina Reading Excellence Act External Evaluation. 16 individualized reports submitted to personnel at each of the 16 participating schools, summarizing results across all schools and the individual school.

Fitzgerald, J. Highlighted in: Promoting teachers as researchers, *Reading Today,* October/November 2004, p. 7.

Fitzgerald, J. (2001). Jill Fitzgerald Interview. In A. Teemant & s. Pinnegar (Eds.), Understanding language acquisition video segment. [Videotape Recording]. Provo, UT: Brigham Young University/Public School Partnership.

Fitzgerald, J. (2002). Response: Edmondson' "Asking different questions: Critical analyses and reading research." Reading Research Quarterly, 37, 120.

Fitzgerald, J., & Cummins, J. (1999). Essay book reviews: Bridging disciplines to critique a national agenda for language-minority children's schooling. Reading Research Quarterly, 34, 378-390.

Fitzgerald, J. Metacognition and Reading Comprehension, by R. Garner. The Reading Teacher, 4 (1), October 1987, 105-106.

Fitzgerald, J., Children reading and writing: structures and strategies, by Judith Langer. Journal of Reading Behavior, 19(4), 1987, 440-443.

Fitzgerald, J. Reading comprehension: New directions for classroom practice by John D. McNeil, Journal of Reading, 28 (5), February, 1985, pp. 472-473.

Spiegel, D. L., and Fitzgerald, J. Measuring readership: Rationale and techniques by J. T. Guthrie and M. Seibert, Journal of Reading Behavior, 17 (3), 1985, pp. 253-257.

Fitzgerald, J. Teaching reading, writing, and study strategies: The content areas (3rd ed.) H. Alan Robinson, High School Journal, 67 (1), October-November, 1983, pp. 66-67.

Whaley, J. F. Teaching elementary language arts (2nd ed.) by Dorothy Rubin, Journal of Reading Behavior, 13, (3), Fall, 1981, pp. 289-291.

Whaley, J. F. New perspectives on comprehension: Monograph in language and reading studies by Jerome G. Harste and Robert G. Carey (Eds.), Journal of Reading, 24 (1), October, 1980, pp. 87-88.

Presentations

National/International: Invited Research Addresses

Fitzgerald, J. (2016, July). *Early grades text complexity research: How does it help teachers?* Invited preconvention session at the annual meeting of the International Literacy Association, Boston.

Fitzgerald, J. (2016, April). *Panel of journal editors*. Panel presentation for American Educational Research Association Division C Faculty and Doctoral Student Mentorship program, Washington, DC.

Fitzgerald, J. (2014, December). *The relationship between reading and writing.* Invited presentation to the Writing Study Group at the annual meeting of the Literacy Research Association, San Marco Island, FL.

Koons, H. H., Fitzgerald, J., Elmore, J., & Bowen, K., Hiebert, E. H., Sanford-Moore, E. E., & Stenner, A. J. (2013, December). *Primary-grade teachers' views of text complexity: An exploratory study.* Invited featured session at the annual meeting of the Literacy Research Association, Dallas.

Fitzgerald, J. (2012, March). *Text complexity: Issues and Educational Implications*. Invited presentation to ePals National Summit, Chicago.

Fitzgerald, J. (study co-authors Amendum, S. J., Guthrie, K. M.) (2009, February). *Young English-language learners' reading development.* Invited presentation at the annual meeting of the International Reading Association, Phoenix.

Fitzgerald, J. (2007, January). Invited discussant, *Society for Research in Child Development* web seminar, hosted by Dr. O. Barbarin, UNC CH.

Fitzgerald, J. (2004, October). *Summary of National Literacy Panel Findings on EnglishLanguage Learners: Implications for Teachers*. Invited keynote presented at the American Association of Publishers, Washington, DC.

Fitzgerald, J. (2000, March). *What and how can volunteer tutors learn about teaching reading?* Invited paper presented at the State University of New Jersey, Rutgers, 15th Annual Rutgers Invitational Symposium on Education, "Tutoring Programs for Struggling Readers: The America Reads Challenge."

Fitzgerald, J. (2000, March). *Effects of a "balanced" reading approach in a first-grade classroom with English-language learners and native-English language children.* Invited colloquium participant, American Association for Applied Linguistics, Vancouver.

Fitzgerald, J. (2000, December). *Issues in English Language Learners' Literacy Acquisition.* Invited keynote presentation, PEER Literacy Forum, Parents Engaged in Education Reform, Boston.

Fitzgerald, J. (1999, September). *Controversial issues in English learners' literacy acquisition.* Invited presentation to the Education Writers' Association, Washington DC.

Fitzgerald, J. (1998, March). *Effective approaches to reading instruction for English language learners.* Invited panel participant at the Forum on Reading and the English Language Learner, Sacramento, CA.

Fitzgerald, J. (1998, March). *A balanced reading approach for emergent English language learners.* Invited address at the Forum on Reading and the English language learner, Sacramento, CA.

Fitzgerald, J., & Noblit, G. (1997, March). *First-grade Latino children's emergent English reading.* Invited paper presented at the annual meeting of the American Association of Applied Linguistics, Orlando, FL.

Fitzgerald, J., & Noblit, G. (1997, March*). Latino children's emergent literacy.* Invited paper presented at the annual meeting of the American Association of Applied Linguistics, Orlando, FL.

Cunningham, J., & Fitzgerald, J. (1996, December). *Epistemology and reading research.* Invited research workshop presented at the National Reading Conference, Charleston, South Carolina.

Spencer, S., & Fitzgerald, J. (1993, April). *Construct validity of structure, coherence, and quality measures in writing.* Paper presented at the Distinguished Paper Session at the annual meeting of the American Educational Research Association, Atlanta, Georgia.

Whaley, W. J. (1980, May). *An analysis of readers' expectations for story structures*. Outstanding Dissertation Invited Address. Paper presented at the annual meeting of the International Reading Association, St. Louis, Missouri.

Whaley, J. F. (1980, November). *Readers' predictions for story structures.* Invited paper presented at the annual meeting of the National Council of Teachers of English, Cincinnati, Ohio.

National/International Research Presentations

Fitzgerald, J., Relyea, J.E., & Elmore, J. (2022, July). *Academic vocabulary in first-grade children's writing: An exploration*. Society for the Scientific Studies of Reading, Newport Beach, CA.

Relyea, J. E., Fitzgerald, J., & Elmore, J. (2021, July). *Academic vocabulary volume in elementary grades textbooks*. Paper presented at the annual meeting of the Amcerican Educational Research Association, San Diego.

Elmore, J, & Fitzgerald, J., & Relyea, J. E. (2020, July). *The comparative volume of academic vocabulary in elementary grades U. S.science, mathematics, and social studies disciplinary textbooks.* Paper accepted at the annual meeting of the Society for Scientific Studies of Reading, Newport Beach, CA. (Conference cancelled due to the Corona virus, but program assembled with abstracts available online.)

Elmore, J., & Fitzgerald, J. (2019, July). *Identifying salient academic words in content-area texts using semantic network centrality measures.* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto.

Fitzgerald, J., Relyea, J. E., Elmore, J., & Hiebert, E. (2019, July). *Has the presence of firstgrade core reading program academic vocablary changed across six decades?* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Toronto.

Elmore, J., Fitzgerald, J., Koons, H., Hembry, I., & Stenner, A. J. (2018, December). *Examining general-academic vocabulary in core disciplinary textbooks in grades 1 to 12.* Paper presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Elmore, J., Fitzgerald, J., Relyea, J. E., Kung, M., & Stenner, A. J. (2018, July). *Domain specific academic vocabulary development in elementary grades core disciplinary textbooks.* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Brighton, England.

Elmore, J., Fitzgerald, J., Koons, H., Hembry, I., Graves, M., Stenner, A. J. (2017, December). *The academic vocabulary of elementary grades core disciplinary textbooks.* Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Elmore, J., Fitzgerald, J., Kung, M., & Stenner, A. J. (2017, July). *Conceptual complexity of vocabulary in elementary science textbooks: Final results.* Paper presented in symposium (Young-Suk Grade Kim) at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

Orellana, P., Kung, M., Elmore, J., Stenner, A. J., & Fitzgerald, J. (2017, July). *The creation of a Spanish vocabulary assessment with randomized distractors (poster).* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Halifax, Nova Scotia.

Elmore, J., Fitzgerald, J., Graves, M., & Stenner, A. J. (2017, March). *The academic vocabulary of elementary grades core disciplinary textbooks.* Paper presented in symposium (YoungSuk Grace Kim) at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Elleman, A. M., Borovsky, A., Compton, D. L., Steacy, L. M., Coyne-Green, A., Pritchard, E., Elmore, J., & Fitzgerald, J. (2017, March). *Estimating the semantic network of instruction created by teacher talk and text reading in a fifth-grade integrated humanities classroom.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.

Fitzgerald, J. (2016, December). *Adolescent bilingual learners' composing processes and compositions: In special session, "Can Practice-Based Adolescent Literacies Research Mobilize Social Transformation?"* Paper presented at the annual meeting of the Literacy Research Association, Nashville.

Elmore, J., Fitzgerald, J., Stenner, A. J., & Kung, M. (2016, December). *Conceptual complexity of elementary grades science texts.* Paper presented at the annual meeting of the Literacy Research Association, Nashville.

Orellana, P. Melo, C. H., Fitzgerald, J. (2016, October). *Dialect: A technology-based platform to diagnose Spanish reading difficutlies in K-4th.* Demonstration session presented at the annual meeting of the Society for Research in Child Development, Irvine, CA.

Melo, C. H., Orellana, P., & Fitzgerald, J. (2016, October). *A technology-based platform to assess Spanish reading abilities: A prevention approach to reading difficulties.* Paper

presented at the annual meeting of the Society for Research in Child Development, Irvine, CA.

Elmore, J., Fitzgerald, J., Stenner, A. J., & Kung, M. (2016, April). *The conceptual complexity of vocabulary in elementary grades science texts.* Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.

Elmore, J., Fitzgerald, J., & Stenner, A. J. (2016, February). *The conceptual complexity of elementary science textbooks.* Paper presented at the annual meeting of the Pacific Coast Regional Conference, San Diego, CA.

Elmore, J., Fitzgerald, J., Graves, M., Bowen, K., & Stenner, A. J. (2015, December). *The vocabulary of elementary disciplinary texts.* Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Fitzgerald, J., Elmore, J. Relyea-Kim, E. J., Hiebert, E. H., & Stenner, A. J. (2015, December). *Dramatic changes in the complexity of a first-grade core-reading program across six decades.* Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Orellana, P., Melo, C., & Fitzgerald, J. (2015, October). Paper presented at the VI Jornadas Académicas de la Escuela de Educación de la Universidad Austral. Buenos Aires, Argentina.

Fitzgerald, J., Elmore, J., and Stenner, A. J. (2015, July). *The conceptual complexity of vocabulary in elementary grades science texts.* Paper presented at the annual meeting of the Society for the Study of Reading Research, Kona, Hawaii.

Elmore, J., Fitzgerald, J., & Stenner, A. J. (2015, July). *Towards a computational model of conceptual complexity.* Paper presented at the annual meeting of the Society for the Study of Reading Research, Kona, Hawaii.

Elmore, J., Fitzgerald, W. J., & Graves, M. F. (2015, April). *Practical challenges in automated corpus analysis and some solutions.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Relyea, J. E., & Fitzgerald, J. (2015, April). *The role of early English word reading in English reading comprehension growth for language-minority learners and native English-speaking students.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Elmore, J. Hiebert, E. H., Fitzgerald, J., Relyea-Kim, J. E., & Stenner, A. J. (2015, April). *The complexity of a first-grade core-reading program over six decades.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Elmore, J., Graves, M., Bowen, K., & Fitzgerald, W. J. (2015, April). *The vocabulary of elementary core reading programs.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Fitzgerald, J., Elmore, J., & Stenner, A. J. (2015, April). *The vocabulary of disciplinary texts for first through fifth grade.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Elmore, J., Fitzgerald, Koons, H. H., & Hiebert, E. H. (2015, February). *Computer-based modeling of text characteristics.* Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.

Elmore, J., Fitzgerald, J., Koons, H. H., & Hiebert, E. H. (2014, December). *Beginning reader text complexity: Which text characteristics matter most? Phase 3: Computer-based modeling of text characteristics.* Paper presented at the annual meeting of the Literacy Research Association, San Marco Island, FL.

Fitzgerald, J., & Elmore, J. (2014, December). *Beginning reader text complexity: Which text characteristics matter most? Phase 4: Results: Exploring the data structure.* Paper presented at the annual meeting of the Literacy Research Association, San Marco Island, FL.

Graves, M., Elmore, J., Bowen, K., Fitzgerald, J., Sanford, E., Koons, H., Copeland, M., Stenner, A. J. (2014, December). *The vocabulary of core reading programs.* Paper presented at the annual meeting of the Literacy Research Association, San Marco Island, FL.

Elmore, J., Hiebert, E. H., Fitzgerald, J., & Stenner, A. J. (2014, July). *Comparing two textcomplexity scales.* Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe.

Elmore, J., Fitzgerald, J., Koons, H. H., Bowen, K. C., Sanford-Moore, E. E., Hiebert, E. H., & Stenner, A. J. (2014, April). *What random forests might do for educational research: Counterculture statistical modeling*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Koons, H. H., Hiebert, E. H., Elmore, J., Fitzgerald, J., & Bowen, K. (2014, April). *What do "levels" really mean? A closer look at text leveling.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.

Orellana, P., Melo, C., & Fitzgerald, J. (2014, January). *The relationship between silent reading comprehension and its subprocesses among students with difficulties reading early.* Paper presented at the annual meeting of the International Research in Early Childhood Education, Santiago, Chile.

Fitzgerald, J., & Williamson, G. (2013, December). *Student growth in reading illuminates the Common Core text-complexity-exposure standard: Raising both bars.* Paper presented at the annual meeting of the Literacy Research Association, Dallas.

Orellana, P., Fitzgerald, J., Melo, C., & Cunningham, J. (2013, December). *Development and validation of a novel Spanish word identification assessment, using iPads, as part of a complete whole-to-part model of reading diagnosis.* Paper presented at the annual meeting of the Literacy Research Association, Dallas.

Fitzgerald, J., Elmore, J., & Simpson, M. A. (2013, April). *Text-complexity predictors.* Paper presentation in the symposium, Beginning-reader text complexity: Scale development and best-predictor text characteristics, at the annual meeting of the American Educational Research Association, San Francisco.

Hiebert, E. H., Fitzgerald, J., Sanford-Moore, E. E., Stenner, A. J. (2013, April). *Framing the text-complexity project and identifying beginning-reader texts.* Paper presentation in the symposium, Beginning-reader text complexity: Scale development and best-predictor text characteristics, at the annual meeting of the American Educational Research Association, San Francisco.

Elmore, J., Fitzgerald, J., Koons, H., Bowen, K., Hiebert, E. H., Sanford-Moore, E., Stenner, A. J. (2013, February). *Which text characteristics predict beginning reader text complexity?* Paper presented at the annual meeting of the Pacific Coast Regional Conference, San Diego.

Kung, M., & Fitzgerald, J. (2013, April). *Instructional reading level growth of English-language learners over two years, according to initial word-reading ability*. Paper presentation at the annual meeting of the American Educational Research Association, San Francisco.

Bowen, K. Elmore, J., Koons, H., Fitzgerald, J., Sanford-Moore, E., Stenner, J. Hiebert, E. (2013, February). *Text complexity evaluations consistent between teachers and students.* Paper presented at the Pacific Coast Research Conference, San Diego.

Kung, M., Relyea, J. E., Fitzgerald, J., Stenner, A. J., Sanford-Moore, E. E., Koons, H. H., Bowen, K., & Kim K. H. (2012, December). *What Does English-as-a-Foreign-Language Reading Development Look Like at Different Stages of English Learning: A South Korean Example.* Paper presentation at the annual meeting of the Literacy Research Association, San Diego.

Garcia, S., Fitzgerald, J., Relyea, J., & Amendum, S. (2012, December). *Is young Latinos' native Spanish oracy related to English-reading growth?* Paper presentation at the annual meeting of the Literacy Research Association, San Diego.

Stenner, A. J., Burdick, D., & Fitzgerald, J. (2012, July). *Text complexity: Toward construct definition and measurement*. Paper presentation in a symposium on text complexity at the annual meeting of the Scientific Study for Reading, Montreal.

Relyea, J., Fitzgerald, J., Garcia, S., & Amendum, S. (2012, April). *Is native Spanish oracy related to young Latinos' English-reading growth?* Paper presentation at the annual meeting of the American Educational Research Association, Vancouver.

Fitzgerald, J., Hiebert, E., Calfee, R., Valencia, S., Wixson, K., & Afflerbach, P. (2012, April). *Text complexity: What is it, how is it measured, and after all, why is it important?* Reading Hall of Fame symposium presentation at the annual meeting of the American Educational Research Association, Vancouver.

Fitzgerald, J. (2012, April). *What is text complexity?* Presentation at the annual meeting of the American Educational Research Association, Vancouver.

Burdick, H., Swartz, C. W., Stenner, A. J., Fitzgerald, J., Burdick, D., & Hanlon, S. T. (2012, April). *Validity of a computer analytic writing ability scale.* Paper presentation at the annual meeting of the American Educational Research Association, Vancouver.

Fitzgerald, J. (2012, May). *Literacy and multilingual learners*. Reading Hall of Fame presentation at the annual meeting of the International Reading Association. Chicago.

Burdick, H., Swartz, C., Stenner, J., Fitzgerald, J., Burdick, D., & Hanlon, S. (2011, December). *A computer-analytic writing ability scale: A validity study.* Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Relyea-Kim, E. J., Amendum, S., Garcia, S., & Fitzgerald, J., (2011, December). *Is oral-English ability related to young Latinos' English-reading growth?* Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Garcia, S., Amendum, S. J., Fitzgerald, J., & Relyea, J. (2011, April). *Is oral-English ability related to young Latinos' English-reading trajectory?* Paper presentation at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Fitzgerald, J. (November, 2009). *Discussant, Writing Panel,* National Research Center on Rural Education Support, Supporting Rural Schools and Communities Conference, Chapel Hill, NC.

McNeil, L., Fitzgerald, J., Matson, S. (2009, March). *Playing well with others*. Paper presented at the annual meeting of the Physics Teacher Education Coalition, Pittsburgh.

Amendum, S. J., & Fitzgerald, J. (2009, December). *Federally-funded school-wide reading intervention in high-poverty schools: Does form of intervention matter?* Paper

presented at the annual meeting of the National Reading Conference, Albuquerque, NM.

Li, Y., & Fitzgerald, J. (2009, April). *First- and Second-Grade ELLs' Reading Development in Achievement, Subprocesses, and Attitude.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Amendum, S. & Fitzgerald, J. (2009, April). *Are Types of Reading Excellence Act initiatives and school effectiveness related to students' reading improvement?* Poster presentation at the annual meeting of the American Educational Research Association, San Diego, California.

Amendum, S. & Fitzgerald, J. (2009, December). *Federally-funded school-wide early reading intervention in high-poverty schools: Does structure of content delivery and/or degree of professional development support for teachers matter for reading growth?* Paper presentation at the annual meeting of the National Reading Conference, Albuquerque, New Mexico.

Amendum, S. & Fitzgerald, J. (2008, February). *Multilingual writing in preschool through twelfth grade: The last 15 years.* Presentation at Writing Research Across Borders Conference, Santa Barbara, California.

Li, Y., & Fitzgerald, J. (2008, March). *Examining reading growth in young English-language learners: A longitudinal study.* Paper presented at the annual meeting of the American Educational Research Association, New York.

Li, Y., Amendum, S., & Fitzgerald, J. (2007, April). *Which reading lesson characteristics matter for early reading achievement?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Li, Y., & Fitzgerald, J. (2007, November). *Young English-language learners' reading growth: A comparison with their English-only peers*. Paper presented at the 57th annual meeting of National Reading Conference, Austin, TX.

Amendum, S., Li, Y., Fitzgerald, J., & Hall, L. (2006, December). *Relating first- and secondgrade students' instructional reading level to key reading instructional characteristics*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

Fitzgerald, J., Amendum, S., & Guthrie, K. (2005, December). *Young Latino students' English Reading growth in all-English classrooms.* Paper presented at the National Reading Conference, Miami.

Fitzgerald, J., Guthrie, K., & Amendum, S. (2004, April). *Young Latino students' English reading growth in all-English classrooms*. Paper presented at the American Educational Research Association, Montreal.

Ramsbotham, A., & Fitzgerald, J. (2003, December). *First Graders' cognitive and strategic development in Reading Recovery reading and writing.* Paper presented at the National Reading Conference, Scottsdale, AZ.

Neufeld, P., & Fitzgerald, J. (2001, April). *Latino English learners in the "low" reading group: How does their reading unfold?* Paper presented at the American Educational Research Association, Seattle.

Fitzgerald, J. (1999, May). *An exploratory close-up of tutors.* Paper presented at a featured symposium, Form Reading Teams and Help America Read: Volunteer tutoring programs, at the annual meeting of the International Reading Association, San Diego.

Wolery, R., & Fitzgerald, J. (1999, April). *Two AmericaReads tutors.* Paper presented at a featured Special Interest Group on Literacy symposium, Meeting of the Minds: Theory and Practice, at the annual meeting of the American Educational Research Association, Montreal.

Fitzgerald, J., & Noblit, G. (1998, April). *About possibilities: One first-grade English language learners emergent reading.* Paper presented at the American Educational Research Association, April, 1998.

Fitzgerald, J., & Wolery, S. (1998, December). *An exploratory close-up look at two tutors in AmericaReads tutoring.* Paper presented at the National Reading Conference, Austin.

Fitzgerald, J., & Noblit, G. (1996, November). *Rituals of returning.* Paper presented at the American Educational Studies Association, Montreal.

Hawkins, P., Beeson, J., Combs, S., Dowdy, J. P., Erickson, K., Lyons, M., Meisels, M. V., & Fitzgerald, J. (1995, April). *On walking tightropes and juggling: Teachers talk about a new state reading test.* Paper presented at the International Conference on Standards and Assessment, Raleigh.

Warren, L., & Fitzgerald, J. (1994, December). *Training parents to promote children's main idea and detail understanding in expository prose.* Paper presented at the annual meeting of the National Reading Conference.

Fitzgerald, J. (1994, December). Chair, *Family literacy and parental involvement*, Symposium presented at the annual meeting of the National Reading Conference, San Diego.

Fitzgerald, J., Pierce, P. L., Roberts, J., & Schuele, M. (1994, June). *Emerging literacy development of preschool children with Down Syndrome.* Paper presented at the 4th Annual Symposium on Literacy and Developmental Disabilities, Chapel Hill.

Fitzgerald, J. (1994, December) *Discussant, Epistemologies underlying literacy educational practices.* Symposium presented at the annual meeting of the National Reading Conference, San Diego.

Danielewicz, J., & Fitzgerald, J. (1993, February). *Studying the process of change while teaching the process of writing.* Paper presented at the annual Ethnography in Education Research Forum, Philadelphia, PA.

Fitzgerald, J., Roberts, J., Coleman, P., & Schuele, M. (1993, March). *Literacy in homes of preschool children with Down Syndrome*. Paper presented at the Society for Research and Child Development, New Orleans, LA.

Cunningham, J. W., & Fitzgerald, J. (1993, December). *Philosophical perspectives and reading research: From positivism to poststructuralism.* Paper presented at the annual meeting of the National Reading Conference, Charlotte, SC.

Spencer, S., & Fitzgerald, J. (1992, December). *Construct validity of structure, coherence, and quality measures in writing.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Fitzgerald, J. (1992, December). *An author's recent experience with editorial review.* Paper presented as part of a session, "Publishing in NRC publications: Meet and talk with the NRC editors," at the annual meeting of the National Reading Conference, San Antonio, TX.

Fitzgerald, J., Roberts, J., Schuele, M., & Coleman, P. (1991, December). *Emerging literacy development of preschool handicapped children. P*aper presented at the Annual meeting of the National Reading Conference, Palm Springs, California. (In ERIC as "Literacy in homes of preschool children with Down Syndrome," ED 345 443).

Fitzgerald, J., & Stamm, C. (1990, December). *The influence of writing conferences on revision: Two cases.* Paper presented at the National Reading Conference, Miami, Florida.

Fitzgerald, J. (1989, March). Chair and Critic, *Knowledge acquisition and learning.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Fitzgerald, J. (1989, March). *Chair and Critic, The influence of instruction on reading and writing development.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Fitzgerald, J., Spiegel, D. L., & Cunningham, J. W. (1989, December). *Families at risk: Parental perceptions of young children's literacy development.* Paper presented at the annual meeting of the National Reading Conference, Austin, Texas.

Stamm, C., & Fitzgerald, J. (1988, December). *Development of ownership of revision in writing: A case study of a first grade child.* Paper presented at the annual meeting of the National Reading Conference, Tucson, Arizona.

Fitzgerald, J., & Markham, L. (1987, April). *Teaching children about revision in writing.* Paper presented at the annual meeting of the American Educational Research Association, Washington, D. C.

Fitzgerald, J., Stamm, C., & Wasik, B. (1987, December). *Effects of peer conferencing on first graders' revision in writing.* Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, Florida.

Fitzgerald, J., & Markham, L. (1986, December). *The revision process: What components can sixth grade writers control?* Paper presented at the National Reading Conference, Austin, Texas.

Spiegel, D. L., & Fitzgerald, J. (1986, December). *The relationships among coherence, cohesion and quality in children's writing.* Paper presented at the National Reading Conference, Austin, Texas.

Fitzgerald, J., & Spiegel, D. L. (1986, December). *Yearbook of the National Reading Conference: Membership survey and results.* Paper presented at the National Reading Conference, Austin, Texas.

Fitzgerald, J., & Teasley, A. B. (1985, March). *Enhancing children's writing through instruction in narrative structure.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Fitzgerald, J., & Markham, L. (1985, December*). Effects of instruction in revision on children's story writing.* Paper presented at the National Reading Conference, San Diego.

Fitzgerald, J., & Spiegel, D. L. (1984, November-December). *The relationship between cohesion and coherence in children's writing.* Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, Florida.

Fitzgerald, J. (1983, April). *The relationship between reading ability and expectations for story structures.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Fitzgerald, J., & Teasley, A. B. (1983, November-December). *Effects of instruction in narrative structure on children's writing.* Paper presented at the annual meeting of the National Reading Conference, Austin, Texas.

Whaley, J. F. (1982, March). *Improving children's reading comprehension through schematic aspects of narratives*. Paper presented at the annual meeting of the American Educational Research Association, New York City.

Fitzgerald, J. (1982, December). *Some challenges to cognitive models of reading comprehension*. Discussant for symposium at the annual meeting of the National Reading Conference, Clearwater Beach, Florida.

Spiegel, D. L., Reck, M., & Fitzgerald, J. (1982, December). *An investigation of the efficacy of two strategies for increasing first grade student's use of context to aid word recognition*. Paper presented at the annual meeting of the National Reading Conference, Clearwater Beach, Florida.

Whaley, J. F. (1981, December). *The relationship between success in reading and ability to predict story information.* Paper presented at the annual meeting of the National Reading Conference, Dallas, Texas.

Spiegel, D. L., & Whaley, J. F. (1981, December). *Presence and types of conflicts in stories told by children.* Paper presented at the annual meeting of the National Reading Conference, Dallas, Texas.

Whaley, J. F. (1980, December). *Readers' reactions to temporal disruption in stories: Another revelation of expectations for story structure?* Paper presented at the annual meeting of the National Reading Conference, San Diego, California.

Spiegel, D. L., & Whaley, J. F. (1980, December). *Elevating comprehension skills by sensitizing students to structural aspects of prose.* Paper presented at the annual meeting of the National Reading Conference, San Diego, California.

<u>Regional</u>

Fitzgerald, J. (2021, March 9). Panelist for the University at Buffalo Graduate School of Education Literacy Instruction meeting held for Alumni.

Li, Y., Amendum, S. J., Fitzgerald, J., Hall, L., Creamer, K., Hollingsworth, H., & Head Reeves, D. (2007, March). *Relationships between key reading lesson instruction characteristics and early reading achievement in first- and second-grade children.* Paper presented at the annual meeting of North Carolina Association for Research in Education, Greensboro, NC.

Guthrie, K., Fitzgerald, J., Amendum, S. J. (2006, March). *Young Latino's English reading growth.* North Carolina Association for Research in Education, Hickory, NC.

Fitzgerald, J. (2003-2004). Expert panel member for *Reaching and Teaching—Improving Literacy Skills for Children Experiencing Homelessness and School Mobility*. SERVE, UNC Greensboro, NC and Project Hope, Virginia.

Fitzgerald, J. (2002, May). *Research and controversy: English-language learner literacy.* Invited keynote presentation at SERVE, the Southeast Regional Educational Research Lab, Greensboro, NC.

Fitzgerald, J. (1992, February). Chair, *Miscellaneous papers*, Annual meeting of the North Carolina Association for Research in Education, Chapel Hill.

Spencer, S., & Fitzgerald, J. (1992, February). *Construct validity of structure, cohesion, and quality measures in writing.* Paper presented at the annual meeting of the North Carolina Association for Research in Education, Chapel Hill.

Spiegel, D. L., Fitzgerald, J., & Cunningham, J. W. (1991). *Parents perceptions of emerging literacy: Implications for home-school partnerships.* Paper presented at the annual meeting of the North Carolina Conference of International Reading Association.

Spiegel, D. L., Fitzgerald, J., & Cunningham, J. W. (1990, March). *Families at risk: Parental perceptions of young children's literacy development.* Paper presented at the annual meeting of the North Carolina Association for Research in Education, Raleigh.

Fitzgerald, J., Stamm, C., Staples, A., & Wasik, B. (1988, February). *Effects of group conferencing on first graders' revision in writing.* Paper presented at the annual meeting of the North Carolina Association for Research in Education, Raleigh.

Fitzgerald, J. (1987, March). Chair, *Understanding attitudes toward science and technology: Gender versus culture.* Paper presented at the annual meeting of the North Carolina Association for Research in Education, Raleigh.

Fitzgerald, J., & Spiegel, D. L. (1986, March). *Improving children's reading and writing through instruction in story structure.* Paper presented at the annual meeting of the North Carolina Association for Research in Education, Greenville, North Carolina.

Spencer, S., Alston, R., Barker, E., Hill, S., & Fitzgerald, J. (1985, February). *Homework policies in the schools.* Paper presented at the annual meeting of the North Carolina Association for Research in Education, Chapel Hill, North Carolina.

Fitzgerald, J. (1985, February). Chair, Session on *Research in Teaching*, North Carolina Association for Research in Education, Chapel Hill, North Carolina.

Whaley, W. Jill. (1979, March*). An analysis of readers' use of story schema*. Invited paper presented at the Fourth Annual Conference on Language Arts, SUNY at Buffalo.

Local

Fitzgerald, J., Stenner, A. J., & Burdick, D. (2012, April). *What is text complexity?* Paper presented at the Technical Advisory Committee on Text Complexity meeting, MetaMetrics, Durham, NC.

Fitzgerald, J. (2010, January). Panelist, *Dissertations.* UNC-CH School of Education Emergent Scholars Symposium.

Amendum, S., Creamer, K., Fitzgerald, J., Guthrie, K., Hall, L., Hollingsworth, H., Head Reeves, D., & Li, Y. (2007, March). *Two literacy studies from the Reading Excellence Act large data set.* Paper presented at the Human Development and Psychological Studies brownbag series, School of Education, University of North Carolina at Chapel Hill, NC.

Fitzgerald, J. (2006, May). *Big questions and real answers*. Invited plenary address to the English-language learner symposium, North Carolina Sate University.

Fitzgerald, J. (1984, February). *Research on text structure.* Invited presentation to a class at the Department of Psychology of North Carolina State University.

Fitzgerald, J. (1983, March). *The development of story knowledge: Effects on reading and writing.* Invited address at the annual colloquium of the Department of Psychology at North Carolina State University.

Whaley, J. F. (1981, September). *Children's knowledge of story structures*. Invited paper presented to the Department of (Developmental) Psychology, UNC at Chapel Hill.

National/International Professional Invited Addresses

Fitzgerald, J. (2013, October). Panelist and Round Table Leader. Gates Foundation, Digital Courseware for Writing Convening, Orlando, Florida.

Fitzgerald, J. (2005, May). *Mrs. Fitzgerald goes to 1st grade*. Invited keynote presentation for the Teacher-Researcher group. International Reading Association, San Antonio.

Fitzgerald, J. (2004, May). *Teacher-research: Why?* Invited keynote presentation, International Reading Association, Reno, Nevada.

Fitzgerald, J. (2000, February). *Big questions and real answers about teaching reading with English learners.* Invited keynote at the Utah State Reading Conference, Salt Lake City.

Fitzgerald, J. (1996, October*). Reading, Writing, and ESL*. Invited address at the University of Connecticut.

Fitzgerald, J., & Noblit, G. (1996, November). *Rituals of returning*. Paper presented at the American Educational Studies Association, Montreal.

Fitzgerald, J. (1996, December). *Returning to first-grade: A story of humility, really hard work, humility disjuncture, and humility.* Invited panel participant, National Reading Conference, Charleston, South Carolina.

Fitzgerald, J. (1989, July). *Reading and Writing Together.* Invited address at East Tennessee State University.

Fitzgerald, J. (1988, February). *Developing Critical Reading through Revision in Writing*. Invited address at the Institute for Teaching and Learning, Connecticut State Department of Education.

Fitzgerald, J. (1986, April). *Research on narrative text: Implications for teaching reading comprehension.* Invited address at the preconvention institute at the annual meeting of the International Reading Association, Philadelphia.

Fitzgerald, J. (1986, April). *Reading as a Creative Process*. Invited address at the Annual Awards Ceremony at the State University of N.Y. at Buffalo.

Fitzgerald, J. (1985, September). *Improving reading and writing skills through instruction in story structure.* Invited address at the University of Connecticut.

National/International Professional Presentations

Fitzgerald, J., & Ginsberg, M. (2004, May). *Creating SREs for English language learners*. Paper presented at the Institute on Scaffolding Reading Experiences at the annual meeting of the International Reading Association, Reno.

Fitzgerald, J. (2004, May). *Scaffolding reading experiences for multilingual learners: Why SREs are so important*. Paper presented at the Institute on Scaffolding Reading Experiences at the annual meeting of the International Reading Association, Reno.

Fitzgerald, J. (2001, May). *Questions and answers about teaching young English language learners about reading in all English settings*. Paper presented at the Preconvention Institute, "Understanding cultural and Linguistic Diversity: Implications for Literacy Teaching and Learning," International Reading Association, New Orleans.

Fitzgerald, J. (2000, December). *Talking points: Reading acquisition for English-language learners.* Invited keynote at the PEER Project Forum on Early Literacy, Parents Engaged in Education Reform, Boston.

Fitzgerald, J., & Cunningham, J. W. (1985, May). *Lessons and activities for vocabulary development.* Paper presented at the annual meeting of the International Reading Association, New Orleans.

Spiegel, D. L., & Fitzgerald, J. (1984, May). *Developing independence in comprehension*. Paper presented at the annual meeting of the International Reading Association, Atlanta.

Fitzgerald, J. (1983, May). *Fostering readers' self-control over reading comprehension strategies.* Paper presented at the annual meeting of the International Reading Association, Los Angeles.

Whaley, J. F., & Spiegel, D. L. (1982, May). *Improving children's reading and creative writing by increasing their knowledge about the structure of stories.* Paper presented at the annual meeting of the International Reading Association.

Fitzgerald, J., & Spiegel, D. L. (1982, May). *Improving children's reading and creative writing by increasing their knowledge about the structure of stories*. Paper presented at the annual meeting of the International Reading Association, Chicago.

Fitzgerald, J. (1982, June). *Teaching writing in the classroom.* Invited address at the Conference on Learning to Read and Write, University of Chicago.

Whaley, J. F. (1980, May). *Managing recreational reading.* Discussant. Paper presented at the annual meeting of the International Reading Association, St. Louis, Missouri.

Whaley, W. J. (1978, May). Speaker in symposium, *Evaluating a school districts's reading program.* Paper presented at the annual meeting of the International Reading Association, Houston, Texas.

<u>Regional: Invited Professional Presentations</u>

Fitzgerald, J. (2010, March). *English-language learner literacy development.* Invited presentation to the Friday Institute, North Carolina State University, Raleigh, NC.

Fitzgerald, J. (2006, May). *Big questions and real answers.* Invited plenary address to the English-language learner symposium, NC State.

Fitzgerald, J. (2000, September). *You've come a long way , baby*. Invited keynote at the N.C. Speech, Hearing, and Language Association, Greensboro, NC.

Fitzgerald, J. (1992). *Title VII proposal writing: The North Carolina experience.* Invited address presented at the State Workshop on English as a Second Language, Charlotte, North Carolina.

Fitzgerald, J. (1988, September). *Enhancing critical reading and revision in writing*. Invited address at the 23rd Annual Reading Symposium at Appalachian State University.

Fitzgerald, J. (1988, February). *Teaching writing in the content areas*. Invited address at the Mary Lois Staten Annual Conference at East Carolina University.

Fitzgerald, J., & Spiegel, D. L. (1982, September). *Enhancing children's creative writing.* Invited address at the 17th Annual Reading Symposium at Appalachian State University.

Whaley, J. F. (1981, March). *Improving story comprehension*. Invited paper presented at the annual meeting of the North Carolina Council of the International Reading Association, Charlotte, North Carolina.

Regional Professional Presentations

Fitzgerald, J. (2010, July). *UNC BEST Fellowship.* Presentation to the Burroughs Wellcome Foundation, Research Triangle Park, NC.

Fitzgerald, J. (2000, March). *Controversial issues in English Learners' literacy acquisition.* Paper presented at the North Carolina Reading Association, Winston-Salem.

Spiegel, D. L., Fitzgerald, J., & Cunningham, J. W. (1991). *Parent's perceptions of emerging literacy: Implications for home-school partnerships.* Paper presented at the annual meeting of the North Carolina Conference of International Reading Association.

Spiegel, D. L., Fitzgerald, J., & Cunningham, J. C. (1991, November). *Implications for establishing family-school partnerships of parents perceptions of emerging literacy.* Paper presented at the annual meeting of the Southeast Regional International Reading Association, Winston-Salem, North Carolina.

Spiegel, D. L., & Fitzgerald, J. (1986, March). *Modifying basals to improve comprehension*. Paper presented at the annual meeting of the North Carolina Council of the International Reading Association, Raleigh, North Carolina.

Fitzgerald, J. (1985, March). *Teaching readers how to gain self-control over reading comprehension.* Paper presented at the North Carolina Council of the International Reading Association, Winston-Salem, North Carolina.

Fitzgerald, J. (1985, March). Chair, *Using children's folk and popular songs to teach and reinforce reading skills.* Paper presented at the North Carolina Council of the International Reading Association, Winston-Salem, North Carolina.

Whaley, J. F., & Spiegel, D. L. (1982, March). *Improving children's reading and writing by developing knowledge about story structures.* Paper presented at the North Carolina Council of the International Reading Association, Charlotte, North Carolina.

Local Professional Presentations

Fitzgerald, J. (2011, February). *A transactional view of reader-text/composition-writer processes.* Presentation to MetaMetrics, Durham, NC.

Fitzgerald, J. (2011, March). *English-language learners.* Presentation to Dr. Julie Justice's doctoral seminar. UNC-CH.

Fitzgerald, J. (study co-authors Amendum, S. J., Guthrie, K. M.) (2010). *Young Englishlanguage learners' reading development*. Poster for School of Education.

Fitzgerald, J. (2007, February). *Big questions and real answers about teaching reading with newlanguage learners*. Presentation to Dr. Crais' class at the Division of Speech and Hearing Sciences, UNC-CH.

Fitzgerald, J., Amendum, S. J., & Ginsberg, M. (2004, March). *North Carolina Reading Excellence Act External Evaluation and Research.* Invited talk for Dr. Harriet Boone's doctoral interns in a joint Ph.D. training grant with Speech and Hearing, UNC-CH.

Fitzgerald, J. (2003, August). *Celebration.* Talk to the M.Ed.X graduating cohort, UNC-CH.

Fitzgerald, J. (2003, September). *Going Back to School.* Invited talk for Dr. Dwight Roger's and Dr. Alan Tom's graduate course, UNC-CH.

Fitzgerald, J. (2000*). Emergent literacy and Oral Language Development.* Invited talk for Speech/Language pathology majors, Speech/Language Department, University of North Carolina at Chapel Hill.

Fitzgerald, J. (2000, October). *Reading in a foreign language*. Invited talk to Graduate Students teaching undergraduate foreign language courses, Romance Language Department, UNC-CH.

Fitzgerald, J. (2000, November). *Controversial issues in English-language learners' literacy acquisition.* Invited talk for Dr. Ryuko Kubota's course, UNC-CH.

Fitzgerald, J. (1997). *Literacy and ESL children.* Invited talk to Korean educators, School of Education, University of North Carolina at Chapel Hill.

Fitzgerald, J. (1996). *Literacy and ESL students.* Invited talk to elementary teachers, Lee County, North Carolina school district.

Fitzgerald, J. (1990). *Writing dissertations.* Invited talk to doctoral students enrolled in the Charlotte Ed.D. program, University of North Carolina at Chapel Hill.

Fitzgerald, J. (1989). *Writing dissertation proposals*. Invited talk to Graduate Student Association, School of Education, University of North Carolina, Chapel Hill, North Carolina.

Fitzgerald, J. (1985, 1986). *Parents can help children's reading and writing*. Talk presented to church affiliated groups, Chapel Hill, North Carolina, and to PTA groups.

Grants and Grant-Related

Fitzgerald, J. Board Member (2018-2019). *Wolfpack Works*. Literacy module creation to support first-year North Carolina teachers' learning and implementation of reading instruction. Ann Harrington (PI), North Carolina State University. NC grant, NC Department of Public Instruction, $12,266,816.

Fitzgerald, J. Board Member (2021). *Writing Architect: A Tool for Adapting Writing Instruction to Meet Students' Needs.* Adria Truckenmiller (PI), Michigan State University. Institute of Education Sciences, $1.5million.

Fitzgerald, J., Consultant. (2016, unfunded). *Improving student reading engagement to turnaround low-performing schools*. Dr. James Kim (PI), Harvard University. I3 grant, unfunded.

Fitzgerald, J., Consultant. (2016, Unfunded). *What does it take to develop vocabulary?* Dr. Young-Suk Grace Kim (PI), University of California, Irvine. IES Exploration grant.

Fitzgerald, J., Consultant. (November 2011 to May 2014). *Plataforma tecnologica para la evaluacion de habilidades de lectura temprana y diagnosticio de dificultades especificas (project code: 11BPC-10139)*, Dr. Pelusa Orellana and Dr. Carolina Melo (Co-PIs). Innova Chile Corfo—Corporation para el Fomento de la Produccion, a government agency that funds projects that promote development al all levels, including education (Convenios Beines Publicos para la Competitividad), US $441,420.

Fitzgerald, J., Foreign Expert Consultant. (December 2010 to August 2011). *Plan de Mejoramiento Institucional en Formacion Inicial Docente*, Dr. Mauricio Bicocca and Dr. Pelusa Orellana, Co-PIs. Gobierno de Chile, Ministry of Education, programa Mecesup (Mejoramiento de la calidad de la educacion superior, a Division of the Ministry of Education for the Improvement of Higher Education), US $90,019.

Fitzgerald, J., Co-Writer with E. Krasomil, S. Ritchie, & S. Swain (August 2011). *3D-PRT: Data Driven Differentiation: Personalized Reading Technology for Rural South Dakota Schools*. i3—Investing in Innovations in Education, Office of Education, $2,658,959, unfunded, but rated in the top 10% of submissions.

Fitzgerald, J., Advisory Board Member (2011). Grant submission to the Institute of Education Sciences, U.S. Office of Education, *Examining the Effects of Intra-Individual and*

Contextual Factors on Reading Comprehension: A Meta Analytic Approach. (Co Principal Investigators, Dr. Zohreh Zadeh, Dr. Fataneh Farnia, and Dr. Esther Geva, Ontario Institute for Studies of Education, University of Toronto, Canada), unfunded.

Fitzgerald, J., Co-PI (PI Dr. K. Stewart, Geology, UNC-CH) (2009-2012). *Teachers for a Competitive Tomorrow: UNC Baccalaureate Education in Science and Teaching*. Office of Education, $1,200,000.

Fitzgerald, J., PI (2010-2011). *Middle Grades Summer Literacy Institute*. American Reynolds Foundation, $35,000.

Fitzgerald, J. (2010). Member, UNC School of Education writing team for grant proposal for middle grades teacher education reform to the U.S. Office of Education, Teacher Quality program, unfunded.

Fitzgerald, J. Member, Working Group (PI Dr. M. Cox) (2001-2010). *Children's Research Initiative Center*, and *Integrative Research Activities for Developmental Science*, Center for Developmental Science, UNC-CH, funded by the National Science Foundation.

Fitzgerald, J., Advisory Board member (PI Dr. M Graves, University of Minnesota and Seward Incorporated). (2005-2006). *Teaching Reading Comprehension*, U.S. Small Business Innovation Grant.

Fitzgerald, J. Investigator (PI Dr. M. Burchinal, Frank Porter Graham Child Development Institute, UNC-CH) (2003-2005). *Reading and Early Language: Extant Data Analysis*, NIH: Department of Health and Human Services Public Health Services, $145,000, unfunded.

Fitzgerald, J. (PI Dr. W. Blanton, University of Miami) (2004). Member, Advisory Board for *Professional Development of Elementary and Middle School Beginning Teachers who Teach English Language Learners*, grant proposal submitted to the U.S. Institute of Education Sciences, unfunded.

Fitzgerald, J. (PI). (2004). *English-as-a-second-language learners' reading development.* Spencer Foundation, $50,000. (Unfunded).

Fitzgerald, J. (Spring 2001). *Reading Excellence Act Evaluation in North Carolina*, Contract to N.C. Department of Public Instruction, $300,000.

Fitzgerald, J., & Noblit, G. (1996-97). *First-grade Latino children's emergent English reading*. Frank Porter Graham Child Development Center, $8,000.

Fitzgerald, J. (1995-96). *Enhancing young Latino children's literacy*. The University of North Carolina Kenan, $10,000.

Fitzgerald, J. (1995-96). *Reforming education to enhance at-risk language-minority children's learning.* American Express Philanthropic Program, $1,000.00.

Fitzgerald, J., & Noblit, G. (1995-96). *Young Hispanic children's emergent English reading.* Small Grants School-Based Research Program; UNC Board of Governors, $8,000.

Fitzgerald, J. (1994). *Symposium on ESL issues*, cosponsored by School of Education, North Carolina Department of Public Instruction, and supported by Title VII funds contract with North Carolina Department of Public Instruction for $4,500.00.

Fitzgerald, J. (1993). *Updating transparencies for a demonstration lesson,* J. Minor Gwyn Assistantship, $150.00

Fitzgerald, J., & Danielewicz, J. (1993). *Studying the process of change while teaching the process of writing.* J. Minor Gwyn Faculty Research Grant, $3,750.00.

Fitzgerald, J. (1992-95). *Training teachers in literacy (Reading and Writing) development for Limited-English-Proficiency students*. U. S. Office of Education, Office of Bilingual and Minority Language Affairs, $338,757.

Fitzgerald, J., and Wasik, B. (1987-1989). *Effects of peer conferencing on first graders' writing revisions.* University Research Council Grant, $1,500.00.

Fitzgerald, J., & Spiegel, D. L. (1985-1987). *The relationships between cohesion, coherence, and quality in children's writing.* University Research Council, $1,150.00.

Fitzgerald, J. (1984-1985). *Effects of instruction in revision on children's writing*. Spencer Foundation Young Scholars, $6,209.80.

Whaley, J. F. (1981-1983). *A comparison of two procedures for revealing readers' expectations for text structures.* University Research Council, $600.00.

Whaley, J. F. (1980-81). *An investigation into success in reading and individuals' sensitivity to schematic text structure.* Spencer Foundation Young Scholars, $4,711.00.

III. BOARDS AND OFFICER POSITIONS

Associate Editor, *Journal of Educational Psychology*, January 2011 to 2025.

Consulting Editor, *Archives of Scientific Psychology,* June 2012 to 2014.

Associate Editor, *Reading and Writing Quarterly*, 1998 to 2003.

Board member, Chapel Hill Library Foundation, November 2010 to July 2012.

Administrative Board member, William and Ida Friday Center for Continuing Education, University of North Carolina at Chapel Hill, 2010-2011.

Board member, National Student Coalition for Action in Literacy Education, 2005-2010.

Board member, *New Standards for English Language Arts for English-Language Learners*, National standards group, 2000-2001.

Member, Advisory Board, Carolina Center for Public Service, University of North Carolina at Chapel Hill, 2007-2009.

Past President, North Carolina Association for Research in Education, 1992-1993.

President, North Carolina Association for Research in Education, 1991-1992.

President Elect, North Carolina Association for Research in Education, 1990-1991.

Board of Directors (elected), North Carolina Association for Research in Education, 1986 to 1988.

Area Representative, Carolina Chapter of Phi Delta Kappa, 1984-1987.
Research Foundation Officer (elected), Carolina Chapter of Phi Delta Kappa, 1984-1985.

Invited Committee Membership

Reading Hall of Fame

Member, Committee for Young Scholars Mentoring Program, Reading Hall of Fame, Summer/Fall 2012 to 2015.

International Reading Association

Reviewer, Elva Knight Research Award, International Reading Association, February 2006.

Reviewer, Helen M. Robinson Award, International Reading Association, February 2006.

Reviewer, Nila Banton Smith Research Grant Award, International Reading Association, February 2006.

Member, Editor Search Committee for *Reading Research Quarterly*, 2005-2006.

Reviewer, Elva Knight Research Award, International Reading Association, February 2005.

Reviewer, Helen M. Robinson Award, International Reading Association, February 2005.

Reviewer, Nila Banton Smith Research Grant Award, International Reading Association, February 2005.

Chair, Subcommittee on The Research Publication Award, 1998 to 1999.

Dina Feitelson Research Award Committee, 1996-1997.

Studies and Research Subcommittee on Implementation, 1989 to 1993.

Committee to Review Research Proposals for the Elva Knight Grant, 1982 to 1989.

Committee to Review Research Proposals for the annual meeting, 1981 to 1993.

Travel Grants Committee, 1980-1981; Chair of Committee, 1981-1983.

Planning Committee for Monograph Series, 1981.

Studies and Research Committee, 1979-1983.

National Reading Conference/Literacy Research Association

Committee to Review Research Proposals for the annual meeting, 1987 to 2008.

Member, Committee to Review Conference Proposals, National Reading Conference, April 2005.

Member, Committee to Review Manuscripts for the National Reading Conference Yearbook, 2003 and 2004.

Field Council Representative for North Carolina, 1996 to 2003.

Chair, Outstanding Student Research Paper Award Committee, 1991 to 1993.

Outstanding Student Research Paper Award Committee, 1990-1991.

Publications Committee, 1986 to 1989.

Yearbook Policy Committee, 1988.

Membership Evaluation Committee, 1988.

Committee to Evaluate the Yearbook and the Journal of Reading Behavior, 1988.

Chair, Committee to Evaluate the National Reading Conference Yearbook, 1986.

American Educational Research Association

Committee for the Research Review Award, 2001-2003.

Committee to Review Research proposals for the annual meeting, SIG: Basic Research in Reading and Literacy, 1994, 1997, 1998, 1999, 2000, 2004.

Committee to Review Research proposals for the annual meeting, Division C, Section 1, 1988, 1989, 1990, 1994, 1995, 1997, 2003.

Committee to Review Research proposals for the annual meeting, Division C, Section 2, 1988, 1989.

North Carolina Council of the International Reading Association

Research Committee, 1988 to 1991.

North Carolina Association for Research in Education

Chair, Nominating Committee, 1992.

Chair, Outstanding Paper Committee, 1987, 1988.

Member, Editorial Advisory Boards

Reading and Writing, 2019 to 2024.

Reading Research Quarterly, 1984-1986, 1991 to 2011, Guest Board Member, 2012-2013, Board member 2013-2024.

The Reading Teacher, 1985 to 1989, 1990 to 1992, 2016 to 2024.

Language Arts, 2013-2014; 2015-2018, 2021 to 2024.

Journal of Educational Psychology, 1993 to 2011.

Research in the Teaching of English, 1992 to 1993, 1997 to 1999, 2009 to 2011.

Journal of Literacy Research, 1997 to 2002, 2011 to 2012.

Reading and Writing Quarterly, 1990 to 2012.

Contemporary Educational Psychology, 2000 to 2007.

Review of Educational Research, 2005 to 2007.

Yearbook of the National Reading Conference, 1985 to 1990, 1994, 1995.

Reading Research and Instruction, 1986 to 1992.

American Educational Research Journal, 1990 to 1992.

Language Arts, 1997 to 2000.

Journal of Reading Behavior, 1983 to 1995.

Invited Guest Reviewer/Guest Editor

Journals

Educational Psychology October 2020, January 2021.

Language Arts, February 2021.

Reading and Writing, 2017 to 2019.

Review of Educational Research, December 2018.

The Reading Teacher, February 2016.

AERA Open, February 2016.

Educational Assessment, February 2016.

Educational Measurement: Issues and Practice, June 2014, December 2014.

Learning and Individual Differences, September, 2011.

Guest Associate Editor, *Journal of Literacy Research*, July 2010.

Research in the Teaching of English, 1995, 1996, 1999-2000, 2007.

Language Learning, 2002-2003, Summer and fall 2004.

Educational Assessment, August 2004.

Journal of Literacy Research, Themed Issue on Pre-Service Education: Preparing Teachers to Teach Literacy, Spring 2000.

Language Arts, 1997.

Journal of Literacy Research, 1997.

Journal of Literacy Research, Themed Issue on Multicultural Issues in Literary Research and Practice, 1997

Applied Psychology, 1996.

The Urban Review, 1994.

The Reading Teacher, 1982, 1989, 1994.

Elementary School Journal, 1992-1993.

Review of Educational Research, 1987, 1990, 1993.

Journal of Educational Psychology, 1989, 1991, 1992, 1993.

High School Journal, 1992.

Special issue on "Innovations in Literacy for a Diverse Society," *The Reading Teacher*, 1992.
American Educational Research Journal, 1988, 1989, 1990.

Teaching and Teacher Education, 1987.

Educational Psychologist, 1980, 1986.

American Journal of Education, 1985.

Reading Research Quarterly, 1982-1984, 2011.

Journal of Reading Behavior, 1983.

Cognition and Instruction, 1982.

Selected Book Reviewer

Reviewer, Multidisciplinary perspectives on literacy research (book), for the National Conference on Research in English, 1990.

Selected Manuscript/Test Reviewer for Publishing Companies

American Guidance Services, 1980; Holt, Rinehart, Winston, 1992; Prentice-Hall, 1980, 1982 to 1992; Mosby, 1982; Longman, 1991; MacMillan, 1983, 1986,
1989; Merrill, 1983, 1986, 1989, 1991; Scott Foresman, 1984-86, 1990; Longman, 1986, 1989, 1991.

Selected Other, Including Federal Panel Reviews

External Reviewer for an internationally respected literacy researcher's application for special top-ranked university position, 2017.

Reference Writer for an internationally respected literacy researcher's application for the 2016 American Educational Research Association Early Career Award.

External Reviewer for an internationally respected writing researcher's tenure and promotion to full professor at a top-tier university, Fall 2015 and Summer 2018.

Reviewer, Education Institute Research Proposals, Hong Kong, 2015.

External Reviewer for an internationally respected psychometrician and literacy researcher's promotion to full professor at a top-tier university, 2015.

Judge, MyOn, MetaMetrics, and International Literacy Association; Legends in Literacy Award, 2015.

Panelist, Gates Foundation, Digital Courseware for Writing, March/April 2013.

Member, International Society for the Advancement of Writing Research, 2012 to present.

External Recommender for university positions, including promotions and tenure reviews for at least three decades.

Attendee, Meeting on Children's Learning Cognition Development (FirstSchool), Society for Research on Child Development, March 2007, Boston.

Panelist, Adult Literacy Researchers' Agenda Meeting, National Institute for Literacy, Washington DC, February 2007.

Panelist, National Institute for Literacy, Washington, May 2006.
Reviewer, Spencer Foundation Research Proposal, "Home Language Use and Language and Literacy Achievement among Spanish-Speaking Children," Fall 2005.

Panelist, Institute for Education Sciences, Office of Education, Field-Initiated Evaluations of Education Innovations, February 2005.

Reviewer, Institute for Education Sciences, Office of Education, Teacher Training Research Proposals, March 2004.

Reviewer, National Multilingual Literacy Panel Report, 2004.

Member, Advisory Board for the U.S. Department of education SBIR Phase II contract, "OnLine Resources for Teaching Higher-Order Reading and Comprehension Skills," University of Minnesota, 2003-2004.

Advisory Panel, Literacy for the Homeless, SERVE, Southeast Educational Research Lab, Greensboro, NC, 2003-2004.

Reviewer, *National Literacy Panel Report*, 2003.

Attendee for Reading Excellence Act meeting, Washington DC, February 2001.

Panelist, Review Training for all Teachers Proposals to the Office of Bilingual Education and Minority Language Affairs, Office of Education, May 2001.

Advisory Panel, Planning meeting for a National Research Council Review of Reading Research with English Language Learners, Center for Applied Linguistics, Washington, DC, May 2001.

Reviewer, National Institute for Child Health Development, for research proposals for addressing young English-language learners' literacy development, Washington, DC, Spring 2000 and 2001.

Reviewer, Career Ladder Proposals, Office of Bilingual Education and Minority Language Affairs, U.S. Office of Education, 1999, 2000.

Site Reviewer, National Institute for Child Health Development, for research proposal for addressing young English-language learners' literacy development, Santa Barbara, California, Spring 2000.

Reviewer, New Standards for English Language Arts for English-Language Learners, December 2000.

Reviewer, Spencer Postdoctoral Grant Proposal, Susan de LaPaz, October 2000.

Reviewer, National Board for Professional Teaching Standards, draft standards for Early Adolescents/English Language Arts, 1993.

Reviewer, U.S. Government Small Business Innovation Grants, 1982.

V. SELECTED UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL SERVICE

Member, Advisory Committee, North Carolina Child Development Research Collaborative, UNC-CH, National Science Foundation Grant Proposal and Meeting subsequent to grant acquisition, PI Peter Ornstein, Psychology, UNC-CH, 2002-2010.

Member, Ph.D, Early Childhood, Families, and Literacy Committee, 1997-2010.

Member, UNC Baccalaureate in Science and Teaching Executive Committee, 2010-2011.

Member, Faculty Advisory Board for Morehead Planetarium and Science Center, UNC-CH, Spring 2008 to 2010.

Substitute Member, Undergraduate Advisory Committee, UNC-CH, 2009 to 2010.

Member, School of Medicine, Faculty Review Committee, Office of Institutional Research, Spring 2009.

Invited Attendee, White House Initiative Community Conversation on Latino Education, El Centro Hispano, Durham, NC, October, 2009.

Chair, UNC Tomorrow Committee on Education, Spring 2008.

Member, Steering Committee, UNC Baccalaureate Education in Science and Teaching, 2005 to 2008.

Member, Undergraduate Advisory Committee, UNC-CH, 2008.

Member, E-Learning Support Task Force, UNC-CH, Spring 2008.

Member, Task Force on Campus-Wide Support Needs for Technology Mediated Teaching and Learning, Spring 2008.

Member, Bus Tour Steering Committee, UNC-CH, November 2007.

Member, NC Principal Fellows Commission, November 2007.

Member, Professional Development Committee, First School, Frank Porter Graham Child Development Institute, UNC-CH, 2006-2007.

Member, NC DPI Associate Dean Committee, 2005-2007.

Attendee, UNC-CH General Administration meeting on online math education baccalaureate, May 2006.

Attendee, UNC-CH General Administration meetings on crosswalks for data bases, 2005-2006.
Member, School of Education Doctoral Affairs Committee, 2004 to 2006.

Organizer, two forums for exploring innovations in student teaching, 2005-2006.

Member, NC DPI Associate Dean Subcommittee on teachers and teacher education programs for the 21st century, 2006-2007.

Member, UNC-CH Distance Education Committee, 2005-2006.

Chair, Search Committee for Literacy Faculty Position, 2005-2006.

Chair, Director of Student Services position search, 2005.

Presentation to Teaching and Learning forum on community of practice in student teaching, 2005.

Reviewer, Graduate Student Research Awards Committee, UNC-CH Graduate School, 2005.

Member, Provost's Interdisciplinary Education Committee, 2004-2005.

Member, Provost's Interschool Coordination Committee, 2004-2005.

Member, M.Ed. committee, 2000-2004.

Chair, Search Committee for Associate Professor of Literacy, 2003-2004.

Member, Program Committee for Literacy Studies, Early Childhood, Families, and Literacy Ph.D., and Child Development and Family Studies, 2003-2004.

Member, Steering Committee for Carolina Center for Educational Excellence, 2003-2004.

Chair, ECFL Subcommittee for 2004 Admissions, Spring 2004.

Organizer, Online Reading Specialist License Program Development, 2003-2004.

Member, Search Committee for ESL Assistant Professor, 2002-2003.

Member, Program Committees for Literacy Studies; M.Ed. for Experienced Teachers; Early Childhood, Families, and Literacy Ph.D.; Child Development and Family Studies; Early Intervention and Family Studies, 2001-2003.

Cohort Coordinator, M.Ed. for Experienced Teachers, 2001-2003.

Member, Dean Search Committee, 2002-2003.

Program Coordinator, Literacy Studies, 1997-2002.

Program Coordinator, Literacy Studies, 1995-2001.

Member, Middle Grades Language Arts Search Committee, Spring, 2000.

Facilitator for Senior Faculty Personnel Appointments, 1999-2000.

With Dixie Spiegel, served as peer teaching observer for Harriet Boone, Spring, 2000.

Director, Reading Clinic, 1998-2000.

Faculty Advisor for APPLES, 2000.

Peer Teaching Observer, Dr. Ryuko Kubota, September 2000.

Member, Committee to develop new M.Ed., 1999-2000.

Member, Search Committee for Friday Professor, 1999-2000.

Member, Senior Faculty Subcommittee for a Promotion Review, 1999.

Member, Literacy Studies Licensure Committee, 1998-1999.

Presented seven training sessions for AmericaReads tutors, 1997-1999.

Member, UNC-CH Task Force on Student Ratings of Courses and Instructors, 1998-1999.

Member, AmericaReads Steering Committee, 1998-1999.

Member, Elementary Education Committee, 1996-1999.

Chair, AmericaReads Steering Committee, 1997-1998.

Evaluator, AmericaReads Steering Committee, 1997-1998.

Guest Member, Faculty Advisory Council, March, 1998.

Contributor, Document to General Administration, on How UNC-CH School of Education coursework addresses the new NC Benchmarks in Reading, 1998.

Member, Subcommittee on Second Major, Elementary Education Committee, 1998.

Member, Subcommittee on Fall Orientation, Elementary Education Committee, 1998.

Member, Literacy Studies Representative, Professional Studies Division, 1997-98.

Member, Graduate Studies Division: Coordinator's Committee, 1997 to 1998.

Member, School of Education Administrative Board, 1994 to 1997.
Member, School of Education Faculty Advisory Council, 1994-1996.

The University of North Carolina-Chapel Hill Student Appeals Committee, 1994 to 1996.

V. UNC Doctoral/MA Advisees and Committee Memberships since 2011:

2011 to 2016

MA/Ph.D. Advisor and doctoral committee chair, Melody Kung, Early Childhood, Special Education, and Literacy, MA completed Fall 2013, Ph.D completed 2016. Currently at the Maryland Department of Education.

Ph.D. Advisor and doctoral committee chair, Jackie Eunjung Relyea, Early Childhood, Special Education, and Literacy, completed 2015.

Ph.D. Doctoral Committee Member, Sean Hanlon, Educational Psychology, Measurement, and Evaluation, completed 2012.

Most recent doctoral student graduates' positions as of 2025:

Dr. Steve Amendum, Ph.D. 2006, UNC Chapel Hill: DCTE Faculty Scholar in Literacy and professor of literacy education, University of Delaware (http://www.education.udel.edu/faculty-bio/stevenamendum/; http://www1.udel.edu/udaily/2016/feb/literacy-career-award-021716.html

Dr. Melody Kung, Ph.D. 2015, UNC Chapel Hill: Research and Data Specialist, Division of Assessment and Accountability, Maryland State Department of Education (Formerly, Research Scientist, Georgia State University, and held post doctoral position in Chile at the University of the Andes and at Purdue University)

Dr. Pelusa Orellana Garcia, Ph.D. 2008, UNC Chapel Hill: Directora Academica, School of Education, University of the Andes, Chile (https://www.uandes.cl/personas/pelusa-orellana/)

Dr. Jackie Eunjung Relyea, Ph.D. 2015, UNC Chapel Hill: Associate Professor, North Carolina State University (https://ced.ncsu.edu/people/jrelyea/) (Held post doctoral positions at Houston University and Harvard University)