

CURRICULUM VITAE

2021

Peter H. Johnston

Professor Emeritus

Department of Literacy Teaching and Learning

The University at Albany

State University of New York

email: PJohnston@Albany.edu

EDUCATION

University of Illinois at Champaign-Urbana, Center for the Study of Reading,

Ph.D. Educational Psychology/Reading

Dissertation: *Prior Knowledge and Reading Comprehension Test Bias.*

January 1978 - August 1981.

University of Otago, Dunedin, New Zealand, M.A. Educational Psychology

Dissertation: *Shaping Behavioural Self-Control of Slow Learners' Academic Behaviours.*

January 1975 - August 1977.

University of Otago, Dunedin, New Zealand, Diploma in Education,

Educational Psychology.

January 1975 - December 1975.

Dunedin Teachers' College, Dunedin, New Zealand, Diploma in Teaching.

January 1973 - December 1973.

Victoria University of Wellington, Wellington, New Zealand, B.Sc.

Major in psychology, minor in zoology.

January 1969 - November 1972.

EXPERIENCE

Professor, Department of Reading, The University at Albany,

September 1992 - 2013.

Chair, September 1999- August 2001, Sept 2009 - 2013.

Teaching Responsibilities have included: Introduction to Teaching Literacy B-6; Organization & Supervision of Reading Programs; Emergent Literacy; Capstone Literacy Practicum; Field Experience in Literacy; Scientific Inquiry in Reading; Current Research in Literacy; Research Seminar in Literacy Difficulties; Research Seminar – Writing; Psycholinguistics and Reading; Early Detection and Prevention of Reading Failure.

Senior Associate and project director, National Center on English Learning and Achievement. 1997-2003.

Senior Associate and project director, National Research Center on Literature Teaching and Learning. 1987-1993.

Associate Professor, Department of Reading and School Psychology Program, The University at Albany, September 1986 - 1992

Assistant Professor, Department of Reading, The University at Albany, September 1981-1986.

Research Assistant, Center for the Study of Reading, University of Illinois,
January 1979 - August 1981.

Research Assistant, Departments of Psychology and Educational Psychology,
University of Illinois, January 1978 - December 1978.

Primary School Teacher, Wellington Education Board, Wellington, New Zealand, August 1977
- December 1977. (Grade 4)

Assistant Lecturer, Otago University, Dunedin, New Zealand, August 1976 - August 1977.
(Statistics and Educational Psychology)

Senior Tutor, Otago University, Dunedin, New Zealand, January 1976 – August 1976.
(Educational Psychology and Child Development)

Primary School Teacher, Wellington Education Board, Wellington, New Zealand, January
1974 - December 1974. (Grades 1 and 2)

HONORS

Literacy Research Association's Ed Fry Book Award honorary mention for *Engaging Literate Minds: Literacy Teaching That Grows Children's Social, Emotional, and Intellectual Lives, K-3* (2021).

Literacy Research Association's Oscar Causey Award for outstanding contributions to reading research (2017).

The P. David Pearson Scholarly Influence Award, Literacy Research Association (2013). The award cited *Choice Words* as a book that has demonstrably and positively influenced literacy teaching in classrooms and districts nationally.

The State University of New York, Chancellor's Award for Excellence in Research and Creative Activities (2013).

The University of Alabama-Birmingham, Maryann Manning Outstanding Literacy Scholar Award (2012).

The University at Albany – State University of New York, award for Excellence in Research and Creative Activities (2012).

Wisconsin State Reading Association President's Award, Wisconsin State Reading Association (2009).

University of Illinois School of Education Distinguished Alumni Award, 2008.

William Evans Visiting Scholar, Otago University, New Zealand. Summer 2007.

Elected to the Reading Hall of Fame. 2005.

New York State Reading Association award for Service to the Profession, 1999.

Educational Press Association award for “Learned Article,” 1996 for the paper “Voices we want to hear and voices we don’t” with John Nicholls.

Lansdowne Visiting Professor of Communication and Social Sciences, Victoria University, British Columbia, Canada 1996.

Palischeck Visiting Distinguished Professor, University of Northern Iowa 1990

Ohio State University Academic Challenge Visiting Eminent Scholar 1988-89

International Reading Association's Albert J. Harris Award for research contributions to the field of reading disability, 1987

Dissertation selected as The Outstanding Dissertation of the Year by the International Reading Association, 1981-82

GRANTS AWARDED

Literacy engagement, identity, and relationships. International Reading Association Elva Knight Research Grant. \$7,900 (with G. Ivey, 2011-12).

Senior Associate and Project Director, National Center for English Learning and Achievement, 1997- 2003. Project funding approximately \$257,000.00 per year (with R. Allington).

Senior Associate and Project Director, Center for the Teaching and Learning of Literature, 1987-93. Classroom-Based Assessment. Total funding \$88,821 (Federal \$45,953, with R. Allington).

A multilevel study of the use of literature in elementary schools: Project 6 of the Center for the Teaching and Learning of Literature. Approximately \$75,000. (with R. Allington).

Anxiety and reading failure. SUNYA Faculty Research Award. \$3,400. (1985).

Reasoning and prior knowledge components of reading tests. SUNYA Research Foundation Award. \$2,700. (1982).

PUBLICATIONS

I. BOOKS

Johnston, P., Champeau, K., Hartwig, A., Helmer, S., Komar, M., McCarthy, L., Krueger, T. (2020). *Engaging Literate Minds: Literacy Teaching That Grows Children’s Social, Emotional, and Intellectual Lives, K-3*. Portland, ME: Stenhouse. Currently being translated into French and sections into Japanese. Finalist for Literacy Research Association’s Edward Fry Award (2021).

Johnston, P. (2012). *Opening Minds: Using language to change lives*. Portland, ME: Stenhouse. (over 80,000 in print).

Johnston, P. (2010). (Ed). *RTI in Literacy – Responsive and Comprehensive*. Newark, DE: International Reading Association.

A. M. Franzen & R. L. Allington (Eds.), (2010). *Handbook of reading disabilities research*. Routledge. P. Johnston section editor (Assessment section).

Johnston, P., Afflerbach, P., Krist, S., Pierce, K.M., Spalding, E., Tatum, A.W., & Valencia, S.W. (2010). *Standards for the assessment of reading and writing* (Rev. ed.). Newark, DE; Urbana, IL: International Reading Association; National Council of Teachers of English.

- Dozier, C., Johnston, P., & Rogers, R. (2005). *Critical literacy/critical teaching: Tools for preparing responsive teachers*. New York: Teachers College Press.
- Johnston, P. (2004). *Choice words: how our language affects children's learning*. Portland, ME: Stenhouse. (*Scholastic Magazine* #1 choice for book from the past decade every teacher should read). Audio version released fall 2007. (over 250,000 copies in print). Translated into Japanese, Swedish and French as:
- Johnston, P. (2010). *L'importance des mots: Le langage au Coeur de la relation élève-enseignant*. Trans. Yves Nadon. Chenelière Éducation, Montreal, Canada. (Translation of *Choice Words*).
- Johnston, P. (2012). *Väl valda ord: Hur vårt språk påverkar barns lärande*. Trans. Joel Nordqvist. Bokförlaget Daidalos AB, Goteborg. (Translation of *Choice Words*).
- Allington, R. L., & Johnston, P. (Eds.). (2002). *Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms*. New York: Guilford. (*A Choice Outstanding Academic Title for 2002*).
- Johnston, P. (2000). *Running Records: A self-tutoring guide*. York, ME: Stenhouse. (with CD).
- Murphy, S. Shannon, P., Johnston, P., & Hansen, J. (1998). *Fragile Evidence: A Critique of Reading Assessment* (pp. 89-101). Mahwah, NJ: Lawrence Erlbaum.
- Johnston, P. (1997). *Knowing literacy: Constructive literacy assessment*. York, Maine: Stenhouse Publishers.
- Johnston, P. (1992). *Constructive evaluation of literate activity*. White Plains, NY: Longman.
- Johnston, P. (1983). *Reading comprehension assessment: A cognitive basis*. International Reading Association Research Monograph. Newark, DE: International Reading Association. (Also published in Spanish).
- II. CHAPTERS**
- Johnston, P., Ivey, G. (2015). Engagement: A hub of Human Development. In Glover, M. & Keene, E.O. (Eds.) *The teacher you want to be: Essays about children, learning, and teaching*. Portsmouth, NH: Heinemann.
- Johnston, P. (2014). Foreword. *Imagine It Better: Visions of What School Might Be*. Luke Reynolds (Ed.). Portsmouth, NH: Heinemann.
- Johnston, P. (2014). Reading transforms me. In Bridges, L., Editor. *Open a World of Possible: Real Stories About the Joy and Power of Reading*. New York: Scholastic. p. 63-65.
- Johnston, P. & Ivey, G. (2016). Classroom talk and individual differences in reading. In: P. Afflerbach (Ed.) *Handbook of Individual Differences in Reading: Text and Context*. Routledge.
- Johnston, P. H. (2014). Foreword. By different paths to common outcomes: Literacy learning and teaching. M. M. Clay. Auckland, New Zealand, Marie Clay Literacy Trust: i-iii.
- Johnston, P. & Andrade, H. (2012). Assessment, Teaching and Learning in and Beyond Classrooms. Wellington, New Zealand: Sense Publishers. Chapter 17, pp 269-279.
- Wixson, K. K., Lipson, M. Y., & Johnston, P. H. (2010). Making the Most of RTI. In M. Y. Lipson & Karen K. Wixson (Eds.), *Successful Approaches to RTI: Collaborative Practices for Improving K-12 Literacy*. Newark, DE: International Reading Association.

- Johnston, P. (2010). A framework for Response to Intervention in Literacy. In P. Johnston (2010). (Ed). *Response to Intervention in Literacy*. (p. 1-9). Newark, DE: International Reading Association.
- Johnston, P. (2010). Assessment. In P. Johnston (2010). (Ed). *Response to Intervention in Literacy* (pp. 95-101). Newark, DE: International Reading Association.
- Johnston, P. (2009). Commentary. In M. Nichols, *Expanding comprehension with multigenre text sets*. Scholastic, New York, NY.
- Johnston, P. (2008). Commentary. In D. Miller, *Teaching with Intention: Defining beliefs, aligning practice, taking action*. (p.129-136). York, ME: Stenhouse.
- Johnston, P. (2008). Foreword. In M. Nichols, *Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk*. Prattville AL: Shell Education
- Johnston, P., & Yanoff, L. (2004). Early childhood assessment and family literacy. *Handbook of family literacy research*. Mahwah, NJ:Lawrence Erlbaum.
- Johnston, P., & Backer, J. (2002). Inquiry and a good conversation: "I learn a lot from them." In R. L. Allington & P. H. Johnston, (Eds.). *Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms*. (pp. 37-53). New York: Guilford.
- Johnston, P., & Quinlan, M. E. (2002). A Caring, Responsible Learning Community. In R. L. Allington & P. H. Johnston, (Eds.). *Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms*.(pp. 123-139). New York: Guilford.
- Johnston, P., Bennett, T., & Cronin, J. (2002). "I want students who are thinkers." In R. L. Allington & P. H. Johnston, (Eds.). *Reading to Learn: Lessons from Exemplary Fourth-grade Classrooms*. (pp. 140-165). New York: Guilford.
- Allington, R. L., & Johnston, P. (2001). What do we know about effective fourth-grade teachers and their classrooms? In C. Roller (Ed.), *Learning to teach reading: Setting the research agenda*. Newark, DE: International Reading Association. (pp. 150-165).
- Johnston, P. & Rogers, R. (2001). Early literacy assessment. In S. Neuman & D. Dickenson (Eds.). *Handbook of Early Literacy Research*, (pp. 377-389). New York: Guilford.
- Johnston, P. (1999). Unpacking literate "achievement." In Janet Gaffney & Billie Askew (Eds.) *Stirring the waters: A tribute to Marie Clay* (pp. 17-25). Portsmouth, NH: Heinemann.
- Gioia, B., & Johnston, P. (1998). The Reading Club. In D. Deegan & P. Mosenthal (Eds.). *Reconsidering the role of the Reading Clinic in a New Age of Literacy* (pp. 177-196), Greenwich, CT: Lawrence Erlbaum.
- Johnston, P. (1998). The consequences of the use of standardized tests. In Murphy, S. Shannon, P., Johnston, P., & Hansen, J. *Fragile Evidence: A Critique of Reading Assessment* (pp. 89-101). Mahwah, NJ:Lawrence Erlbaum.
- Johnston, P. (1997). Standardized tests in family literacy programs. In Denny Taylor (Ed.). *Many families, many literacies: A declaration of principles* (pp. 142-148). Portsmouth, NH: Heinemann.
- Allington, R. L., & Johnston, P. (1990). Remedial reading. In P. D. Pearson (Ed.), *The handbook of reading research*, Vol. 2 (pp. 984-1012). New York: Longman.

- Stayter, F., & Johnston, P. (1990). Evaluating the teaching and learning of literacy. In T. Shanahan (Ed.), *Reading and writing together* (pp. 253-272). Norwood, NJ: Christopher Gordon.
- Johnston, P. (1990). Steps toward a more naturalistic approach to assessment of reading processes. In James Algina & Susan Legg (Eds.), *Cognitive assessment of language and math outcomes* (pp. 92-143). Norwood, NJ: Ablex.
- Knoblauch, C., & Johnston, P. (1990). Reading, writing, and the prose of the school. In R. Beach & S. Hynds (Eds.), *Becoming readers and writers during adolescence and adulthood* (pp. 318-333). Norwood, NJ: Ablex.
- Allington, R. L., & Johnston, P. (1989). Coordination, collaboration, and consistency: The redesign of compensatory and special education interventions. In R. Slavin, N. Madden & N. Karweit (Eds.), *Preventing school failure: Effective programs for students at risk* (pp. 320-354). Boston, MA: Allyn & Bacon.
- Allington, R. L., & Johnston, P. (1987). The coordination among regular classroom reading programs and targeted support programs. In B. I. Williams, P. A. Richmond, & B. J. Mason (Eds.), *Designs for compensatory education: Conference proceeding and papers* (pp. VI-3 - VI-40). Washington, DC: Research and Evaluation Associates.
- Johnston, P. (1987). Assessing the process and the process of assessment in the language arts. In J. Squire (Ed.), *The dynamics of language learning: Research in Reading and English* (pp. 335-357). Urbana, IL: National Council of Teachers of English/ERIC.
- Afflerbach, P., & Johnston, P. (1986). What do expert readers do when the main idea is not explicit? In J. Bauman (Ed.), *Importance in prose* (pp. 49-72). Newark, DE: International Reading Association.
- Johnston, P. (1984). Assessment in reading. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 147-182). New York: Longman.
- Johnston, P., & Pearson, P.D. (1982). Assessment: Responses to exposition. In Allen Berger and Alan Robinson (Eds.), *Secondary school reading: What research reveals for practice* (pp. 127-142). Urbana, IL: National Conference on Research in English.

III. ARTICLES IN REFEREED JOURNALS

- Ivey, G., & Johnston, P. H. (2017). Emerging Adolescence in Engaged Reading Communities. *Language Arts*, 94(3), 159-169.
- Johnston, P. H., Dozier, C., & Smit, J. (2016). How Language Supports Adaptive Teaching Through a Responsive Learning Culture. *Theory into Practice*. 55(3), 189-196.
- Ivey, G., & Johnston, P. H. (2015). Engaged reading as a collaborative, transformative practice *Journal of literacy research*, 47(3), 297-327.
- Ivey, G., & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly*, 48(3), 255-275.
- Johnston, P. H. (2012). Guiding the budding writer: How to help students see themselves as authors. *Educational Leadership*, 70(1), 64-67.

- Johnston, P. (2011). Response to Intervention in Literacy: Problems and Possibilities. *Elementary School Journal*, 11(4), 511-534. **Reprinted** in: Ford, M.P., Champeau, K.L., & Andrews, N.D. (2014). Response to Intervention at the Crossroads. Wisconsin State Reading Association, Milwaukee, WI.
- Johnston, P. (2002). Commentary on "The interactive Strategies approach to Reading Intervention." *Contemporary Educational Psychology*, 27, 636-647.
- Allington, R. L., Johnston, P. H., & Day, J. P. (2002). Exemplary fourth-grade teachers. *Language Arts*, 79(6), 462-466.
- Gioia, B., Johnston, P., & Giovanelli, L. (2002). Documenting and developing literacy in Deaf children. *Literacy Teaching and Learning: An international Journal of Early Reading and Writing*, 6(1), 1-22.
- Johnston, P., Jiron, H.W., Day, J.P. (2001). Teaching and learning literate epistemologies. *Journal of Educational Psychology*, 93(1), 223-233. **Reprinted** in: *Writing Social Justice in the Arts and Humanities*, Prentice/Roosevelt University (2003).
- Johnston, P., Allington, R. L., Guice, S., & Brooks, G. (1999). Small change: A multi-level study of the implementation of literature-based instruction. *The Peabody Journal of Education*, 73(3&4), 81-103.
- Johnston, P. (1997). Commentary on a critique. *The Reading Teacher*, 51(4), 282-285.
- Guice, S., Allington, R., Johnston, P., Baker, K., Michelson, N. (1996). Access?: Books, children, and literature-based curriculum in schools. *New Advocate*, 9(3), 197-208.
- Johnston, P., Guice, S., Baker, K., Malone, J., & Michaelson, N., (1995). Assessment of teaching and learning in "literature based" classrooms. *Teaching and Teacher Education*, 11 (4), 359-371.
- Johnston, P., & Nicholls, J. (1995). Voices we want to hear and voices we don't. *Theory into Practice*, 34(2), 94-100. *The Educational Press Association gave this paper the award for the "Outstanding Learned Article," (1996).*
- Guice, S., & Johnston, P. (1994). Assessment, self-assessment, and children's literate constructs. In D. Leu & C. Kinzer (eds.) *Forty-second Yearbook of the National Reading Conference*. Chicago IL: National Reading Conference.
- Afflerbach, P., & Johnston, P. (1993). Writing language arts report cards: Eleven teachers' conflicts of knowing and communicating. *The Elementary School Journal*, 94(1), 73-86.
- Johnston, P., Weiss, P., & Afflerbach, P. (1993). Teachers' evaluation of teaching and learning of literacy. *Educational Assessment*, 1(2), 91-117.
- Johnston, P. (1991/2). Rethinking evaluation. *Language Matters*, 2, 9-12.
- Weiss, P., Johnston, P., & Colfer, P. (1989). A case study of fun and freedom of choice in the pursuit of literacy in a first grade classroom. *Teaching and Learning: The Journal of Naturalistic Inquiry*, 4(1), 21-46.
- Johnston, P. (1989). Constructive evaluation and the improvement of teaching and learning. *Teachers College Record*, 90(4), 509-528.
- Winograd, P. N., & Johnston, P. (1987). Some considerations for advancing the teaching of reading comprehension. *The Educational Psychologist*, 22(3&4), 213-230.

- Johnston, P. (1986). A Vygotskian perspective on assessment in reading. *Reading-Canada-Lecture*, 4(2), 82-92. **Reprinted** in: S. Sigmon (Ed.), *Critical Voices on Special Education: Probblems and Progress Concerning the Mildly Handicapped*, (pp. 103-120). Albany, NY: SUNY Press.
- Johnston, P., & Afflerbach, P. T. (1985). The process of constructing main ideas from text. *Cognition and Instruction*, 2(3&4), 207-232.
- Weber, R. M., & Johnston, P. (1985). Assessment of children's language development and its relationship to assessment of reading performance. In J. Niles & R. Lalik (Eds.), *National Reading Conference Yearbook* (pp. 369-374). Rochester, NY: National Reading Conference.
- Johnston, P. (1985). Investigating reading failure as an integrated human activity. *Research Communications in Psychology, Psychiatry and Behavior*, 10, 99-127.
- Johnston, P., & Winograd, P. (1985). Passive failure in reading. *Journal of Reading Behavior*, 17(4), 279-301.
- Afflerbach, P., & Johnston, P. (1984). On the use of verbal reports in reading research. *Journal of Reading Behavior*, 16, 307-322.
- Johnston, P. (1985). Understanding reading failure: A case study approach. *Harvard Educational Review*, 55, 153-177. **Reprinted** in *Special Education Resources Bulletin*, Brisbane, Australia, 1986. **Reprinted** in T. Hehir and T. Latus (Eds.), *Special education at the century's end: Evolution of theory and practice since 1970*. (pp. 275-304) Cambridge MA: Harvard Education Review. **Reprinted** in *Acts of inquiry in qualitative research*. Cambridge MA: Harvard Education Review.
- Awarded International Reading Association **Albert J. Harris Award** for contributions to the understanding of reading disability.*
- Johnston, P. (1985). Teaching students to apply strategies that improve reading comprehension. *The Elementary School Journal*, 85, 635-646.
- Johnston, P. (1984). Instruction and student independence. *The Elementary School Journal*, 84, 338-344.
- Johnston, P., Allington, R., & Afflerbach, P. (1985). The congruence of classroom and remedial reading programs. *The Elementary School Journal*, 85, 465-478.
- Johnston, P. (1984). Prior knowledge and reading comprehension test bias. *Reading Research Quarterly*, 19(2), 219-239.
- Johnston, P., & Afflerbach, P. (1983). Self-monitoring of clinical reading instruction. In J. Niles (Ed.), *National Reading Conference Yearbook* (pp. 304-312). Rochester, NY: National Reading Conference.
- Johnston, P., & Byrd, M. (1983). The strategic component in basal reading series. In J. Niles (Ed.), *National Reading Conference Yearbook* (pp. 140-147). Rochester, NY: National Reading Conference.
- Johnston, P., & Allington, R. L. (1983). How sharp is a unicorn's horn? *Reading Research Quarterly*, 18(4), 498-500.

Winograd, P. W., & Johnston, P. (1982). Comprehension monitoring and the error detection paradigm. *Journal of Reading Behavior*, 14(1), 61-76.

IV. INVITED ARTICLES

- Johnston, P. and V. Goatley (2014). Research Making Its Way Into Classroom Practice. *Reading teacher*, 68(4), 245-250.
- Goatley, V. J. and P. Johnston (2013). Innovation, Research, and Policy: Evolutions in Classroom Teaching. *Language Arts*, 91(2), 94-104.
- Johnston, P., Ivey, G., & Faulkner, A. (2011). Talking in Class: Remembering What Is Important About Classroom Talk. *The Reading Teacher*, 65(4), 232-237.
- Johnston, P. (2010). An Instructional Frame for RTI. *The Reading Teacher*, 63(7), pp. 602–604
- Johnston, P. (2007). Revolutionary contributions. *Journal of Reading Recovery*, 7(1), 67-68.
- Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684-686. **Reprinted** in: Richard D. Robinson (Ed.) *Readings from The Reading Teacher: A collection of Excellence*. Newark, DE. International Reading Association, (2006).
- Johnston, P., & Costello, P. (2005). Principles for literacy assessment. *Reading Research Quarterly*, 40(2), 256-267. **Reprinted** in: Felicity Fletcher-Campbell, Janet Soler and Gavin Reid (Eds.) *Approaches to difficulties in literacy development: Assessment, pedagogy and programmes*. Open University and Sage Publications (2009). **Reprinted** in: *Preparing Reading Professionals* (second edition), Rita M. Bean, Natalie Heisey, and Cathy M. Roller (Eds.). Newark, DE: International Reading Association. **Reprinted** in: Marva Cappello and Barbara Moss (Eds.) *Contemporary Readings in Literacy Education*. Sage, (2010).
- Johnston, P. (2003). Assessment conversations. *The Reading Teacher*, 57(1), 90-92. **Reprinted** in: Shelby J. Barrentine and Sandra M. Stokes (Eds.) *Reading assessment: Principles and practices for elementary teachers*. Newark, DE: International Reading Association (2005). **Reprinted** in: *Wisconsin State Reading Association Journal*, 45 (3), p. 11-13.
- Johnston, P. (2000). How will literacy be assessed in the new millennium? *Reading Research Quarterly*, 35(2), 244.
- Johnston, P. (1997). Performance assessment and the English Language Arts. *The Language and Literacy Spectrum*, 7, 23-26.
- Johnston, P. (1993). Assessment as social practice. In D. Leu & C. Kinzer (eds.) *Forty-second Yearbook of the National Reading Conference* (pp. 11-23). Chicago IL: National Reading Conference.
- Johnston, P. (1992). Assessment and literate "development". *The Reading Teacher*, 46(5), 428-429. **Reprinted** in the National Council of Teachers of English *The Council Chronicle* 1993, 3(2), pp. 17 & 20. **Reprinted** in
- Johnston, P. (1992). Nontechnical assessment. *The Reading Teacher*, 46(1), 60-62. **Reprinted** in *Reading Assessment in Practice: Book of Readings*. The International Reading Association, 1995, 77-80.

Johnston, P. (1987). Teachers as evaluation experts. *The Reading Teacher*, 40(8), 744-748.
Reprinted in: (1995). *Literacy learning in the classroom: Resource book*. Katonah, NY: Richard C. Owen. **Reprinted** in: (1998) R. L. Allington (Ed.), *Teaching Struggling Readers*. Newark, DE: International Reading Association. **Reprinted** in: P. Afflerbach (Ed.), *Essential Readings on Assessment*. Newark, DE: International Reading Association.

V. REVIEWS

Johnston, P. (2005). Changing Futures; The influence of Reading Recovery in the United States. *Journal of Reading Recovery*, Fall, p. 60-61.

Johnston, P. (1991). Educators' perspectives on assessment: Tensions, contradictions and dilemmas by James Field. *Phenomenology & Pedagogy: A Human Science Journal*.

VI. OTHER PUBLICATIONS

Johnston, P. H. (Oct., 2011). *Literacy, Learning, Thinking and Classroom Communities*. Online presentation for Global Conversations in Literacy Research at <http://www.globalconversationsinliteracy.wordpress.com>. October 30, 2011.

Response to Intervention: Guiding principles for educators. Position statement for the International Reading Association, by the Commission on Response to Intervention. P. Johnston, member). January 2010. Persistent Web link: http://www.reading.org/Libraries/Resources/RTI_brochure_web.sflb.ashx

Johnston, P. (2004). Talking in class: Lessons about language from successful teachers. *Reading Forum NZ*, vol. 19(1), April, p. 5-9.

Johnston, P., Weiss, P., & Afflerbach, P. (1990). *Teachers' Evaluations of teaching and learning in literacy and literature* (Tech. Rep. No. 3.4). Albany, NY: Center for the Learning and Teaching of Literature.

Nielsen, H. D., Johnston, P., Kaswanti, B., Strudwick, J., & Yulaelawati, E. (1993, October). *Republic of Indonesia: Book and Reading Development Project. Reading and Teacher Training Study*. Arlington, VA: Institute for International Research.

Guice, S., Allington, R., Johnston, P., Baker, K., Michelson, N. (1994). *Access? Books, children, and literature-based curriculum in schools* (Tech. Rep. No. 1.13). Albany, NY: State University of New York at Albany, National Research Center on Literature Teaching and Learning.

Johnston, P., & Pearson, P. D. (1982, June). *Familiarity, connectivity, and reading comprehension assessment* (Tech. Rep. No. 245). Champaign IL: University of Illinois, Center for the Study of Reading.

VI. MEDIA PRESENTATIONS

Video Conference. Response to intervention in literacy. Sponsored by Reading Recovery Council of North America. 20 minute presentation. (October 1, 2009). Persistent link at: http://rrcna.org/wrf_files_for_webinar/RRandRTIFlash.asp

Radio interview podcast. Standards for Literacy Assessment interview. (15 minutes, December 14th, 2009). BAM syndicated radio network.

CONFERENCE PRESENTATIONS AND PAPERS.

2017

Johnston, P. (2017). *What do we think we're doing?* Plenary address at the annual meeting of the Reading Recovery Association of North America, Columbus, OH, January 29th.

Johnston, P. (2017). *Classroom talk and learning communities*. Keynote address presented at the annual meeting of the International Literacy Association. Boston, MA, July 10th.

Keynote addresses presented at state and other professional organizations: Wisconsin State Reading Association, Kentucky Reading Association, North Carolina Reading Association, New York State Speech and Hearing Association, New York State Council of Administrators of Special Education, Michigan Reading Recovery Council, Teachers College Columbia, Texas Womens University, University of Wisconsin-Madison. Plus a bunch of other presentations and consulting in the USA, Canada and Australia.

2016

Ivey, G., and Johnston, P. (2016). *Adolescents' Diverse Meaning Making and the Limitations of "Comprehension."* Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN, December 1st.

Johnston, P., Valtin, R., & Scanlon, D. (2016). *Dyslexia: Research Perspectives From the USA and Europe*. Symposium presented at the annual meeting of the International Literacy Association. Boston, MA, July 10th.

Presentations at state and other professional organizations: Wisconsin State Reading Association, the Thinking Collaborative, The Cotsen Foundation, University of Wisconsin-Madison, University of New Brunswick, Pennsylvania State University, Reading Recovery Council of North America. Plus a bunch of other presentations in the USA and Canada.

2015

Ivey, G., and Johnston, P. (2015). Persistence of the Experience of Engaged Reading. Paper presented at the annual conference of the Literacy Research Association. Carlsbad, CA

Johnston, P., & Ivey, G. (2015) Wrestling with theory. Paper presented at the annual conference of the Literacy Research Association. Carlsbad, CA

Johnston, P. (2015). Engaged reading and ecologies of classroom talk. Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.

And a bunch of other presentations in the USA, Canada and Australia including the International Literacy Association.

2014

Johnston, P. H. (2014). *A Transformative Curriculum: Teaching, Literacy and Engagement*. Curriculum and Pedagogy Research Seminar, University of Auckland. May 2nd.

Johnston, P. H. (2014). Full day workshop with all New Zealand National Reading Recovery Tutors. Auckland, New Zealand. 7th May.

Johnston, P. H. (2014). *Changing Trajectories and Identities*. Reading Research Institute: "Increasing the Rigor and Authenticity of Reading and Writing Instruction: Research to Practice." Annual meeting of the International Reading Association. New Orleans, May 10th.

- Ivey, G., Johnston, P. H. (2014). The Consequences of an Engagement Focus in Reading. Research Poster. Annual meeting of the International Reading Association. New Orleans, May 10th.
- Ivey, G., & Johnston, P. (2014). Social Dimensions of Adolescents' Engagement with Narrative Texts. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. April 6.
- Johnston, P., & Ivey, G. (2014). A Quasi-Experimental Study of Engaged Reading in Engagement-Focused Versus Traditional English Classrooms. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. April 7.
- Johnston, P. (2014). Discussant: Reading as Possibility: Constructing a New Theoretical and Empirical Foundation for Equity and Imagination in Reading Education. The annual meeting of the American Educational Research Association, Philadelphia, PA. April 6.
- Johnston, P. (2014). Opening Minds: Using language to change lives. Keynote speech at the annual meeting of the Ohio Association of Administrators of State and Federal Education Programs conference, Columbus, OH. April 4th.
- Johnston, P. (2014). Opening Minds: Using language to change lives. Keynote speech at the annual meeting of the Minnesota Association of Administrators of State and Federal Education Programs conference, Minneapolis, MN. March 21st.
- Ivey, G., & Johnston, P. (2014). *Expanding the social imagination inside and outside of texts*. Paper presented at the annual Journal of Language and Literacy Education Spring Conference. University of Georgia, Athens, GA. February 14th.
- Johnston, P. (2014). *Opening Minds*. Featured presentation at the annual meeting of the Colorado Council of the International Reading Association, Denver, CO. February 6th.
- Johnston, P. (2014). *Engagement, Literacy Learning Communities and Children's Development*. Featured presentation at the annual meeting of the Colorado Council of the International Reading Association, Denver, CO. February 6th.
- Johnston, P. (2014). *What "developing literate minds" means in the classroom*. Presentation at the annual meeting of the Wisconsin State Reading Association, Milwaukee, WI. February 7th.
- Johnston, P. (2014). *How to make sense of "research says..."* Presentation at the annual meeting of the Wisconsin State Reading Association, Milwaukee, WI. February 7th.
- Johnston, P. (2014). *Assessment: the great divide*. Panel discussion participant at the annual meeting of the Wisconsin State Reading Association, Milwaukee, WI. February 7th.
- Johnston, P. (2014). Opening Minds: Using language to change lives. Keynote presentation at The Learning Community Conference, Providence, RI. January 11th.
- Johnston, P. (2014). *Engagement, Literacy Learning Communities and Children's Development*. Workshop presented at The Learning Community Conference, Providence, RI. January 11th.
- Johnston, P. (2014). Opening Minds: Using language to change lives. All day workshop. South Redford ISD, MI. March 13th.

Johnston, P. (2014). *Opening Minds: Using language to change lives*. All day workshop. Jackson ISD, MI. March 14th.

Johnston, P. (2014). *Opening Minds: Using language to change lives*. All day workshop. Indiana Partnership for Young Writers. Indianapolis, IN. February 22nd.

Johnston, P. (2014). *Opening Minds*. Presentation. Butler University. February 21st.

Johnston, P. (2014). Board and administrator retreat, and coach professional development. Chappaqua School District, Chappaqua, NY. January 29th.

Johnston, P. (2014). *Opening Minds: Using language to change lives*. All day workshop. Littleton ISD, CO. January 24th.

Johnston, P. (2014). *Opening Minds: Using language to change lives*. All day workshop. Genesee ISD, Flint, MI. January 21st.

Johnston, P. (2014). *Opening Minds: Using language to change lives*. All day workshop. Lapeer Community Schools, Lapeer, MI. January 20th.

2013

Ivey, G., & Johnston, P. H. (2013). *Social processes of engaged reading and engaged classrooms*. Paper presented at the Literacy Research Association, Dallas, TX. December 5th.

Ivey, G., & Johnston, P. H. (2013). *Literate engagement and human transformation*. Paper presented at the Literacy Research Association, Dallas, TX. December 4th.

Johnston, P. H. (2013). *Opening minds: How teaching choices change minds and futures*. Keynote, Northeast Reading Recovery Conference. Providence, RI. November 4th.

Johnston, P. H. (2013). *Engagement, Literacy Learning Communities and Children's Development*. Workshop, Northeast Reading Recovery Conference. Providence, RI. November 5th.

Johnston, P. H. (2013). *The Problems and Possibilities of RTI*. Northeast Reading Recovery Conference. Providence, RI. November 5th.

Johnston, P. H. (2013). *Developing agency, caring, and self-regulation while teaching literacy*. New York State Reading Association. Albany, NY. November 28th.

Johnston, P. H. (2013). *Opening and engaging minds*. SUNY Potsdam. November 1st.

Johnston, P. (2014). *Opening Minds: Using language to change lives*. All day workshop. Center for Civic Education, Grand Rapids, MI. November 21st.

Johnston, P. (2014). *Opening Minds: Using language to change lives*. All day workshop. Curriculum Council of Putnam/Northern Westchester County BOCES, NY. October 22nd.

Johnston, P. H. (2013). *Opening minds: How teaching choices change minds and futures*. Keynote, Missouri Association of Reading Recovery® Educators, Branson, MO. November 21st.

Johnston, P. H. (2013). *Engagement, Literacy Learning Communities and Children's Development*. Workshop, Missouri Association of Reading Recovery® Educators, Branson, MO. November 21st.

- Johnston, P. H. (2013). *The Problems and Possibilities of RTI*. Workshop, Missouri Association of Reading Recovery® Educators , Branson, MO. November 21st
- Johnston, P. (2013). *Opening Minds—Using language to change lives*. Keynote address at the Annual meeting of the Magnet Schools of America, Tulsa, OK. May 7th.
- Ivey, G., & Johnston, P. (2013). A Mixed Methods Study of Literacy Engagement and its influence on Youth Identities and Relationships. Elva Knight research poster. Annual meeting of the International Reading Association, San Antonio, TX. April 21st.
- Johnston, P., Althoff, S., Faulkner, A., Ford, K., Hill, E., Ivey, G., Johnson, J., Lundstrum, B., Nichols, M., & Teachey, B. (2013). Engaging books, engaging talk and engaged readers: accelerating academic, personal and social development and exceeding the Common Core State Standards. Preconvention institute. Annual meeting of the International Reading Association, San Antonio, TX. April 19th.
- Champeau, K., Ignasiak, S., Burmesch, A. & Johnston, P. (2013). Expertise matters, research grounds us: Accelerating literacy learning for our youngest students. Workshop presented at the annual Wisconsin RTI summit, Greenbay, WI, with: Sarah Ignasiak, Andrea Burmesch, and Kathy Champeau.
- Johnston, P. (2013). *Capitalizing on the promise of RTI in literacy*. Keynote address at the annual meeting of the Reading Recovery Council of North America, Columbus, OH. February 3rd, 2013.
- Johnston, P. (2013). *Opening Minds*. Full day workshop at the annual meeting of the Reading Recovery Council of North America, Columbus, OH. February 2nd, 2-13.
- Johnston, P. (2013). *Engagement, literacy learning communities and the common core*. Featured session at the annual meeting of the Wisconsin Reading Association, Milwaukee, WI. February 8th, 2013.
- Johnston, P. (2013). *Making Use of Educational Research for Educational Change*. Panel discussion at the annual meeting of The Wisconsin Reading Association, Milwaukee, WI. February 8th, 2013.
- Johnston, P. (2013). *Opening Minds—Using language and engagement to change lives*. Keynote address at the Association of Wisconsin School Administrators, The Dells, WI. February 7th, 2013

2012

- Johnston, P. (2012). *Opening Minds—Using language and engagement to change lives*. Reading Recovery Council of Michigan Institute. Troy, Michigan, Nov 15th.
- Johnston, P. (2012). *Opening Minds—Using language and engagement to change lives*. First Annual University of Wisconsin – Madison, Madison, WI, Nov., 17th.
- Johnston, P. (2012). *Engagement, literacy learning communities, and children’s development*. Keynote address presented at the Texas Women’s University Billie J. Askew Reading Recovery and K-6 Literacy Institute. Dallas, TX. November 9th.
- Johnston, P. (2012). *Opening Minds—Using language and engagement to change lives*. Workshop presented at the Texas Women’s University Billie J. Askew Reading Recovery and K-6 Literacy Institute. Dallas, TX. November 9th.

- Johnston, P. (2012). *Opening Minds—Using language to change lives*. The Cotsen Foundation Art of Teaching annual conference, Long Beach, CA. September 22nd.
- Johnston, P. (2012). *Engagement, feedback and learning*. Workshop presented at the Cotsen Foundation Art of Teaching annual conference, Long Beach, CA. September 22nd.
- Johnston, P. (2012). *Opening Minds: Using language to change lives*. Mid-Hudson Reading Council, Vassar College Department of Education, and Mount Saint Mary College, Division of Education: Poughkeepsie, NY. April,
- Johnston, P., & Ivey, M. G. (2012). Relationally mediated literacy engagement among adolescents: Processes and transformations. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA. November 30th.
- Ivey, G. & Johnston, P. (2012). Re-imagining Engagement. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA. November 29th.
- Ivey, G., & Johnston, P. (2012). Methods for Analyzing Adolescents' Engagement and Motivation. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA. November 28th.
- Johnston, P. (2012). Personal reflections on a research career: I used to think . . . And now I think Presentation at the annual meeting of the Literacy Research Association, San Diego, CA. November 28th.
- Johnston, P. (2012). Response to Intervention. Presentation to the New Challenges and New Literacies Study Group at the annual meeting of the Literacy Research Association, San Diego, CA. November 28th.
- Johnston, P. (2012). *Literacy, learning, thinking and classroom communities*. Presentation to the Bermuda Reading Association, Southampton, Bermuda. February 11th.
- Ivey, G., & Johnston, P. (2012). *Theory and practice for engagement and it's consequences*. Roundtable presentation at the annual meeting of the American Educational Research Association, Vancouver, Canada. April 14th.
- Johnston, P. (2012). Summary keynote in preconvention institute titled: Raising self-determining readers and writers. Presented at the annual meeting of the International Reading Association, Chicago, Illinois. April 29th.
- Johnston, P. (2012). Member of panel presentation of the IRA Literacy Research Panel. Presented at the annual meeting of the International Reading Association, Chicago, Illinois. April 30th.
- Member of symposium: *Engaged reading and engaged texts*. Presented at the annual meeting of the International Reading Association, Chicago, Illinois. April 32nd.
- Johnston, P. (2012). *Literacy, learning, thinking and classroom communities*. Presentation "De Mots et de Craie" conference. Sherbrooke, Quebec, Canada. May 18th.

2011

- Ivey, M. G., & Johnston, P. H. *Using young-adult fiction to increase engagement in reading*. In symposium: Using formative experiments to widen the circle of methods, participation and achievable goals in literacy research and practice. Presentation at the

annual meeting of the Literacy Research Association, Jacksonville, FL. December 5th, 2011.

Ivey, M. G., & Johnston, P. H. *Engagement with young adult literature: Processes, consequences and limits*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL. December 4th, 2011.

Ivey, M. G., & Johnston, P. H. *Identity, Social Relationships, and Engagement in Classrooms Honoring Student Conversation and Self-Selection of Edgy Young Adult Literature*. Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, IL. November 19th, 2011.

Johnston, P. *Literacy, learning, thinking and classroom communities*. Keynote talk at the Kentucky Reading Association annual meeting. October 26th, 2011.

Johnston, P. *Developing independent, strategic, literacy learners*. Keynote talk at the Kentucky Reading Association annual meeting. October 27th, 2011.

Johnston, P. *Literacy, learning, thinking and classroom communities*. Half day workshop for the combined Maine Reading Recovery and Maine Partners in Comprehensive Literacy Advisory Boards. October 21st, 2011.

Johnston, P. *Literacy, learning, thinking and classroom communities*. Keynote presentation at Teachers College University Annual Summer Institute on Writing. New York, NY. July 9th, 2011.

Johnston, P. *Literacy, learning, thinking and classroom communities*. Keynote presentation at the 10th Annual Preventing Early Literacy Failure conference, Novi, MI. July 26th, 2011.

Johnston, P. *Response to Intervention and Literacy Development*. Suburban Council of the International Reading Association, Chicago, IL. June 24th, 2011.

Johnston, P. *Response to Intervention and Literacy Development*. Presentation at Pennsylvania State University – York, York, PA. June 21st, 2011.

Johnston, P. *Literacy, learning, thinking and classroom communities*. Daylong workshop at the Lord Fairfax Community College Educational Consortium. Front Royal, VA. June 27th, 2011.

Johnston, P. *Literacy, learning, thinking and classroom communities*. Daylong workshop at the University of Maine at Orono. May 20th, 2011.

Johnston, P. *Ongoing, Formative Progress Monitoring*. Keynote for Preconvention Institute: “The Purposes and Uses of Assessment in a Response to Intervention (RTI) System” at the International Reading Association annual meeting. Orlando, FL. May 8th, 2011.

Johnston, P. *Transcending the curriculum and other consequences of engaged reading on adolescent learners*. Presentation at the International Reading Association annual meeting. Orlando, FL. May 11th, 2011.

Johnston, P. *Response to Intervention and Literacy Development*. Presentation at the Pennsylvania State University Successful Approaches to RTI conference. June 21st, 2011.

- Johnston, P. Literacy, Learning, Thinking, and Classroom Communities. Keynote Address, Arkansas Reading Recovery & K-8 Comprehensive Literacy Conference. Little Rock, Arkansas. March 17th, 2011.
- Johnston, P. Arkansas Reading Recovery & K-8 Comprehensive Literacy Conference. Developing Independent, Strategic, Literacy Learners. Featured Speaker. Little Rock, Arkansas. March 17th, 2011.
- Johnston, P. Reading Recovery Teacher Leader professional development day. Saint Mary's University, Berkeley, CA. March 18th, 2011.
- Johnston, P. (2011). Building independence. Wisconsin Reading Association, Milwaukee, WI. February, 4.
- Johnston, P. (2011). RTI Panel presentation. Wisconsin Reading Association, Milwaukee, WI. February, 3.
- Johnston, P. (2011). Developing persistent, strategic, literacy learners. Comprehensive Literacy and Illinois Reading Recovery Conference, Chicago, IL. January 14
- Johnston, P. (2011). Literacy, learning, thinking and classroom communities. Comprehensive Literacy and Illinois Reading Recovery Conference, Chicago, IL. January 14

2010

- Johnston, P. (2010). Literacy assessment: Extending the past into the present. Paper presented at the annual meeting of the Literacy Research Association, Fort Worth, TX. December 3rd.
- Johnston, P. (2010). Discursive frames in literacy learning and agentic networks of development. Paper presented at the annual meeting of the Literacy Research Association, Fort Worth, TX. December 2nd.
- Ivey, G. & Johnston, P. (2010). Reading engagement, achievement, and moral development in adolescence. Paper presented at the annual meeting of the Literacy Research Association, Fort Worth, TX. December 2nd.
- Johnston, P. (2010). *The Threads of Learning, Thinking, and Community in Classroom Talk* Keynote. 17th annual Literacy Conference of the Missouri Association of Reading Recovery Educators. Saint Louis, MO. November 8th.
- Johnston, P. (2010). Developing Persistent, Strategic Literacy Learners. Breakout session. 17th annual Literacy Conference of the Missouri Association of Reading Recovery Educators. Saint Louis, MO. November 8th.
- Johnston, P. (2010). *Literacy, learning, thinking and classroom communities*. Keynote presentation. Annual Meeting of the Connecticut Reading Association, Cromwell, CT. November 5th.
- Johnston, P. (2010). *RTI in Literacy: Responsive and Comprehensive*. Breakout session. Annual Meeting of the Connecticut Reading Association, Cromwell, CT. November 5th.
- Johnston, P. (2010). *Capitalizing on the promise of RTI in literacy*. Keynote for Administrators. Texas Women's University Early Literacy, Reading Recovery & Leadership Institutes, Dallas, TX. November 2nd.

- Johnston, P. (2010). *Literacy, Learning, Thinking and Classroom Communities*. Keynote address at the annual meeting of the Association of Teachers of Exceptional Children, Halifax, Nova Scotia, Canada. October 22.
- Johnston, P. (2010). *Developing Persistent, Strategic, Literacy Learners*. Workshop presented at the annual meeting of the Association of Teachers of Exceptional Children, Halifax, Nova Scotia, Canada. October 22.
- Johnston, P. (2010). *Building learning lives for the future through classroom talk*. International Reading Association Annual conference. Chicago, IL. April 25th.
- Johnston, P. (2010). *Choice Worlds: Helping children to build literate worlds worth living in*. Illinois Reading Council Conference. March 19th, Springfield, Illinois
- Johnston, P. (2010). *Workshop: Building resilient literacy learners*. Illinois Reading Council Conference. March 19th, Springfield, Illinois
- Johnston, P. (2010). *Workshop: Productive approaches to RTI*. Wisconsin Reading Association. March 5th. Iron Mountain, WI.
- Johnston, P. (2010). Featured Speaker. *Teaching the whole child while teaching for comprehension*. Wisconsin Reading Association. February 4th. Milwaukee, WI.
- Johnston, P. (2010). Panel Discussion: *"Teacher, what do you mean you need time to become expert? I only have you this year!"* February 4th. Wisconsin Reading Association. Milwaukee, WI.
- Johnston, P. (2010). *Literacy, learning, thinking and classroom communities*. National Reading Recovery Conference. Columbus, OH. February 8th.

2009

- Johnston, P. *Systems of Meaning and the Consequences of Teacher Talk*. Paper presented at the annual meeting of the National Council of Teachers of English, Philadelphia, PA. (November 20th, 2009)
- Johnston, P. *The Handbook of Reading Disability Research: Assessment*. Annual meeting of the National Reading Conference, Albuquerque, NM. (December 5th, 2009).
- Johnston, P. International Reading Association Annual Meeting, "Building minds in classrooms," International Reading Association, Minneapolis, MN. (May 3, 2009).
- Johnston, P. International Reading Association Annual Meeting, "Response to Intervention and Literacy Development.," International Reading Association, Minneapolis, MN. (May 3, 2009).
- Johnston, P. "Revolutionary contributions of Marie Clay," International Reading Association Annual Meeting, Minneapolis, MN. (May 6, 2009).
- Johnston, P. "Assessment for learning and Classroom Talk". International Assessment for Learning Symposium, New Zealand National Educational Monitoring Project, Queenstown and Dunedin New Zealand. (March 15, 2009).
- Johnston, P. Annual conference, Massachusetts Reading Association, "The threads of learning, resilience, community and comprehension in classroom talk." Massachusetts Reading Association, Lowell, MA. (April 2, 2009). Keynote.

Johnston, P. 2009 Response to Intervention Symposium: Working Together: Partnerships in Support of Literacy Development, "Theoretical and practical issues in response to intervention," Oakland University, Dearborn, MI. (February 26, 2009).

Johnston, P. Sixth Georgia Conference on Teaching Writing and Reading, "Developing persistent, strategic, literacy learners," Dodge Learning Resources, Perry, GA. (June 10, 2009).

Johnston, P. Purdue Partnerships in Comprehensive Literacy Intensive, "Teacher talk and resilient classroom learning communities," Center for Literacy Education and Research, Purdue University, Indianapolis, IN. (June 1, 2009).

Johnston, P. International Reading Association Annual Meeting, "Computer-based assessment of reading in the 21st Century: where is it heading, and where should it be heading?," International Reading Association, Minneapolis, MN. (May 6, 2009).
Discussant.

Johnston, Peter. "The Threads of Learning and Comprehension in Classroom Interaction," Canadian Reading Recovery Teacher Leader Professional Development Forum, Toronto, Canada. (January 26, 2009).

Johnston, P. Sixth Georgia Conference on Teaching Writing and Reading, "Choice Words: How Teacher Response and Classroom Talk Can Promote Literacy Learning, comprehension, and Classroom Community.," Dodge Learning Resources, Perry, GA. (June 9, 2009).

2008

Johnston, P. Champeau, K. National Reading Conference, "High Stakes Testing: Narratives of the Cost of 'Friendly Fire'," National Reading Conference, Orlando, FL. (December 5, 2008).

Johnston, P., Goatley, V., Dozier, C. Educator Decision-making orientation. National Reading Conference, Orlando, FL. (December 5, 2008).

Afflerbach, P., & Johnston, P. (2008). *Theoretical, practical and political frontiers in literacy assessment*. Featured address at the annual meeting of the International Reading Association, Atlanta, GA, May 6th.

Johnston, P. (2008). *Teaching is Personal: It Matters What Teachers Say & Do*. Featured speaker at pre-convention institute at the annual meeting of the International Reading Association, Atlanta, GA, May 4th.

Johnston, P. (2008). *Choice Worlds: The threads of learning, comprehension and democracy in classroom talk. Plenary*. New Zealand Reading Association, Hamilton, New Zealand, July 7th.

Johnston, P., Jensen, P., & Yanoff, E. (2008). *The threads of agency and resilience in classroom talk*. Featured address at the annual meeting of the National Council of Teachers of English, San Antonio, TX.

Johnston, P. (2008). How teacher response and classroom talk can promote literacy in classroom learning communities. Keynote address, University of California Irvine Writing Project Annual Conference. December 10th.

2007

- Johnston, P., Yanoff, E., and Jensen, P. *The discursive development of agency in a first grade classroom*. Paper presented at the annual meeting of the National Reading Conference. Austin TX. December 1st.
- Johnston, P. *The Language of Choice: Words that Build a Sense of Agency in Writers*. Paper presented at the National Council of Teachers of English annual conference. New York: NY. November 17th.
- Johnston, P. *Language and children's literacy learning*. Keynote address to the International Association of Reading Recovery Trainers. Baltimore, MD. July 9th.
- Johnston, P. *Talking kids into literacy* (keynote). Talk presented at the Mid-South Literacy Conference. Birmingham, Alabama. June 22nd.
- Johnston, P. *Talking kids into literacy*. Hall of Fame talk presented at the annual meeting of the International Reading Association, Toronto, May 16th.
- Johnston, P. Three talks: *Talking Kids into Literacy* (keynote), *Building Resilient Learners Through Formative Assessment*, and *Literacy, assessment, and classroom language* at the Edmonton Regional Learning Consortium Summer Symposium, Edmonton. August 21st.
- Johnston, P. *Choice Worlds: helping children to build literate worlds worth living in*. Talk presented to. The New South Wales Reading Recovery Tutor Professional Learning Institute. Sydney, Australia. August 13th.
- Johnston, P. *Developing resilient learners: Agency in teaching, learning and teacher education*. Open lecture to the Faculty of Arts and Sciences and the public, Otago University. Dunedin, New Zealand.
- Johnston, P. *Choice Worlds: helping children to build literate worlds worth living in*. Talk presented to the Otago Reading Association, Dunedin, New Zealand. August 2nd.
- Johnston, P. (2007, March). *Beyond Choice Words*. Wisconsin Reading Association. Institute. Waukesha & Onalaska, WI.
- Johnston, P. (2007, February). *The Language We Use When We Teach: The Values Conveyed Through Teacher-Talk*. Teachers College Reading and Writing Project. Teachers College Columbia. NY.
- Johnston, P. (2007, April). *The Language of Teaching and Learning Building resilient and critical literacy learners*. Annual meeting of the Wisconsin Title I Association. Wisconsin Dells.
- Johnston, P. (2007, May). *Talking kids into literacy*. Annual meeting of the International Reading Association. Toronto.
- Johnston, P. (2007, January). *The Language of Teaching and Learning*. Classroom Literacy and Illinois Reading Recovery Conference. Chicago, IL.
- Johnston, P. (2007, March). *Literacy learning and classroom language*. Loras College, Dubuque, IA.

2006

- Johnston, P. (2006, October). *Mediating meaning with classroom language*. Texas Language Arts Supervisors' Conference, Austin, TX.

- Johnston, P. (2006, November). *The language of teaching and learning: Making effective teaching and learning possible*. Reading Recovery Council of Michigan Institute. Dearborne, MI.
- Johnston, P. (2006, September). *How our language matters: Developing an ear for the messages we, as teachers, communicate to students*. Annual meeting of the North Eastern Reading Association: Lowell MA.
- Peter Johnston (2006, June). *Choice Words: How Our Language Affects Children's Learning June*. Literacy Institute On Elementary & Secondary Instruction, The University at Albany.
- Committee on Electronic Media Access (2006, December). *A dialogue about resisting commercial threats to literacy scholarship*. Annual meeting of the National Reading Conference, Los Angeles, CA.
- Afflerbach, P., & Johnston, P. (2006, November). *Theoretical, Practical and Political Frontiers in Literacy Assessment*. Annual meeting of the National Reading Conference, Los Angeles, CA.
- Johnston, P. (2006, January). *Words for the wise: The language of teaching and learning*. Invited address, Annual Rose Spicola Forum, Texas Women's University, Denton, TX.
- Johnston, P. (2006, February). *Language in literacy learning*. Invited Keynote address, Wisconsin Reading Association, Milwaukee, WI.
- Johnston, P. (2006, February). *Words for the wise: The language of teaching and learning*. Invited Keynote address, National Reading Recovery Conference, Columbus, OH.
- Johnston, P. (2006, March). *Teaching for resilient and caring kids*. Kentucky Literacy Initiative, Lexington, KY.
- Johnston, P. (2006, May). *Literacy Assessment for Now and for the Future*. Annual meeting of the International Reading Association, Chicago, IL.

2005

- Johnston, P. (2005, December). *Choice words: Using our language to improve children's literacy learning*. Featured speaker. Arkansas Reading Recovery and Comprehensive Literacy Conference, Little Rock, AR.
- Johnston, P. (2005, November). *Choice Words*. Keynote address at the Washington State Association for School Curriculum Development. Seattle WA.
- Johnston, P. (2005, October). *Powerful teacher talk*. Keynote speech at the Wisconsin Educational Assessment Conference, Milwaukee, WI.
- Johnston, P. (2005, July). *Classroom talk and teaching for democracy*. Invited address at the National Council of Teachers of English, Literacies for All Summer Institute. San Diego, CA.
- Johnston, P. (2005, May). *Literacy assessment and learning*. Invited address at the annual meeting of the International Reading Association, San Antonio, TX.
- Johnston, P. (2005, March) *Choice Words: Using our Language to improve children's literacy learning*. Keynote speech at the Michigan Reading Association annual meeting, Grand Rapids, MI.

Johnston, P. (2005, March) *Teaching a Democratic Literacy*. Keynote speech at the Michigan Reading Association annual meeting, Grand Rapids, MI.

2004

Costello, P. & Johnston, P. (2004, December). *Methodological Issues: Examining the research process*. Paper presented at the National Reading Conference 54th Annual Meeting, San Antonio, TX., Dec.3, 2004.

Costello, P. & Johnston, P. (2004, December). *Literature Discussion: Taking-a-stand for middle school learners*. Paper presented at the National Reading Conference 54th Annual Meeting, San Antonio, TX., Dec.2, 2004.

Johnston, P. (2004, January). *Literacy Assessment: Reading the words and worlds of the child*. Paper presented at the annual meeting of the Wisconsin Reading Association, Milwaukee, WI.

Johnston, P. (2004, January). *Choice Words*. Paper presented at the annual meeting of the Wisconsin Reading Association, Milwaukee, WI.

Costello, P. & Johnston, P. (2004, April). *Identifying a student for special education: the case of Jamie*. Paper presented at the Conference on Critical Discourse Analysis, Indianapolis, IN.

2003

Johnston, P. (2003). *Assessment and diversity*. Paper presented at the International Reading Association annual meeting in Orlando, FL. May.

Johnston, P. (2004, January). *Professional Knowledge: The Teacher as a Rich Assessment Source*. Paper presented at the annual meeting of the New Zealand Reading Association, Wellington, New Zealand.

Johnston, P. (2003). *Talking In Class: Lessons From Exemplary Teachers*. Paper presented at the annual meeting of the New Zealand Reading Association, Wellington, New Zealand. September.

Johnston, P. (2003). *Literacy Acquisition and the Language of the Classroom*. Talk presented to Mid-Hudson Reading Council, Vassar College, Poughkeepsie, NY. October.

2002

Locating the Zone of Proximal Development in Critical Literacy Learning and Teaching. Paper presented at the annual meeting of the National Reading Conference, Miami, FL. December. (With Rogers, R., & Strolin-Smith, L).

The evolution of literature discussion groups and their participants. Paper presented at the annual meeting of the National Reading Conference, Miami, FL. December. (With Costello, P.).

The critical role of the teacher in becoming critically literate. National Council of Teachers of English, New York, February. (with R. Rogers, L. Strolin-Smith and K. Amundsen).

Productive Teacher Talk: To IRR is human(e) and other thoughts about teaching. Invited presentation at the New York State Reading Association, New York, NY, November.

To IRR is human(e) and other thoughts about teaching. Invited presentation at the North East Regional Reading Association, Newport, RI. October.

Running records for the novice. Invited workshop presented at the annual meeting of the Michigan Reading Association, Detroit, MI. March.

The effects of teacher talk. Invited address presented at the annual meeting of the Michigan Reading Association, Detroit, MI. March.

2001

The depth of literate achievement: what the tests don't measure. Invited address to the annual meeting of the Vermont Council on Reading, Stowe, VT. April.

A fine-grained analysis of struggling middle school readers and productive instruction. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA. April. (With Cheryl Dozier and Danielle Delsanto).

The full monte: What children learn in becoming literate (that doesn't show up on tests). Paper presented at the annual meeting of the Wisconsin Reading Association, Milwaukee, WI. February.

Pivotal points in teacher's talk. Paper presented at the annual meeting of the Wisconsin Reading Association, Milwaukee, WI. February.

The depth of literate achievement: what exemplary teachers accomplish, and how. Invited address in Adelphi University literacy series, July.

Literacy assessment and good teaching. Invited address in Lehman College literacy series. November.

2000

The depth of literate achievement: What the tests don't measure. Paper presented at the World Congress of the International Reading Association, Auckland, New Zealand. July.

A study of exemplary fourth grade literacy instruction. Paper presented at the annual meeting of the International Reading Association, Indianapolis, IN. (with Richard Allington) May.

Instructional interactions between tutors and their middle school students:

Sources and consequences. Paper presented at the annual meeting of the National Reading Conference, November. (with James Collins, Cheryl Dozier & Mark Jury).

Reflective inquiry: building productive instruction for struggling middle school students. Paper presented at the annual meeting of the National Reading Conference, November. (with Cheryl Dozier & Jennifer Grand).

1999

The genesis of democratic literacy. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL. (with Steven Powers and Paula Costello) December.

Zoning in on instruction: Organizing to learn about literacy development. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL. (with Gay Ivey, Ruth Wharton-McDonald and Kim Boothroyd) December.

The full monte: What children learn in becoming literate (that doesn't show up on tests). Paper presented at the annual meeting of the National Council of Teachers of English Whole Language Umbrella. August

Documenting literacy achievements in integrated instruction: Conceptual and methodological issues. Paper presented at the Reading Research '99 Conference, San Diego, CA. May.

1998

Principles of practice – the common and unique. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL. (with Jennifer Pollack Day and Haley Woodside Jiron) December.

Individuality and commonality in exemplary teaching practice. Paper presented at the annual meeting of the International Reading Association, San Diego, CA. (with Kim Boothroyd, Jeni Day & Melissa Cedeno). May.

Literate "Achievement" beyond the standardized test. Paper presented at the annual meeting of the International Reading Association, San Diego, CA. (with Stephen Powers, John Cronin, & Haley Woodside-Jiron). May.

Experiences and understandings of students of differing competence. Paper presented at the annual meeting of the International Reading Association, San Diego, CA. (with Ruth Wharton McDonald & Kim Boothroyd). May.

Process talk and children's sense of literate competence and agency. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. (with Gay Ivey & John Cronin). April.

Children's literate talk and relationships. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. (with Susan Layden & Stephen Powers). April.

Students' talk about readers and writers, reading and writing. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. (with Ruth Wharton McDonald & Kim Boothroyd). April.

1998

Teaching and learning literate epistemologies. Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (with Haley Woodside-Jiron & Jeni Day)

Literate "Achievement." Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (with Stephen Powers, John Cronin, & Haley Woodside-Jiron).

Evaluation of literacy learning to inform instruction with young deaf students. Paper presented at the annual meeting of the National Reading Conference, Austin TX. (with Barbara Gioia).

Ways of knowing and where they come from. Paper presented at the annual meeting of the International Reading Association, Orlando, FL. (With Haley Woodside-Jiron).

Knowing in classroom literacy. Paper presented at the annual meeting of the International Reading Association, Orlando, FL. (With Haley Woodside-Jiron).

Making constructive teaching possible (or impossible). Paper presented at the annual meeting of the International Reading Association, Orlando, FL. (With Haley Woodside-Jiron).

1997

Self-Assessment and assessment conversations. Keynote address: the annual meeting of the Michigan Reading Association, Grand Rapids, MI.

Assessment conversations and their consequences. Keynote address: The Northeastern Reading Recovery Conference, NH.

1996

Mary Ellen, Constructivist. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC. (with M. Quinlan and K. Baker).

Performance assessment and the English Language Arts. New York State Reading Association, Kiamesha Lake, NY.

1995

Assessment for democracy. Invited address, Victoria University, British Columbia.

Knowing Literacy. Keynote address: New York State Reading Association, Kiamesha Lake, NY.

1993

Assessment of teaching and learning in "literature based" classrooms. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C. (with S. Guice, K. Baker, J. Malone, & N. Michaelson).

Emic Perspectives and assessment: Self evaluation and the construct of "literacy". Paper presented at the annual meeting of the National Reading Conference, Charleston, SC. (with S. Guice).

The consequences of assessment practices. Paper presented at the annual meeting of the National Council of Teachers of English, Pittsburgh, PA.

Making sense of assessment. Keynote address at the annual meeting of the New York State Reading Association, Kiamesha Lake, NY.

1992

Assessment as social practice. Invited plenary address at the annual meeting of the National Reading Conference, San Antonio, TX.

1991

Rethinking assessment. Paper presented at the annual meeting of the International Reading Association, Las Vegas, Nevada.

Literacy assessment as political agenda. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA.

Evaluation of literacy from the bottom up. Keynote address at the annual meeting of New York State School Psychologists, Rochester, NY.

1990

Artificial dissemination: The politics of knowledge and literacy conferences. Paper presented at the annual meeting of the National Reading Conference, Miami, FL (with R. Spiro).

The assumptions and politics of literacy evaluation. Papers presented at the annual meeting of the National Reading Conference, Miami, FL.

Teachers' evaluation of teaching and learning in literacy and literature. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA. (with P. Weiss and P. Afflerbach)

The reciprocal nature of evaluation. Paper presented at the annual meeting of the National Council of Teachers of English, Atlanta, GA, November 1990.

The politics of evaluation. Paper presented at the annual meeting of the Whole Language Umbrella, National meeting, St. Louis, LA, August 1990.

A constructionist approach to evaluation. Paper presented at the annual meeting of the Australian Reading Association, Canberra, July 1990.

Teachers as evaluation experts. Paper presented at the annual meeting of the International Reading Association, Las Vegas, May 1991.

1989

The theoretical consistencies between reading, writing, teaching, and literature. Paper presented at the annual meeting of the National Council of Teachers of English, Baltimore, MD.

Teachers' evaluation of teaching and learning in literacy and literature. Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (with P. Weiss and P. Afflerbach)

The composition of the report card: Making the grade in the language arts. Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (with P. Afflerbach and J. Norton)

The relationship between stakeholders' evaluations of literacy instruction. Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (with P. Weiss)

1988

Constructive evaluation of teaching and learning. Paper presented at the annual meeting of the National Reading Conference, Tucson, AZ.

Remedial reading instruction: An analytic review. Paper presented at the annual meeting of the National Reading Conference, Tucson, AZ (with R. Allington).

Who should be the primary recipient of assessment information? Paper presented at the annual meeting of the International Reading Association, Toronto.

Constructive evaluation of teaching and learning. Keynote speaker, Third Annual Northeast Whole Language Conference, Johnstown, VT.

Constructive evaluation of teaching and learning. Keynote speaker, Third Annual Language and Literacy Institute, Geneseo, NY.

Assessment of literacy development. Keynote speaker, New York State Education Department Whole Language Conference, Lake Placid, NY.

Knowledge and dialogue that enhances the coordination between regular and remedial instruction. Keynote, Louisiana Chapter I State Conference, Baton Rouge, LA.

Assessment and evaluation. Keynote, Greater Washington Reading Council, Washington, DC.

Play, humor and becoming literate. Keynote, Annual Ohio Reading Recovery Conference, Columbus, OH.

Assessment and reporting of literacy development. University of Queensland, Queensland, Australia.

Assessment of adult literacy problems. Queensland Council for Adult Literacy, Queensland, Australia.

1987

A case study of fun and freedom of choice in the pursuit of literacy in a first grade classroom. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, Florida. (with P. Weiss)

Process-oriented evaluation of literacy. Paper presented at the annual meeting of the New York State Reading Association.

Assessment of literacy development. Keynote speaker, New York State Education Department Whole Language Awareness Conference, Rochester, NY.

Making disabled readers. Keynote speaker, Madison Area Reading Council, Madison, Wisconsin.

Process-oriented assessment of literacy development. Keynote, Nova Scotia compensatory Educators' Annual Conference.

1986

Humor, play and becoming literate. Paper presented at the annual meeting of the National Reading Conference, Austin. (with J. Fleming)

Re-evaluating the assumptions of current literacy tests: Some alternative assumptions. Paper presented at the annual meeting of the National Council on Measurements in Education, San Francisco.

Reevaluating assessment in reading. Keynote speaker at the Wisconsin Reading Association Annual Statewide Conference, Green Bay, Wisconsin.

Steps toward the naturalistic assessment of reading processes. Statewide conference, The Institute for Student Assessment and Evaluation, University of Florida at Gainesville.

1985

The reasoning and prior knowledge components of reading tests. Paper presented at the annual meeting of the National Reading Conference, San Diego. (with P. Weiss)

How research can benefit both science and education. Paper presented at the annual meeting of the National Reading Conference, San Diego.

The process of reading failure: Some neglected dimensions. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Optimizing instruction through assessment. Keynote speaker at the University of Connecticut fifth annual statewide conference on Supervising School Reading, Storrs, CT.

Obstructions to an integrated understanding of reading difficulty. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (with R. L. Allington & A. Franzen)

Alternatives in reading comprehension assessment. Pre-convention institute presented at the annual meeting of the International Reading Association, New Orleans, LA.

Bush program in child development and social policy. The University of Michigan, Ann Arbor, MI. Invited two-day conference.

Assessment of process and skill development in reading, writing, and oral language. The mid-decade seminar on Research in the Teaching of English, sponsored by the National Conference on Research in English at the Annual meeting of the American Educational Research Association, Chicago, IL.

1984

Prevention of reading failure. Keynote Speaker at the Michigan State Reading Conference, Grand Rapids, MI.

A Vygotskian perspective on assessment in reading. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Children's reasoning about their silent and oral reading performances in relation to context, anxiety, and actual performance. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL. (with S. Lamarche and H. Stuetzel)

Assessment of children's language development and its relationship to assessment of reading performance. Paper presented at the annual meeting of the National Reading Conference, St. Petersburg, FL (with R. M. Weber).

A Vygotskian perspective on assessment in reading. "Researcher to Researcher" strand of Michigan State Reading Conference, Grand Rapids, MI.

Promoting the natural development of reading. Paper presented at the New York State Council for Children, Albany, NY.

Prevention not compensation. Paper presented at the annual conference of the New York State Association of Compensatory Educators, South Fallsburg, NY.

1983

The congruence of classroom and remedial reading programs. Paper presented at the annual meeting of the American Educational Research Association, Montreal. (with R.L. Allington and P. Afflerbach)

Passive failure in reading. Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (with P. Winograd)

The cognitive processes involved in constructing a main idea from text.

Paper presented at the annual meeting of the National Reading Conference, Austin, TX. (with P. Afflerbach)

1982

Prior knowledge and reading comprehension test bias. 27th annual meeting of the International Reading Association, Chicago.

Question type and the assessment of reading comprehension. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Basic processes through which prior knowledge influences reading comprehension. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Analysis of current diagnostic reading tests: Question types. Paper presented at the annual meeting of the National Reading Conference, Clearwater, FL.

The strategic component in basal reading series. Paper presented at the annual meeting of the National Reading Conference, Clearwater, FL. (with M. Byrd)

Self-monitoring of clinical reading instruction. Paper presented at the annual meeting of the National Reading Conference, Clearwater, FL. (with P. Afflerbach and C. Mackie)

The centrality of reading comprehension test questions and their validity. Paper presented at the New York State Reading Association Conference, Kiamesha Lake, NY. (with P. Afflerbach)

A research base for effective reading instructional environments. Preconvention Institute, presented at the New York State Reading Association Conference, Kiamesha Lake, NY. (with R. Allington and A. McGill-Franzen).

1981

Understanding assessment of reading comprehension. Paper presented at the 26th Annual Meeting of the International Reading Association, New Orleans, LA.

What kinds of expository materials are occurring in elementary school children's textbooks? Paper presented at the 31st Annual Meeting of the National Reading Conference, Dallas, TX. (with P. D. Pearson, M. Gallagher and A. Goudvis)

Children's perceptions of text types -- how distinct are they? Paper presented at the 31st Annual Meeting of the National Reading Conference, Dallas, TX. (with M. Gallagher, A. Goudvis and P. D. Pearson)

Sources of comprehension difficulty within expository text materials. Paper presented at the 31st Annual Meeting of the National Reading Conference, Dallas, TX. (with A. Goudvis, P. D. Pearson and M. Gallagher).

In the classroom -- what can we do to help students with comprehension of expository material? Paper presented at the 31st Annual Meeting of the National Reading Conference, Dallas, TX. (with P.D. Pearson, M. Gallagher, and A. Goudvis).

Assessing reading comprehension and the problem of background knowledge. Paper presented at the 13th Annual Ill Reading Council Conference, Springfield, IL.

1980

Familiarity, connectivity, and reading comprehension assessment. Paper presented at the 30th Annual Meeting of the National Reading Conference, San Diego, CA. (with P. D. Pearson)

Comprehension monitoring and the error-detection paradigm. Paper presented at the 30th Annual Meeting of the National Reading Conference, San Diego, CA. (with P. Winograd)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- International Literacy Association
- Literacy Research Association
- National Conference on Research in Language and Literacy
- National Council of Teachers of English
- Rethinking Schools
- Reading Recovery Council of North America
- Albany City Area Reading Council
- New York State Reading Association
- Wisconsin State Reading Association

EDITORIAL ACTIVITIES

Member of the Editorial Board for *Literacy, Teaching and Learning: An International Journal of Early Literacy*, 1994 - 2010

Member of the Editorial Board for *Reading Research Quarterly*, 1984 – until some time in the 2000s.

Member of the Editorial Board for *Elementary School Journal*, 1990-2010.

Member of the Editorial Board for *Journal of Literacy Research* (Formerly *Journal of Reading Behavior*), 1984 - 2003

Editor of the assessment column of *The Reading Teacher*, 1991-1993, 2002-2004

Member of the Editorial Board of the *Reading Teacher*, 1998-2002.

Occasional reviewer for: *Pedagogies: An international Journal*; *TESOL Quarterly*; *Human Relations*; *Discourse Processes*; *Journal of Eastern Caribbean Studies*, *Elementary School Journal*, *Reading Research Quarterly*, etc.

Member of the Editorial Board for the *National Reading Conference Yearbook*, 1984-1985.

Reviewer of conference proposals for the National Reading Conference/Literacy Research Association, 1985-present.

Reviewer, Division C, *American Educational Research Association*, 1985-1988, 1996-2000.

Reviewer, Division K, *American Educational Research Association*, 2000, 2002.

Reviewer, Division G, *American Educational Research Association*, 2007.

Member of the Review Board, Reading Special Interest Group, *American Educational Research Association*, 1985

Member of the Review Board for Elva Knight Research Grant Competition, *International Reading Association*, 1986-1989.

Member of the Editorial Board of the *National Center for Adult Literacy*, 1995 -96.

Technical Report Review Board, Center for the Study of Reading, University of Illinois, January 1979 - May 1981.

Chair, Technical Report Review Board, Center for the Study of Reading, August 1980 - May 1981.

SERVICE

- | | |
|---------|---|
| 2016-17 | National/International <ul style="list-style-type: none"> • Board member Marie Clay Research Centre |
| 2015-16 | National/International <ul style="list-style-type: none"> • International Reading Association Literacy Research Panel. • Board member Reading Recovery Council of North America |
| 2014-15 | National/International <ul style="list-style-type: none"> • International Reading Association Literacy Research Panel. • Board member Reading Recovery Council of North America |
| 2013-14 | National/International <ul style="list-style-type: none"> • International Reading Association Literacy Research Panel. • Board member Reading Recovery Council of North America |
| 2012-13 | National/International <ul style="list-style-type: none"> • International Reading Association Literacy Research Panel. • Board member Reading Recovery Council of North America School <ul style="list-style-type: none"> • Department Chair (and multiple ad hoc committees). |
| 2011-12 | National/International <ul style="list-style-type: none"> • International Reading Association Literacy Research Panel. School <ul style="list-style-type: none"> • Department Chair (and multiple ad hoc committees). |
| 2010-11 | National/International <ul style="list-style-type: none"> • Literacy Research Association Committee on Media Access University • International Reading Association Commission on Response to Intervention. |

- International Reading Association Reading Research Quarterly editor search committee (chair)

School

- Department Chair (and multiple ad hoc committees).

2009-10

National/International

- International Reading Association and National Council of Teachers of English Joint Task for on Standards for Literacy Assessment (Chair)
- National Reading Conference Committee on Media Access University
- International Reading Association Commission on Response to Intervention.

School

- Department Chair (and multiple ad hoc committees)

2008-09

National/International

- International Reading Association and National Council of Teachers of English Joint Task for on Standards for Literacy Assessment (Chair)
- National Reading Conference Committee on Media Access University
- International Reading Association Commission on Response to Intervention.

2007-08

National

- International Reading Association and National Council of Teachers of English Joint Task for on Standards for Literacy Assessment (Chair)
- National Reading Conference reviewer Areas 2, 3, and 4
- National Reading Conference Committee on Media Access

University

- Institutional Review Board (Chair)

School

- Promotion and continuing appointments council

Department

- Department meeting secretary (minutes)
- Teaching evaluation subcommittee

2006-07

National

- International Reading Association Issues in Literacy Assessment Committee (Chair)
- National Reading Conference Committee on Media Access

University

- Institutional Review Board (Chair)

- School
- Promotion and continuing appointments council, Co-Chair
- Department
- Teaching evaluation subcommittee
- 2005-06 University
- Institutional Review Board (Chair)
 - University Library Resources Committee
- School
- Promotion and continuing appointments council
- Department (co-chair)
- Chair, Advanced Programs Committee
 - Department meeting secretary (minutes)
- 2004-05 University
- Institutional Review Board (Chair)
 - University Library Resources Committee
- Department
- Chair, Advanced Programs Committee
 - Department meeting secretary (minutes)
- 2003-04 University
- Institutional Review Board
 - University Library Resources Committee
- Department
- Chair, Advanced Programs Committee
 - Department meeting secretary (minutes)
- 2002-03 University
- Institutional Review Board
 - University Library Resources Committee
- Department
- Chair, Advanced Programs Committee
 - Department meeting secretary (minutes)
- 2000-01 University
- University Library Resources Committee
 - Chair, Department of Reading

- 1999-00 National
- Board of Directors, National Reading Conference
- School of Education
- University
- Chair, Department of Reading
- 1998-99 National
- Board of Directors, National Reading Conference
 - Nominating Committee for International Reading Association
- State
- Program Committee for New York State Reading Association annual conference
- University
- Council on Educational Policy
- School of Education
- Promotion and Tenure Review Council (Chair)
- 1997-98 National
- Board of Directors, National Reading Conference
 - Nominating Committee for International Reading Association
- State
- Program Committee for New York State Reading Association annual conference
- School of Education
- Promotion and Tenure Review Council
- 1996-97 National
- Program Committee for National Reading Conference
 - Reviewer for American Educational Research Association annual conference, Division C.
- State
- Program Committee for New York State Reading Association annual conference
- School of Education
- Promotion and Tenure Review Council
 - Ad Hoc Research Methodology Program Review Committee
- 1995-96 National

- Program Committee for National Reading Conference
- Reviewer for American Educational Research Association annual conference, Division C.

State

- Program Committee for New York State Reading Association annual conference

School of Education

- Promotion and Tenure Review Council
- Ad Hoc Research Methodology Program Review Committee

1993-94

International

- International Reading Association Committee on Assessment

National

- National Council of Teachers of English - Commission on Reading
- Program Committee for 1994 National Reading Conference

State

- State Advisory Council on Assessment in the Language Arts, New York State Department of Education.
- Program Committee for New York State Reading Association annual conference

School of Education

- Academic Council (Chair)
- Ad Hoc Research Methodology Program Review Committee

1992-93

International

- Chair, Joint NCTE/IRA Task Force on Literacy Assessment
- International Reading Association Committee on Assessment

National

- National Council of Teachers of English - Commission on Reading
- Program Committee for 1993 National Reading Conference

State

- State Advisory Council on Assessment in the Language Arts, New York State Department of Education.

School of Education

- Academic Council (Chair)

1991-92

International

- Chair, Joint NCTE/IRA Task Force on Literacy Assessment
 - International Reading Association Committee on Assessment
- National
- National Council of Teachers of English - Commission on Reading
 - Program Committee for 1992 National Reading Conference
- State
- State Advisory Council on Assessment in the Language Arts, New York State Department of Education.

School of Education

- Academic Standing Committee
- Academic Council

1990-91

International

- Chair, Joint National Council of Teachers of English/International Reading Assn. Task Force on Literacy Assessment
- International Reading Association Committee on Assessment

National

- National Council of Teachers of English - Commission on Reading
- Program Committee for 1991 National Reading Conference

University

- Committee on Assessment

School of Education

- Academic Standing Committee

1989-90

International

- International Reading Association Committee on Assessment

National

- Program Committee for 1990 National Reading Conference

University

- Committee on Assessment
- Committee on Basic Skills Assessment (Chair)

School of Education

- Faculty Council (Chair)
- Ad Hoc Committee for Appeals on Discretionary Salary Increases

1988-89

International

- International Reading Association Committee on Assessment
National

- Program Committee for 1989 National Reading Conference
School of Education

- Faculty Council
- Ad Hoc Committee for Appeals on Discretionary Salary Increases
- Ad Hoc Committee to Review Summer Grant Research Proposals

1987-88

International

- International Reading Association Committee on the Reading Disabled
- International Reading Association Committee on Assessment
- International Reading Association/National Council of Teachers of English
joint committee to produce a statement on Basic Issues in Literacy

National

- Program Committee for 1988 National Reading Conference

School of Education

- Faculty Council
- Ad Hoc Committee for Appeals on Discretionary Salary Increases
- Ad Hoc Committee to Review Summer Grant Research Proposals

1986-87

International

- International Reading Association Committee on the Reading Disabled

National

- Program Committee for the 1985 National Reading Conference
- Chair, Student Awards Committee for the National Reading Conference

University

- Ad Hoc Committee for Infrastructure support for Social Science Research
- Committee on implications of the Holmes Group Report

School of Education

- Faculty Council
- Ad Hoc Committee for Appeals on Discretionary Salary Increases
- Ad Hoc Committee to Review Summer Grant Research Proposals

1985-86

National

- Program Committee for the 1986 National Reading Conference

- Student Awards Committee for the National Reading Conference
- School of Education
- Faculty Council
- 1984-85 National
- Program Committee for the 1985 National Reading Conference
 - Student Awards Committee for the National Reading Conference
- University
- Human Subjects Committee
- School of Education
- Faculty Council
- 1983-84 National
- Program committee for the 1984 National Reading Conference
- University
- Human Subjects Committee
- School of Education
- Academic Programs Council member.
- 1982-83 National
- Program committee for the 1983 National Reading Conference
- University
- Task force for development of guidelines for authorization of studies using human subjects
- School of Education
- Academic Programs Council member
- 1979-81
- Member of the Executive Committee of the Center for the Study of Reading, University of Illinois.