

Curriculum Vita

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EDUCATION

1969-1973	Ph.D.	Michigan State University	Elementary and Special Education
1968-1969	M.A.	Western Michigan University	Reading Education
1965-1968	B.A.	Western Michigan University	Social Sciences/El Ed

EXPERIENCE

2005- present	Professor of Literacy Studies	University of Tennessee
2000 – 2004	Fien Distinguished Professor of Education	University of Florida
1993 - 1999	Chair, Department of Reading & Senior Research Scientist	University at Albany-SUNY & National Research Center for English Learning and Achievement
1989- 1999	Professor, Teaching and Research	University at Albany-SUNY
1987-1989	Director, Center for Teaching Effectiveness	State University of New York at Albany
1982-1988	Chair, Department of Reading	State University of New York at Albany
1981	Visiting Professor/Teaching	Eastern Montana College
1978-1981	State University of New and Research	Associate Professor/Teaching York at Albany
1976	Visiting Professor/Teaching	University of Minnesota
1973-1978	State University of New and Research	Assistant Professor/Teaching York at Albany

1971-1973	Michigan State	Lecturer	Graduate Assistant and University
1969-1971		Title I Director/reading specialist	Belding Area Schools, MI
1968-1969		Classroom Teacher, Grade 4/5	Kent City Schools, MI

III. EDITORIAL ACTIVITIES

Member, Editorial Board, **Reading Research Quarterly**, 1984-2014

Member, Editorial Board, **Journal of Educational Psychology**, 1986-1991, 2011 –

Member, Editorial Board, **Review of Educational Research**, 1991-1994

Member, Editorial Board, **Language and Literacy**, Teachers College Press, 1995-

Member, Editorial Board, **Remedial and Special Education**, 1988-2014

Member, Editorial Board, **Language Arts**, 2006-

Member, Editorial Board, **Journal of Disability Policy Studies**, 2000-

Member, Editorial Board, **The New Educator**, 2004-2016

Member, Editorial Board, **Elementary School Journal**, 1985- 2012

Member, Editorial Board, **Reading Teacher**, 1990-2004

Member, Editorial Board, **Literacy, Teaching & Learning**, 1994-98

Member, Editorial Board, **Reading Research and Instruction**, 1985-1988, 1998-2002

Member, Editorial Board, **Journal of Literacy Research**, 1984-1989, 1994- 2015

Member, Editorial Board, **Yearbook of the National Reading Conference**, 1975-1985

Member, Editorial Board, **ERIC Clearinghouse on Reading**, 1980-90

Associate Editor, **Journal of Reading Behavior**, 1978-1982

Occasional reviewer for **Teachers College Record**, **Educational Evaluation and Policy Analysis**, **Journal of Teacher Education**, **Applied Psycholinguistics**, **American Educational Research Journal**, **European Journal of Psychology of Education**, **International Electronic Journal of Elementary Education**, **Research in the Teaching of English**, **Asian Pacific Education Review** among others.

IV. SCHOLARLY AND PROFESSIONAL PUBLICATIONS

BOOKS

Evaluating literacy instruction: Principles and promising practices. New York: Routledge, 2016
(with Rachel Gabriel)

Reading instruction that really works: The case for balanced teaching (4th ed.). New York: Guilford, 2015.
(with Michael Pressley)

What really matters for middle-school readers. New York: Pearson, 2015.

Classrooms that work: They can all read and write, 6th ed. New York: Pearson, 2015. (with Patricia Cunningham)

No more summer reading loss. Portsmouth, NH: Heinemann, 2013. (with C. Cahill, K. Horvath, Anne McGill-Franzen)

Summer reading: Closing the rich/poor reading achievement gap. New York: Teachers College Press, 2013.
(Co-edited with Anne McGill-Franzen).

What really matters for struggling readers: A research-based approach, 3rd ed. New York: Pearson, 2012.

Handbook of reading disability research. New York: Routledge, 2011. (Co-edited with A. McGill-Franzen.)

Essential readings on struggling readers. Newark, DE: International Reading Association, 2010. Editor.

What really matters for response to intervention: From research to practice. New York: Pearson, 2009.

What really matters for fluency: From research to practice. New York: Pearson, 2009.

No quick fix: The RTI edition. New York: Teachers College Press. Co-edited with S. A. Walmsley, 2007.

Schools that work: All children readers and writers, 3rd ed. (with Patricia Cunningham) New York: AllynBacon, 2007.

Big brother and the national reading curriculum: How ideology trumped evidence. Portsmouth, NH: Heinemann, 2002.

Reading to learn: Lessons from exemplary fourth-grade classrooms. (with Peter H. Johnston). New York: Guilford, 2002.

Learning to read: Lessons from exemplary first-grade classrooms. (with Pressley, M., Wharton-MacDonald, R., Collins-Block, C., & Morrow, L.). New York: Guilford, 2001.

Teaching struggling readers. Newark, DE: International Reading Association, 1998.

No Quick Fix: Rethinking literacy instruction in America's elementary schools. (edited book with Sean A. Walmsley, including four chapters authored or coauthored) New York: Teachers College Press, 1995.

Learning through reading: An introduction for content area teachers. (with Michael Strange) Lexington, MA: D.C. Heath, 1980.

How to teach reading systematically. (with G. G. Duffy, G. S. Sherman, M. McElwee, L. Roehler)
New York: Harper-Row, 1973 .

CHAPTERS IN BOOKS

We could teach every child to read, but the unanswered question is: Will we? In Daniel Ness & Stephen Farenga (Eds.), **Alternatives to Privatizing Public Education and Curriculum: Festschrift in Honor of Dale D. Johnson (2017)**, pp. 100-118. New York: Routledge.

The metatheoretical assumptions of literacy engagement: A preliminary centennial history. In P. A. Alexander, F. J. Levine, W. F. Tate (Eds.), **Review of Research in Education**, (2017), pp. 588-643. (With G. Hruby, L. Burns, S. Botzakis, S. Groenke, L. A. Hall, J. Laughter).

Summer reading loss is the basis of almost all the rich/poor reading gap. In R. Horowitz and S. J. Samuels (eds.), **The achievement gap in reading: Complex causes, persistent issues, and possible solutions.** New York: Routledge. (2017) with A McGill-Franzen.

If they don't read much, how are they ever gonna get good? *Journal of Reading*, 21, 1, 1977, 57-61, published in R.F. Flippo (ed.), (2017), **Reading, Vol.1**, New York: Routledge.

How reading volume affects both reading fluency and reading achievement' from *International Electronic Journal of Elementary Education*, 7, 1, 2014, 13-26, published in R.F. Flippo (ed.), (2017), **Reading, Vol. 4**, New York: Routledge.

Comprehension difficulties of struggling readers. In S. Israel (Ed.), **Handbook of research on reading comprehension.** New York: Guilford. (2016) (With A. McGill- Franzen).

Evaluating literacy instruction: An introduction. In R. Gabriel & R. L. Allington, **Evaluating literacy instruction: Principles and promising practices**, (pp. 1-12.). New York: Routledge (2016). (With R. Gabriel).

Classroom influences on individual differences. In P. Afflerbach (ed.), **Handbook of individual differences in reading: Texts and contexts.** (pp. 196-208) New York: Routledge. 2016. (with R. Gabriel).

Early reading. In Couchenour, D. L. & Chrisman, K. (eds.), **Encyclopedia of Contemporary Early Childhood Education.** Thousand Oaks, CA: Sage Publications, 2016.

The potential impact of the Common Core State Standards on reading volume. In Pearson, P. D. & Hiebert, E. H. (eds.), **Research-based Practices for Teaching Common Core Literacy** (pp. 161-177). New York: Teachers College Press 2015. (with M. Billen and K. McCutcheon)

Books the presidents love to read aloud. In S. Layne (ed.), **In defense of read aloud: Sustaining best practice (pp.127-128).** Portland, ME: Stenhouse, 2015

Imagining life in another time. L. Bridges (ed.), **Open a world of possible: Real stories about the joy and power of reading** (pp. 156- 157). New York: Scholastic, 2014.

Children will read during the summer if we provide access, choice and support. In C. Cahill,

K. Horvath, A. McGill-Franzen and R.L. Allington (eds.), **No more summer reading loss**. (pp. 15-42), Portsmouth, NH: Heinemann, 2013. (with A. McGill-Franzen).

An evidence-based approach to response to intervention. In D. Barone & M. Mallette (Eds.), **Best practices in early literacy instruction**. (pp. 305- 324) New York: Guilford, 2013. (with M. Billen)

Closing the reading gap: It is up to us to act on what we know. In C. Dudley-Marling & S. Michaels (Eds.), **Places where all children learn: The power of high expectation curricula with low-achieving students**. (pp. 189-202) New York: Teachers College Press. (with A. McGill-Franzen). 2013.

Constructing and measuring teacher effectiveness in global education reform. In C. S. Collins & A. W. Wiseman (Eds.), **Education strategy in the developing world: Understanding the World Bank's education policy**. (Vol. 16, pp. 203-228)). Bingley, UK: Emerald Group Publishing. (with R. Gabriel), 2012.

What effective teachers taught us about learning to teach effectively. In I. M. Saleh & M. S. Khine (Eds.), **Teaching teachers: Approaches in improving quality of education** (pp. 343-357). New York: Nova Science Publishers. 2012. (with Rachael Gabriel)

Hijacking fluency and instructionally informative assessments. In T. Rasinski, C. Blachowicz & K. Lems (eds.), **Fluency instruction: Research-based practices**, 2nd ed. (pp. 215-230). New York: Guilford, 2012. (with D. Dennis and K. Solic).

Developing effective curricula for struggling readers. In T. Rasinski (Ed.), **Rebuilding the foundation: Effective reading instruction for the 21st century** (pp. 133-151.) Bloomington, IN: Solution Tree. (with P. Cunningham), 2011.

Research on reading/learning disability interventions. (pp. 236-265). In S. J. Samuels & A. Farstrup (eds.), **What research has to say about reading instruction**, 4th. ed., Newark, DE: International Reading Association, 2011.

Use students' summer-setback months to raise minority achievement. In P. H. Johnston (Ed.), **RTI in literacy- Responsive and comprehensive**. (pp. 358-363) Newark, DE: International Reading Association, 2011.

Best practices with struggling readers. In L. M. Morrow & L. B. Gambrell (Eds.), **Best practices in literacy instruction**, 4th ed. (pp. 96-115). New York: Guilford. 2011.

Why so much oral reading? In E. Hiebert (ed.), **Revisiting silent reading**. Newark, DE: International Reading Association. (2010) [with Anne McGill-Franzen]

Recent federal education policy in the United States. In D. Wyse, R. Andrews, & J. Hoffman, (eds.), **International Handbook of English, Language and Literacy Teaching** (pp. 496-507). New York, NY: Routledge. (2010).

How much evidence is enough evidence? **Special Collection: Journal of Reading Recovery**. M. Doyle (ed.), (pp. 101-104). Columbus, OH: North American Reading Recovery Council, 2010.

Literacy policies that are needed: Thinking Beyond "No Child Left Behind". In Y. Goodman & J. Hoffman (eds.), **Changing literacies, changing times: An historical perspective on the future of reading research, public policy, and classroom practices** (pp.

266–281). New York: Routledge, (2009).

If they don't read much... 30 years later. In E. H. Hiebert (Ed.), **Reading more, reading better**. (pp. 30-54). New York: Routledge, (2009)

Comprehension difficulties of struggling readers. In S. Israel & G. G. Duffy (Eds.), **Handbook of research on reading comprehension**. (pp. 551–568). New York: Routledge, 2009. (with A. McGill-Franzen).

Engaging adolescents in thoughtful literacy practices. In K. Wood and B. Blanton (Eds.) **Promoting literacy with adolescents: Research based instruction** (pp. 494-509). New York: Guilford, 2009. (with Dennis, D.V., Lefsky, E.).

Preparing expert teachers of reading for urban schools: Models and variations in the literature. In L. Wilkinson, L. Morrow & V. Chou (Eds.), **Improving literacy achievement in urban schools: critical elements in teacher preparation**. (pp. 83 – 104) Newark, DE: International Reading Association. 2008 (with A. Broemmell and W. Meller)

Effective teachers, effective instruction. In K. Beers, R. Probst, & L. Reif (Eds.), **Adolescent literacy: Turning promise into practice**. (pp. 273-288) Portsmouth, NH: Heinemann. 2007.

What really matters in teaching children to read, **Teaching for intelligence: A collection of articles, 2nd ed.**, by Barbara Z. Presseisen (ed.), Corwin Press, 2007.

Assessment of adolescent reading proficiencies. In L. Rush,, J. Eakle & A. Berger (Eds.), **Secondary school literacy: What the research reveals for classroom practices**. (pp. 69-89) Urban, IL: NCTE, 2007 (with D. V. Dennis).

How effective teachers address the needs of struggling readers. In L. B. Gambrell, L. M. Morrow & M. Pressley (Eds.), **Best practices in literacy instruction** (pp. 83-103. New York: Guilford. 2007. (With K. Baker)

Fluency: Still waiting after all these years. In S.J. Samuels & A. Farstrup (eds.), **What research says about fluency**. (pp. 94-105) Newark, DE: International Reading Association, 2006.

Critical factors in designing an effective reading intervention for struggling readers. In C. Cummins (ed.), **Understanding and Implementing Reading First Initiatives**. Newark, DE: International Reading Association. 2006.

Hijacking fluency and instructionally informative assessments. In T. Rasinski, C. Blachowitz & K. Lems (eds.), **Fluency instruction: Research-based best practices**. (pp. 106-119) New York: Guilford, 2006. (with D. Mathson and K. Solic)

Proven programs, profits and practice: Ten unprofitable but scientific strategies for improving reading achievement. In B. Altwerger (ed.), **Reading for profit**. (pp. 216- 230). Portsmouth, NH: Heinemann, 2005.

Federal intrusion in research and teaching and the medical model myth. In J. Carlson &

J. Levin (eds.), **The No Child Left Behind legislation: Educational research and federal funding**. (pp. 37-48). Greenwich, CT: Information Age Publishing, 2005.

'Proven programs' and other unscientific ideas. In C. C. Block, D. Lapp, E.J. Cooper, J. Flood, N. Roser & J. V. Tinajero (Eds.), **Teaching all the children: Strategies for developing literacy in an urban setting**. (pp. 93-102). New York: Guilford, 2004. (with Rhonda Nowak).

Research on reading/learning disability interventions. In A. Farstrup & S. J. Samuels (Eds.), **What research says about reading instruction, 3rd ed.** (pp. 261-290). Newark, DE: International Reading Association, 2002.

Does state and federal reading policymaking matter? In T. Loveless (Ed.), **The great curriculum debate**. (pp. 268-298). Washington, DC: Brookings, 2001.

Teaching children to read: What really matters. In Bob Sorenson (Ed.), **Preventing early learning failure**. (pp. 5-14) Alexandria, VA: Association for Supervision and Curriculum Development, 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**. (pp. 150-165). Newark, DE: International Reading Association, 2001. (with P. Johnston)

Hundreds of studies have shown...Exaggerating research findings in the advocacy for particular instructional mandates'. In C. Roller (Ed.), **A collection of papers from Reading Research 2000: Learning to teach reading/Setting the research agenda**, (pp. 121-133). Newark, DE: International Reading Association, 2000.

What sorts of standards for teachers: A focus on exemplary elementary teacher research. In J. Ward (ed.), **Teaching for intelligence**. Oak Brook: Skylight, 1999. (with Jeni Day)

Best practices in literacy instruction for children with special needs. In L. Morrow & L. Gambrell (eds.), **Best practices in literacy instruction**. New York: Guilford, 1999. (with K. Baker).

Restructuring special programs in elementary schools. In C. Weaver (ed.), **Practicing what we know: Informed reading instruction**. Urbana, IL: NCTE, 1998.

Thirty years of research in reading: When is a research summary not a research summary? In K. Goodman (ed.), **In defense of good teaching**. York, ME: Stenhouse, 1998.

Why does what really matters so often get ignored in reading research? In D. Leu, D. Kinzer & K. Hinchman (Eds.), **Literacy at the crossroads**. Chicago: National Reading Conference, 1997.

Literature curriculum: Issues of definition and control. In J. Flood, S.B. Heath & D. Lapp (Eds.), **Handbook of research on teaching literacy through the communicative and visual arts**. New York: Macmillan, 1997. (with S. Guice)

Individual planning. In M. Wang, M. Reynolds & H. Walberg (Eds.), **Handbook of special and remedial education**. London: Pergamon, Elsevier Science, 1996. (with A. McGill-Franzen)

Literature-based curricula in high-poverty schools. In M. Graves & B. Taylor (Eds.), **The First R: A right of all children**. New York: Teachers College Press, 1996. (with S. Guice, N. Michelson, K. Baker & S. Li)

Repeated readings. In A. Purves (Ed.), **Encyclopedia of the English studies and language arts**. New York: Scholastic, 1994.

Testing in categorical programs. In A. Purves (Ed.), **Encyclopedia of the English studies and language arts**. New York: Scholastic, 1994.

Compensatory, remedial, and special programs in language and literacy. In A. Purves (Ed.), **Encyclopedia of the English studies and language arts**. New York: Scholastic, 1994. (with A. McGill-Franzen)

Changes in the identification and instruction of high-risk readers. In K. Woods & B. Algozzine (Eds.), **Teaching reading to high-risk learners: A unified perspective**. Boston: Allyn-Bacon, 1994. (with Mary Beth Marr)

Problems in the 'second system. In I. C. Rotberg (Ed.), **Federal policy options for improving the education of low-income students, vol. II**. Santa Monica: RAND, Institute on Education and Training, 1993.

Reading and the mildly handicapped. In T. Husen & N. Postlethwaite (Eds.) **The International Encyclopedia of Education**. Oxford: Pergamon, 1993. (with A. McGill-Franzen)

Reducing the risk: Integrated language arts in restructured elementary schools. In L. M. Morrow & L. C. Wilkinson (Eds.), **The integrated language arts: Consensus and controversy**. Boston: Allyn-Bacon, 1993.

Placing children at risk: Schools respond to reading problems. In R. Kos & R. Donmeyer (Eds.), **At-risk children: Portraits, policies, programs, and practices**. Albany: SUNY Press, 1993. (with A. McGill-Franzen)

Questioning questions in teaching and learning from texts. In B. Britton, A. Woodward & M. Binkley (Eds.), **Learning from textbooks: Theory and practice**. Hillsdale, NJ: Erlbaum, 1993. (with R. Weber).

Curriculum research on writing and reading. In P. Jackson (Ed.), **Handbook of curriculum research**. New York: Macmillan, 1992. (with J. Langer).

Effective literacy instruction for children at-risk. In M. Knapp & P. Shields (Eds.), **Better schooling for the children of poverty: Alternatives to conventional wisdom**, McCutchan, 1991.

Children who find learning to read difficult: School responses to diversity. In E. H. Hiebert (Ed.), **Literacy for a diverse society: Perspectives, programs, and policies**. New York: Teachers College Press, 1991.

How policy and regulation influence instruction for at-risk learners: Why poor readers rarely comprehend well. In B. F. Jones and L. Idol (Eds.), **Educational values and cognitive instruction: Implications for reform**. Hillsdale, NJ: Erlbaum, 1991.

Remediation. In P. D. Pearson (Ed.), **Handbook of reading research, Vol. II**. New York: Longmans, 1991. (with P. H. Johnston)

The legacy of 'slow it down and make it more concrete'. In J. Zutell & S. McCormick(Eds.), **Teacher factors/Learner factors: Issues in literacy research and instruction**. Chicago: National Reading Conference, 1991.

What have we done to the middle? In G. G. Duffy (Ed.), **Reading in the middle school**. Newark, DE: International Reading Association, 1990.

Coordination, collaboration and consistency: The redesign of compensatory and special education interventions. In R. Slavin, N. Madden and N. Karweit (Eds.), **Preventing school failure: Effective programs for students at risk**. Boston: Allyn-Bacon, 1989. (with P. Johnston)

Different programs, indifferent instruction. In A. Gartner and D. Lipskey (Eds.), **Beyond separate education**. New York: Brookes, 1989. (with A. McGill-Franzen). This paper was awarded the *A. J. Harris Award* by the International Reading Association for outstanding contributions to the understanding of reading and learning disabilities.

The coordination among regular classroom reading programs and targeted support programs. In B. Williams, P. Richmond, and D. Mason (Eds.), **Designs for compensatory education**. Chapel Hill: Research and Evaluation Association, 1987. (with P. Johnston)

Policy constraints and effective compensatory reading instruction: A review. In J. Hoffman (Ed.), **The effective teaching of reading: From research to practice**. Newark, DE: International Reading Association, 1986.

Oral reading. In P. David Pearson (Ed.), **Handbook of research in reading**. New York: Longmans, 1984.

Reading in the content areas, **Topics in learning and learning disabilities**, 1984, 3, whole issue (Editor).

Commentary on 'Reading as Reasoning'. In L. Gentile (Ed.), **Reading research revisited**. Columbus, OH: Merrill, 1983.

Communities and schools. In Robert C. Calfee and P. Drum (Eds.), **Teaching reading in compensatory classes**. Newark, DE: International Reading Association, 1979.

B. ARTICLES IN REFEREED JOURNALS

2016

Voluntary, self-selected reading: A thing of the past? **Dragon Lode**, 35 (1), 40-44.

2015

What the research says about text complexity and learning to read. **Reading Teacher**, 68 (7), 491-501.
(with K. McCuiston and M. Billen.)

Review of Paratore, J. & Robertson, D., Talk that teaches: Using strategic talk to help students achieve the common core, Guilford Press, New York. **Linguistics and Education**, 32, 162-166. (with Rachel Gabriel).

Allington, R. L. (2015). Summers are critical if we want to close the rich/poor reading achievement gap. **Journal of Reading Recovery**, 14(2), 55-62.

2014

How reading volume affects both reading fluency and reading achievement. **International Electronic Journal of Elementary Education**, 7(2), 13-26.

Reading moves: What not to do. **Educational Leadership**, 72 (2), 16-21 .

2013

What really matters when working with struggling readers. **Reading Teacher**, 66 (7), 520-30.

The summer reading setback, **Better**, 5(2), 10-11. (With A. McGill-Franzen)

2012

The MET Project: The wrong \$45 million question. **Educational Leadership**, 70(3), 44-49.
(with Rachael Gabriel)

Middle schoolers and magazines: What teachers can learn from students' leisure reading habits, **Clearinghouse**, 85(5), 186-191. (with Rachael Gabriel, Monica Billen)

Background knowledge and the magazine reading students choose. **Voices from the Middle**, 20 (1), 52-57 (with Rachael Gabriel and Monica Billen)

Every child, every day. **Educational Leadership**, 69(6), 10-15. (with Rachel Gabriel)

Struggling does not mean learning disabled. **Reading Today**, 29(5), 35.

2011

Intervention in the middle grades. **Voices from the Middle**, 19(2), 10-16

The casualties of policy on early literacy development. **Language Arts**, 89(1), 70-74.
(with P. D. Pearson)

What at-risk readers need. **Educational Leadership**, 68(6), 40-45. This article was selected for inclusion in *The Best of Educational Leadership* web-based collection of papers from 2011.

Exemplary teacher voices: On their own development. **Phi Delta Kappan**, 92(8), 37-41. (with Rachael Gabriel and Jeni Pereira Day)

2010

Addressing summer reading setback among economically disadvantaged elementary students. **Reading Psychology**, 31(5), 411-427. (With A McGill-Franzen and 6 others) Recipient of the *Albert J. Harris Award* for outstanding paper on reading and learning disabilities, International Reading Association.

Doing better with what we have. **Tennessee Reading Teacher**, 38 (1), 3- 7.

2009

Commentary: Why summers matter in the rich/poor achievement gap. **Teachers College Record**, <http://www.tcrecord.org> ID Number: 15757

2008

Got books? **Educational Leadership**, 65(7), 21-23. (with Anne McGill-Franzen)

2007

What education schools, maybe, aren't teaching about reading....: Or maybe not. **Journal of Reading Education**, 32(2), 5-9.

Fluency as an instructional problem. **Teachers College Record**. <http://www.tcrecord.org> ID Number: 13585

Intervention all day long: New hope for struggling readers. **Voices from the Middle**, 14(4), 7-14.

2006

Contamination of current accountability systems. **Phi Delta Kappan**, 87, 762-766 (with A. McGill-Franzen)

Reading lessons and federal policymaking. **Elementary School Journal**, 107(1), 3-15.

2005

Ignoring the policymakers to improve teacher preparation. **Journal of Teacher Education**, 56(3), 199-204.

Ideology is still trumping evidence. **Phi Delta Kappan**, 86, 462-467.

Summer reading loss and what to do. **CBC Magazine**, November, 191-192.

How much evidence is enough evidence? **Journal of Reading Recovery**, 4, 8-11.

The rich/poor achievement gap: Contributions of summer reading loss. **Tennessee Reading Teacher**, 34, 28-30 (with A. McGill-Franzen, L. Williams, J. Graff, J. Love, C. Zmach, K. Solic.)

2004

Setting the record straight. **Educational Leadership**, 61, 22-25.

2003

The impact of summer loss on the reading achievement gap. **Phi Delta Kappan**, 41, 68-65. (with McGill-Franzen, A. M.)

Use students' summer setback months to raise minority achievement. **Education Digest**, 69(3), 19-24. (with McGill-Franzen, A. M.)

A national survey of teachers' reports of children's favorite series books. **Dragon Lode**, 21, 8-14. (with G. Brooks)

Bridging the summer reading gap. **Instructor**, 112(8), 17--18 & 58. (with A. McGill-Franzen)

High-stakes testing does not improve teaching or learning of reading. **New England Reading Association Journal**, 39(1), 31-36.

Lost summers: Few books and few opportunities to read. **Classroom Leadership**, 4, 7-8

2002

What I've learned from studying exemplary elementary classroom teachers. **Phi Delta Kappan**, 40, 740-747.

You can't learn much from books you can't read. **Educational Leadership**, 60(3), 16-19.

Exemplary fourth-grade teachers. **Language Arts**, 79(6), 462-466. (with Johnston, P. H., & Day, J. P.).

2001

A study of effective first-grade literacy instruction. **Scientific Studies of Reading**, 5(1), 35-58. (with Nelson, E., Pressley, M., Wharton-McDonald, R., Allington, R. L., Block, C. C., Morrow, L., Tracey, D., Tracey, D., Baker, K., Brooks, G., Cronin, J.)

Unfairness inherent in value-added assessments of teacher effectiveness. **Florida Educational Leadership**, 2(1), 12-14.

2000

How to improve high-stakes test scores without really improving. **Issues in Education: Contributions from Educational Psychology**, 6, 115-124. (Reprinted in *Substance*, February, 2001)

Looking backward, looking forward: A conversation about teaching reading in the 21st century. **Reading Research Quarterly**, 35, (with Anne McGill-Franzen). Reprinted in Ruddell & Unrau, **Theoretical models and processes of reading**, 5th ed., 2004.

Kindergarten reading and writing: Good books, good teachers make the difference. **Florida Reading Quarterly**, 36, 9-12. (with A. McGill-Franzen)

1999

Crafting state educational policy: The slippery role of educational research and researchers. **Journal of Literacy Research**, 31, 457-482.

The politics of literacy teaching: How 'research' shaped educational policy. **Educational Researcher**, 28, 4-13. (with H. Woodside-Jiron).

Putting books in the room is necessary but not sufficient. **Journal of Educational Research**, 93, 67-74. (with Anne McGill-Franzen and Linda Yokoi).

What should reading instructional research be the research of? **Issues in Education**, 5, 1-35 (with Michael Pressley).

Concluding reflections: What should reading research be the research of?, **Issues in Education**, 5, 165-175 (with Michael Pressley).

Engaging a public beyond ourselves. **Journal of Literacy Research**, 31 (1), 41-43.

1998

Small change: A multi-level study of curriculum reform. **Peabody Journal of Education**, 73, 81-103. (with P. H. Johnston, S. Guice, G. Brooks).

Decodable texts in beginning reading: Are mandates and policy based on research? **ERS Spectrum**, 3-11. (with H. Woodside-Jiron).

1997

How administrators understand learning difficulties: A qualitative analysis. **Remedial and Special Education**, 18, 223-232. (with A. McGill-Franzen & R. Shick)

Whose claims are valid? **School Administrator**, 54, 32-34.

Retention and promotional gates: Expensive and ineffective ideas make a comeback. **Language and Literacy Spectrum**, 7, 27-29.

1996

Access?: Books, children, and literature-based curriculum in schools. **New Advocate**, 9, 197-208. (with S. Guice, P. Johnston, K. Baker and N. Michelson)

Why is Congress caving in on special education reform? **Education Week**, (August 7) p. 61 (with A McGill-Franzen; appeared simultaneously in **Reading Today**.)

1995

Access to books: Variations in schools and classrooms, **Language and Literacy Spectrum**, 5, 23-25. (Guice, S., Baker, K., Michelson, N. & Li, S.)

1994

The schools we have. The schools we need. **Reading Teacher**, 48, 2-15. (Invited *Distinguished Reading Educator* feature article. Reprinted in C. Weaver, **A balanced approach to literacy instruction**. NCTE (1998).

What's special about special programs for children who find learning to read difficult? **Journal of Reading Behavior**, 26, 1-21.

Using literature in reading programs. **School Administrator**, 6, 41. (with S. Guice).

1993

Michael doesn't go down the hall anymore. **Reading Teacher**, 46, 602-604.

What are they to read? Not all kids, Mr. Riley, have easy access to books. **Education Week**, 13, 26. (with A. McGill-Franzen). Summarized in *English Journal*, 1994.

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F. OTHER PUBLISHED MATERIALS

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H. VIDEO/AUDIO ON-LINE PRODUCTS

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V. DISSERTATION ADVISEMENT

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Dennis, Danielle V. Putting the cart before the horse: Utilizing what assessment data reveal about struggling young adolescent readers to inform policy and instruction. Ph.D dissertation, University of Tennessee (chair).

Meller, Wendy. A critical literacy case study: The journey from pre-service exploration to in-service implementation. Ph.D. dissertation, University of Tennessee (member).

Dedeoglu, Hakan. Changes in attitudes about diversity of pre-service teachers in a children's literature class. Ph.D., dissertation, University of Florida (co-chair).

Graff, Jennifer. The literacy lives of marginalized readers: Preadolescent girls' rationales for book choice and experiences with self-selected books. Ph.D., dissertation, University of Florida (co-chair). *Recipient of IRA Outstanding Dissertation Award.*

Martin, Dimple J. Teaching reading using informational texts in third grade classrooms: A case study in an urban school district. Ph.D. dissertation, University of Alabama at Birmingham (member).

Love-Zeig, Jacqueline. Reading instruction during the NCLB: The First R revisited. Ph.D. dissertation, University of Florida (co-chair).

2006

Day, Jeni. Balancing balance: A multi-case study in professional development. Ph.D. dissertation, University at Albany, SUNY (co-chair).

Zmach, Courtney. Navigating the complexities of educational policy and practice: A multi-level model of principals' retention behaviors. Ph.D. dissertation, University of Florida. (Co-chair with A. McGill-Franzen).

2005

Williams, Lunetta. Book selections of urban minority youth. Ph.D dissertation, University of Florida, *Excellence in dissertation research award.* (co-chair with A. McGill-Franzen).

2004

Scharlach, Tabitha. Impact of an early intervention on struggling readers' development. Ph. D. dissertation, University of Florida. (chair).

Lefsky, Evan. Reading coaching in secondary schools. Ph.D. Dissertation, University of Florida. (chair).

2003

Nowak, Rhonda. Coaching dialogues in a summer school intervention. Ph. D. dissertation, University of Florida. (member).

Shelton, Nancie. Mandated literacy programs: How teachers react. Ph. D. dissertation, University of Florida. (member).

Melosh, Geraldine. Summer books! Stemming summer reading loss in high-poverty second graders through access to appropriate books during summer vacation, Ph.D. dissertation, University of Florida. (co-chair).

(All below completed at the University at Albany unless otherwise noted)

2002

Killian-Munro, Jacqueline. Responses to a take-home reading program. Ph.D. dissertation, University at Albany. (chair).

Confer, Carla. Student participation in the process of teacher change. Ph.D. dissertation. (Member)

1999

Brooks, Gregory. Exploring the Relationship Between Teachers' Reading and Writing and Their Teaching of Reading and Writing. Ph.D. dissertation. (Chair).

Henderson-Leftwich, Stacey. Between Two Domains: Addressing State English and Language Arts Standards Through Multicultural Education. Ph.D. dissertation. (Chair).

Cowan, Reva. Journeys to literacy instructional knowledge: Case studies of four primary teachers. Ph.D. dissertation (Member).

Tobin, Ruthanne. At-risk in Middle School: Definitions and Understandings of Support Practices for Students with Learning Disabilities in Two Integrated Grade 6 Language Arts Classrooms. Ph.D. dissertation, University of British Columbia. (External Examiner).

Gaunty-Porter, Dolores. Classroom community: Influences on literacy development of students in one second grade inclusive classroom. Ph.D. dissertation. (Chair).

1998

James, Ioney. The literacy experience of Caribbean immigrants in American schools: A case study of a Jamaican pupil. Ph.D. dissertation. (Chair).

Stevens, Anita. Adolescents and English literature. Ph.D. dissertation, Educational Theory and Practice (Member).

1997

Baker, Kim. Five years in Meg's classroom: Teacher change in an era of educational reform. Ph.D. (Chair)

Pompetti-Szul, Irene. Differential instructional scaffolding in the teaching of second language literacy. Ph.D. dissertation, Educational Theory and Practice (Member)

1996

Yaworski, Joanne. Why students succeed or fail: Theories of underachieving affluent college students. Ph. D. dissertation. (Member)

1995

Michelson, Nancy. Teacher change in an urban school. Ph.D. dissertation (Chair).

Davis, Catherine Carol. Mark, a child who beat the odds: A special education student who learned to read outside of school. Ph.D. dissertation, University of Texas at Austin (Member).

Burroughs, Robert. Teacher change and teacher socialization: A study of subject matter knowledge in the context of schooling. Ph.D. dissertation, Educational Theory and Practice. (Member)

1994

Li, Shouming. A study of the macro-processing of first and second language readers. Ph.D. dissertation (Chair).

1992

Broikou, Kathleen. Understanding teacher referrals to special education. Ph.D. dissertation (Chair).

Howard, Janet. Literacy learning in a Waldorf School. Ph.D. dissertation (Chair)

1991

Stuetzel, Helen. Use of and influences on basal manual activities by second grade teachers. Ph.D dissertation (Chair). *Recipient, Excellence in Education Research Award, Association of American Publishers.*

1990

Meents, Cassandra. Literacy instruction in high school resource rooms. Ph.D. dissertation, (Chair).

Jachym, Nora. An analysis of basal workbooks at the first-reader level. Ph.D. dissertation, (Chair).

Gaskins, Robert. Affective involvement and its effect upon comprehension. Ph.D. dissertation, (committee member).

1989

Byrd, Margie. Summarizing strategies of junior college students. Ph.D. dissertation, (committee member). *Finalist for Outstanding Dissertation Award, International Reading Association.*

1988

Beach, John. Writing tasks and the integration of reading and writing in American basal reader series: A descriptive and analytical study. Ph.D. dissertation, (Chair). *Recipient, Excellence in Education Research Award, Association of American Publishers.*

Vassar, Marion. The sensitivity of cloze procedure to passage organization. Ph.D. dissertation, (Chair).

1987

Parry, Cynthia. Decoding automaticity processes on poor readers. Ph.D. dissertation, Educational Psychology. (committee member).

1986

Lawson, Joan. An interview/observation study of the role of the caregiver in five daycare centers. Ph.D. dissertation. (committee member).

Pike, Kathryn. The content of instruction in pull-out compensatory education classes and congruence with regular classroom instruction, Ph.D. dissertation, (chair). *Finalist, one of ten selected for Outstanding Dissertation Award, International Reading Association.*

1985

Afflerbach, Peter. The influence of prior knowledge on readers' main idea construction processes. Ph.D. dissertation, (committee member). *Recipient, Outstanding Dissertation Award, International Reading Association.*

Osman, Safiah. The effects of prior knowledge on the comprehension of text by second language readers. Ph.D. dissertation, (committee member).

Steubing, Jayne. The relationship of the amount and structure of children's prior knowledge to reading comprehension of expository prose. Ph.D. dissertation, (chair).

1984

Domaracki, Jane. The relationship of the content and structure of prior knowledge to children's reading comprehension. Ph.D. dissertation, (committee member). *Finalist for the Outstanding Dissertation Award, International Reading Association.*

Shake, Mary. Is there congruence between teachers' instructional philosophies and practices: A study of teacher thinking. Ph.D. dissertation, (chair). *Recipient of the Excellence in Education Research Award, Association of American Publishers.*

1983

Kim, Byong Won. Three Korean children's acquisition of textual knowledge of English articles in monologue production and reading - retelling. Ph.D. dissertation, (committee member)

Fricklas, Robert. Discussion time, decisions accuracy and classroom behavior. Ph.D. dissertation, Educational Psychology, (reader)

1982

Eshel, Rina. Effects of contextual richness on word recognition in pointed and unpointed Hebrew text. Ph.D. dissertation, (Chair)

Hynes, John. Propp and his progeny: An evaluation of story grammars and a reappraisal of the value of Propp's theories for literary analysis and reading research. Ph.D. dissertation, (committee member). *Finalist in the Outstanding Dissertation Award Competition, International Reading Association.*

1981

McDermott, Peter. The organization of discourse in adult reading classes. Ph.D. dissertation, (committee member).

Na, Tong Jin. Automatic and controlled context effects in encoding and decision. Ph.D. dissertation, (committee member).

Krieger, Veronica. Recall of text as a function of standardized paragraph comprehension, word identification speed, textual explicitness and theme placement. Ph.D. dissertation, (committee member). *Finalist in the Outstanding Dissertation Award Competition, International Reading Association.*

1980

Morgado, Mary Lou. Identifying the literacy demands upon the exceptional adult populations. Ed.D. dissertation, (chair).

1978

Gould, Sandra. Cloze restoration, recall and discourse processing in middle grade readers. Ed.D. dissertation, (reader).

Bolchazy Marie. Classroom verbal interaction, teacher's perception of student's self-concept and autonomy, and reading group placement. Ed.D. dissertation, (committee member)

Gormley, Kathleen. Memory coding strategies used by deaf, severely hearing impaired and hearing children on consonant stimuli related to reading. Ed.D. dissertation, (committee member)

1975

Finder, Natalie. Effects of instructing teachers in a task analysis of comprehension on children's reading achievement. Ed.D. dissertation, Educational Theory and Practice, (reader)

1974

Miller, Etta. Modality preference, instructional method, and reading achievement with first graders. Ed.D. dissertation, (reader)

Fusaro, Joseph. Eye-voice span and linguistic constraints in elementary school children. Ed.D. dissertation, (reader)

Niles, Jerome B. The use of featural and letter dependency information in word recognition by elementary school children. Ed.D. dissertation, (reader). *Recipient of Outstanding Dissertation Award from the International Reading Association.*

VI. CONFERENCE PAPERS PRESENTED

2017

Nurturing a culture for literacy. Presented at Leading Through Change Conference, New Prussia, PA, May 24.

The design of effective literacy lessons. Keynote address, Vulnerable Readers Conference, Tacoma, WA, May 13.

Research on effective reading interventions. Keynote address at the Conference on Vulnerable Readers, Victoria, Canada, January 21.

2016

What does recent research tell us about the most effective intervention designs? Keynote address at the When Struggling Readers Thrive, Early Learning conference, Spokane, WA, April 30.

The influence of effective classroom literacy lessons on readers' individual differences reconceptualized. Paper present at American Educational Research Association, Washington, DC, April 11. (with Rachel Gabriel)

Member of a 3-person expert panel. Tennessee Early Literacy Network: Expert Convening, Nashville, TN, August 22-23. (with V. Risko, A. Wright).

Critical Frameworks in Literacy Motivation and Engagement: How we got here and where we're going. Symposium, Literacy Research Association, Nashville, December 1. (with G. Hruby, J. Laughter, S. Groenke, S. Botzakis).

State departments of education responses to Response to Intervention frameworks. Paper presented at the Literacy Research Association, Nashville, November 30. With Rachelle Savitz).

Where Has All the Reading Activity Gone? Paper presented at the Oral and Silent Reading in Middle- and High School Classes: Multiple Perspectives symposium at the National Council of Teachers of English, Atlanta, November 20.

2015

Navigating research for novice scholars, presentation at the Literacy Research Association, Redlands, CA, December 4.

Negotiating and surviving the Institutional Review Board, presentation at Literacy Research Association, Redlands, CA, December 3.

2014

Research and interventions for struggling readers. Paper presented at the Wisconsin Reading Association, Milwaukee, February 6.

Are hard texts good for readers? Keynote at the Illinois Reading Association, Springfield, March 13.

Hard texts and learning to read. Keynote at the Michigan Reading Association, Grand Rapids, March 16.

What does the research tell us about the effects of hard texts? Maryland Reading Association, Baltimore, April 2.

Research in RTI designs. Keynote at the Saskatchewan Reading Association, Saskatchewan, April 4.

Are hard texts good for learners? Paper presented at the International Reading Association, New Orleans, May, 10.

2013

Summer reading: Closing the rich/poor reading achievement gap. Paper presented at the International Reading Association, San Antonio, April 20. (with McGill-Franzen)

The rights of children who struggle in school. Keynote at When vulnerable readers thrive: Dreams come true, University of Victoria, Victoria, BC, May 2-3.

Consistent high-quality reading instruction will solve the reading problems that too many experience. Keynote at the Teacher Leadership Quality Partnership, University at Albany, Albany, NY, June 27.

Expert and intensive reading instruction are the keys to a successful RTI project. Paper presented at the Two Faces of RTI Conference, Oklahoma Higher Education Reading Council , Oklahoma City, September 20.

Are harder books useful for developing reading proficiency? Keynote at the Florida Reading Association, Orlando, September 28.

Summer reading and some are not. Keynote at 3rd annual Family and Community Education Conference, Fort Lauderdale, October 1.

Keys in the design of effective reading interventions. Keynote at the 3rd Vulnerable Children Summit, Vancouver, BC, October 7 & 8.

Extensive, intensive and expert reading interventions. Full day workshop at the Manitoba ASCD, Winnipeg, MB, October 10.

We could teach every child to read, but will we? Keynote for the Peel Conference, Toronto, Ontario, October 18.

Hard texts and student learning: A review of the research. Paper presented at the Literacy Research Association, Dallas, TX, December 4. (with M. Billen and K. McCuiston).

2012

What every child needs every day. Keynote, Berger Education Conference, California University, California, PA, October 6.

We could teach them all to read. Keynote, Connecticut Reading Association, Hartford, October 4.

Using research to guide RTI design. Keynote, Indiana Reading Association, Indianapolis, September 23.

Early literacy acceleration: Classroom teacher is the key. Keynote, Professional development series, Chicago Public Schools, July 19.

The comprehension experience. Keynote, Michigan Reading Association, Frankenmuth, July 10.

We can teach them all to read. Keynote, Iowa Reading Association, Dubuque, June 27.

What really matters for struggling readers? Keynote at the annual meeting of the Colloque National Litteraire, De mots & de craie, Sherbrooke, Quebec, Canada, May 17.

We could, but will we? Paper presented at the 57th annual meeting of the International Reading Association, Chicago, May 2.

Every child, every day. National Early Literacy Conference, Toronto, Ontario, February 24.

Research and learning to read. Keynote at the 37th Crosscurrents 2012, Special Education Association, Vancouver, BC, March 1.

2011

RTI: A new role for Reading Recovery. Western Reading Recovery Conference,
Portland, OR, January 15.

Summers: Some are reading, some aren't. Keynote presented at the Wisconsin State
Reading Association, Milwaukee, February 5.

What really matters for struggling readers. Full-day presentation for the Bermuda
Reading Association and the Bermuda Department of Education, Kingston, March
24.

Teacher effectiveness research and the spectacle of effectiveness policy. Paper
presented at the American Educational Research Association, New Orleans, April
9 (Gabriel, R.)

So few reading specialists. Paper presented at the International Reading Association,
Orlando.

Magazines and middle-schoolers: Results of a longitudinal study. Paper presented at the
Literacy Research Association, Jacksonville, November 30 (with R. Gabriel & M.
Billen).

2010

Reading difficulties and the reading profession. Paper presented at the International Reading
Association, Chicago, April.

Why so much oral reading, anyway? Paper presented at Pre-convention Institute, Revisiting silent reading,
International Reading Association, Chicago, April.

Is RTI our last, best hope for struggling readers? Opening keynote address, International Literacy Coaching
Summit, Corpus Christi, TX, April.

RTI and reading specialists. Featured speaker at the Big South Summer Reading Conference, Birmingham, AL,
June.

Leveling magazines: considerations for selecting and using magazines in middle school classroom and school
libraries, National Reading Conference, Ft. Worth, TX, Dec. (with R. Gabriel)

2009

New challenges for literacy researchers. Invited keynote, Reading Research 2009, International Reading
Association, Phoenix.

What magazines do middle school students read? Paper presented at the National Reading Conference,
Albuquerque, with Rachel Gabriel.

Symposium: The Handbook of Reading Disabilities Research. National Reading Conference, with Anne
McGill-Franzen.

2008

What really matters in early literacy classrooms. Invited keynote address, Association of Early Childhood
Education International, Atlanta, GA, March 26.

RTI: What we have, what we might imagine. Featured address at the International Reading Association, Atlanta, May 5. (with A. McGill-Franzen).

2007

What the research really says about the effective teaching of reading: Getting past ideological faddism. The annual Niemeyer Lecture at Bank Street College of Education, New York, April.

Ameliorating summer reading setback among economically disadvantaged children. Paper presented at the American Educational Research Association, Chicago, April. (with A. McGill-Franzen and others).

History of the response to intervention initiative (RTI). Paper presented at the annual meeting of the International Reading Association, Toronto, May.

NCLB: Accelerating in the wrong direction. Paper presented at the annual meeting of National Council of Teachers of English, New York, November.

2006

Great teachers inspire the world. Presidential address, International Reading Association, Chicago, May.

Research, programs, and profits. Paper presented at the annual meeting of the National Council of Teachers of English, Nashville, November.

Characteristics of interventions that accelerate reading development: A research synthesis. Paper presented at the National Reading Conference, Los Angeles, December.

Behaviorism and theory and practice in reading education. Paper presented at the National Reading Conference, Los Angeles, December.

Preparing expert teachers of reading for urban schools: Themes from the professional literature. Paper presented at the National Reading Conference, Los Angeles, December. (with Amy Broemmell, & W. Meller)

2005

Teaching women, changing the world. Paper presented at the International Literacy Day meeting, Hall of the States, Washington, DC, September.

Achieving success: Providing books to help close the reading achievement gap. Paper presented at the annual meeting of the Association for Supervision and Curriculum Development, Orlando, April.

Five features of effective reading lessons. Paper presented at the Pan-African Reading Conference, Enzulini, Swaziland, August.

Evidence-based reading instruction. Paper presented at the European Reading Association, Zagreb, Croatia, July.

Improving teacher education by ignoring policy makers. Paper presented at the Association of American Colleges of Teacher Education, Washington, DC, April.

Summer Learning Loss and the Achievement Gap. Paper presented at the National Conference on Summer Learning, Johns Hopkins University, Baltimore, April.

2004

The reading to learn studies. Paper presented at the annual meeting of the American Educational Research Association, San Diego, April.

What defines literacy's past and present? Paper presented at the National Reading Conference, San Antonio, December.

2001

What really matters for struggling readers. Symposium at the International Reading Association, New Orleans, April.

What we've learned from research-based school change efforts. Paper presented at the European Reading Association Conference, Dublin, July.

Designing research-based programs. Paper presented at the South Carolina Governor's Reading Initiative Conference, Columbia, September.

Beyond time on task and high engagement: Lessons from exemplary teacher classrooms. Paper presented at the National Reading Conference, San Antonio, December.

2000

Characteristics of exemplary 4th grade teachers and their classrooms. Paper presented at the American Educational Research Association, New Orleans, April.

Hundreds of studies have shown... Exaggerating research findings while advocating change. Paper presented at the Reading Research 2000 conference, San Diego, May.

Using reading research to make law: Really? Paper presented at the National Reading Conference, Scottsdale, November.

1999

Will state and federal curriculum mandates matter? Paper presented at the Kennedy School of Government, Harvard University, Program on Policy and Educational Governance, Curriculum Wars conference, October.

What really matters in literacy teaching. Paper presented at the Teaching for Intelligence Conference, San Francisco, April.

Characteristics and impacts of 1st and 4th grade exemplary teachers. Paper presented at the International Reading Association, San Diego, May.

Departmentalization and curriculum integration: Contradictions teachers confront in instruction. Paper presented at the American Educational Research Association, Montreal, April. (with C. C. Block, L. Morrow)

D

1998

Expert teachers are what matters most. Paper presented at the regional meeting of the National Reading Panel, CUNY Graduate Center, New York, New York, June.

Exemplary first grade reading instruction. Paper presented at the National Reading Conference, Austin, TX, December. (with Pressley, Block, Morrow).

The use of research in legislating teaching of reading. Invited paper, National Congress on Public Education, Washington, DC, September.

The role of a research synthesis in shaping state educational policy. Reading Research, 1998, preconference institute for the International Reading Association, Orlando, May. (with H Woodside-Jiron).

The adequacy of a program of research in shaping educational policy. Paper presented at the American Educational Research Association, San Diego, April.

1997

Characterizing exemplary first grade teaching. National Reading Conference, Tucson, Dec. (with M. Pressley, L. Morrow, K. Block)

Literacy research: What really matters. Paper presented at the Preventie en behandeling van leesproblemen Reading Association in the Netherlands Conferentie, Katholieke Universiteit Nijmegen, April 22, 1997.

Overselling phonics. Invited paper presented at Critical Balances: Early instruction for life, University of Houston, May.

Lives in the balance: Literacy learning difficulties. Featured Partners, invited session (with A. McGill-Franzen), International Reading Association, Atlanta, May.

Books may be necessary but are not sufficient: Kindergarten literacy. Paper presented at the American Educational Research Association, Chicago, April. (with A. McGill-Franzen)

1996

Why are the things that really matter so often ignored in literacy research? Presidential address, National Reading Conference, Charleston, SC, Dec.

Literacy research in the U.S.. Paper presented at the World Congress on Literacy, Prague, Czech Republic, July 19. (with A. McGill-Franzen)

The effects of inclusion on learning . Paper presented at the International Reading Association, April 29.

Why schools don't change. Reading Hall of Fame inaugural address, International Reading Association, April 30.

A multi-level perspective on the elementary literature curriculum. National Reading Conference, Dec. 2. (with Guice, Baker, Michelson, Brooks)

1995

The schools we have. The schools we need. George Graham Porter Lecture, Curry School of Education, University of Virginia.

Unintended effects of 25 years of federal educational policy. Language and Literacy Lecture Series, Harvard Graduate School of Education, Harvard University.

1994

Thoughtful literacy for all students. Paper presented at the Near East South Asia Council of Overseas Schools Administrators' Conference, Istanbul, Turkey. November 24.

The role of instruction in effective reading programs. Paper presented at Ozel Eyuboglu Lisei, Umranye, Turkey. November 23, 1994.

New ideas in teaching English. Paper presented at Hotel Salahdin, Saudi Arabia, under auspices of Al-Khazindar, November 20, 1994.

Supporting thoughtful literacy. Paper presented at the Arabian Reading Association, Bahrain.

The schools we have. The schools we need. Invited paper presented at the Guy Bond Reading Conference, University of Minnesota.

From Once upon a time..., to Scientists say... Paper presented at preconference institute, Balanced Reading Instruction, International Reading Association, Toronto (with Helen Stuetzel)

Recreating elementary schools. Invited paper at the Rutgers University reading conference.

Changing Chapter 1. Paper presented at the National Reading Recovery Conference, Columbus, OH.

1993

What matters more than schools? Invited paper presented at the Literacy and the American Worker: Implications for Public Policy conference (U.S. Department of Labor sponsorship), Thomas Jefferson Program in Public Policy, College of William and Mary, Williamsburg, VA.

Using educational dollars to support effective practice: Is it time to dismantle the 'second system'? Invited paper presented at the Educational Policy Forum, Institute for Teaching and Learning across the Life Span, Michigan State University, East Lansing, MI.

Patterns of literature-based instruction. Paper presented at the National Reading Conference, Charleston, SC. (with Sherry Guice)

Literacy achievement, poverty, and school responses: Why are more poor children being retained and identified as handicapped? Paper presented at AERA, Atlanta. (with A. McGill-Franzen & R. Schick)

Regulatory, fiscal and administrative influences on the implementation of literature-risk curricula. Paper presented at AERA, Atlanta. (with A. McGill-Franzen)

Implementing literature instruction in the elementary school, Paper presented at the Preconference Institute: Reading Research '93: Implications for policy and practice, International Reading Association, San Antonio, TX.

1992

Unintended effects of educational reform in New York State. Paper presented at the American Educational Research Association, San Francisco. (with A. McGill-Franzen)

Reading Recovery as a stimulus for elementary school reform. Invited paper presented at the National Reading Recovery Conference, Columbus, OH.

Overestimating Chapter 1 effects: The use of retention in grade, special education placement, and test polluting practices. Paper presented at the American Educational Research Association, San Francisco. (with A. McGill-Franzen)

Problems in Chapter 1 accountability rules and regulations, Invited paper presented to the Independent Review Panel for Chapter 1 Reauthorization, Washington, DC.

Perspectives on Chapter 1. Invited paper presented to the National Advisory Committee on Testing in Chapter 1, Washington, DC.

Literature-based instruction in schools serving high concentrations of low-income children. Paper presented at the National Reading Conference, San Antonio, 1992. (with Sherry Guice)

1991

Special education, retention, and remediation: Trend analyses. Paper presented at the National Reading Conference, Palm Springs. (with A. McGill-Franzen)

Putting children at risk: School response to reading difficulty. Invited paper presented at the Literacy in Urban Schools Conference, Los Angeles.

Educational policy and educational reform. Paper presented at the International Reading Association, Las Vegas, NV.

Resolving reading and writing difficulties. Invited paper presented at the Los Angeles Basin Writing Council, Los Angeles, CA.

The dilemma of dyslexia. Invited paper presented at the Joint Conference on Dyslexia, Austin, TX.

The legacy of the 'slow it down and make it more concrete' hypothesis. Invited plenary session at the National Reading Conference, Miami.

Teacher beliefs about children who find learning to read difficult. Paper presented at the National Reading Conference, Miami. (with Shouming Li)

1990

Going down the hall for reading. Paper presented at the American Educational Research Association, Boston, MA. (with A. McGill-Franzen)

How policy and regulation influence instruction for at-risk children. Paper presented at the National Reading Conference, Austin, TX.

Redesigning the delivery of Chapter 1 services in rural schools. Paper prepared for Rural Technical Assistance Center, Conference on Chapter 1 Rural Schools Projects, Hampton, NH.

1989

The myth of remediation. Paper presented at the California Literature Project, San Diego State University, CA, July.

Children of poverty: Our failure to educate. Paper presented at Literacy for a Diverse Society, University of Colorado, April.

Reading Recovery in Ohio four years later: Report of the National Evaluation Panel. Invited paper presented at the annual Reading Recovery Conference, Columbus, OH, February.

1988

Questioning questions. Paper presented at the American Educational Research Association, New Orleans, LA, April. (with R. M. Weber)

How well do remedial and special education programs work in your school? Paper presented at the International Reading Association, Toronto, Ontario, May.

Is the right to read a reality for all students? Paper presented at the International Reading Association, Toronto, Ontario, May.

1987

Instructional collaboration: Bring special education into the fold. Paper presented at the Pennsylvania Resource and Information Centers for Special Education Conference, Pittsburgh, May.

Ability grouping: Differences in instruction mean differences in learning. Paper presented at International Reading Association, Anaheim, CA, May.

The impact of the Felton decision: A case study of Chapter I services in one archdiocese. Paper presented at the American Educational Research Association, Washington, DC, April. (with N. Boxer and K. Broikou)

Instructional congruence between Chapter I and regular education classrooms. Report from the Federal Evaluation of Chapter I Programs Project, the Whole School Day Study, presented at the American Educational Research Association, Washington, DC, April.

1986

Remedial reading: A descriptive study. Invited Elva Knight Research Award address, International Reading Association, Philadelphia, PA, May.

The coordination of instruction between classroom reading instruction and instructional support programs. Invited paper presented at The Effects of Alternative Designs on Compensatory Education Conference, U.S. Department of Education and Research and Evaluation Associates, Washington, DC, June. (with P. Johnston)

1985

Policy constraints and effective compensatory instruction (ERIC ED 248 456). Paper presented at the International Reading Association, New Orleans, LA, May.

Obstacles to an integrated understanding of reading failure. Paper presented at the American Educational Research Association, Chicago, IL, March. (with Peter Johnston and Anne McGill-Franzen)

1984

What is remedial reading and why? (ERIC 254 822). Paper presented at the National Reading Conference, St. Petersburg, FL, December.

The effectiveness of reading teachers: A research review. Paper presented at the International Reading Association, Atlanta, GA, May.

1983

Word recognition in disabled readers: Aberrant or normal development? Paper presented at the American Educational Research Association, Montreal, Quebec, April. (with Sean Walmsley and Michael Green)

1982

Teacher reflections on decisions made during reading instruction. Paper presented at National Reading Conference, Clearwater, FL, December. (with Helen Stuetzel)

Amount and mode of contextual reading as a function of reading group membership. Paper presented at the National Council of Teachers of English, Washington, DC, November.

Transparency-opacity in word recognition. Paper presented at International Reading Association, Chicago, IL, May.

Curriculum congruence between classroom and clinic. Paper presented at American Educational Research Association, Montreal, Quebec, April. (with Peter Johnston)

1981

Reading demands on the aged. Paper presented at the International Reading Association, New Orleans, LA, April.

Reconsidering reading disabilities. Paper presented at the Orton Society, New York, March.

1980

Language and cognition 1960-1980. Paper presented at the International Reading Association, St. Louis, MO, May.

Reading acquisition in educable mentally retarded children. Paper presented at the American Educational Research Association, Boston, MA, April.

Assessing visual perceptual abilities. Paper presented at the Orton Society, New York, February.

1979

Task performance as a function of age and achievement. Paper presented at the National Reading Conference, San Antonio, TX, November. (with F. Ohnmacht)

A basic vocabulary for health related federal programs. Paper presented at the IRA Great Lakes Regional Conference, Detroit, MI, October. (with S. Walmsley)

Form and sequence reversal errors in reproduction from memory. Paper presented at the Pacific Reading Research Conference, Tucson, AZ, October. (with M. Strange)

Reading and ability of the aged. Paper presented at the International Reading Association, Atlanta, GA, April.

Orthographic sensitivity in EMR children. Paper presented at the American Educational Research Association, San Francisco, CA, April.

Reading and the exceptional child. Paper presented at the Eastern Montana Regional Services Conference, Glendive, MT, February.

1978

Teacher decision-making during reading instruction. Paper presented at the College Reading Association, Washington, DC, October.

Sensitivity to orthographic features of written language as a function of age and achievement level. Paper presented at the Northeastern Educational Research Association, Ellenville, NY, November.

Linguistic and paralinguistic factors in word recognition: Towards a preliminary model for defining good and poor readers. Paper presented at the International Reading Association Meeting, Houston, TX, May. (with P. Mosenthal and S. Walmsley)

Are good and poor readers taught differently? Paper presented at the American Educational Research Association Meeting, Toronto, Ontario, April.

Word frequency and contextual richness effects upon EMR children's responses. Paper presented at the American Educational Research Association, Toronto, Ontario, April.

Considering reading disability in a level of processing model. Paper presented at the IRA Eastern Regional Conference, Hartford, CT, November.

1977

Prediction skills in good and poor readers. Paper presented at the National Reading Conference, New Orleans, LA, May. (with M. Strange)

Word identification accuracy of good and poor readers in connected text and random order conditions. Paper presented at annual conference of the International Reading Association, Miami, FL, May. (with A. Franzen and E. Fitzsimmons)

The effects of orthographic anomalies on the reading of good and poor readers. Paper presented at the annual American Educational Research Association meeting, April. (with M. Strange)

1976

Developmental trends in the discrimination of high frequency words. Paper presented at the National Reading Conference, Atlanta, GA, December.

Informal miscue analysis for the classroom. Paper presented at the New York State Reading Association, Kiamesha Lake, NY, November.

Compensatory reading instruction in the United States: School and community characteristics. Paper presented at International Reading Association, Los Angeles, CA, May.

1975

Encoding strategies of young children with and without letter name knowledge. Paper presented at the National Reading Conference, St. Petersburg, FL, December. (with K. Gormley)

Preparation of elementary school teachers in reading. Paper presented at New York State Reading Association Conference, Kiamesha Lake, NY, November. (with P. Rigg)

A comparison of poor and normal readers achievement on four perceptual tasks involving high-frequency, low discriminability words. Paper presented at the International Reading Association, New York, May. (with K. Gormley and S. Truex)

1974

Assessing competence in a CBTE curriculum. Paper presented at the annual conference of the College Reading Association, Bethesda, MD, November.

A comparison of micro teaching performance and teacher test achievement (ERIC ED 103 831). Paper presented at the Northeastern Educational Research Association, Ellenville, NY, November.

Differentiating instruction to improve comprehension in the content areas (ERIC ED 092 882). Paper presented at the International Reading Association, New Orleans, LA, May.

The effects of color cues on discrimination and P-A learning (ERIC ED 092 879). Paper presented at the International Reading Association, New Orleans, LA, May.

VII. PROFESSIONAL ORGANIZATIONS

International Reading Association

- member, Rural diversity committee, 2012-2014.
- member, Advisory committee to the search committee for new executive director, 2012.
- president, 2005-2006.
- chair, Nominating Committee, 2006-2007
- president-elect, 2004-2005
- liason, National Joint Committee on Learning Disabilities, 1997-2003
- member, Board of Directors, 1995-1998.
- member, Publications Committee, 1994-95
- member, Chapter I Committee, 1992-94
- chair, Studies and Research Committee, 1987-90
- member, Evaluation Committee, 1989-90
- member, Search Committee for RRQ Editors, 1989-90
- member, Studies and Research Committee, 1985-86
- member, Teacher Effectiveness in Reading Committee, 1982-85
- member, Research proposal review board, 1976-87
- chair, Advisory Group for Analysis of Compensatory Programs, 1976-77
- member, Advisory Group for Analysis of Compensatory Programs, 1975-76
- member, Research Awards Committee, 1975-77

American Educational Research Association

- Division B Proposal Review Committee, 1994-95
- Division L Proposal Review Committee, 1996-98
- chair, Division C, Section I, Program Review Committee, 1986-87
- member, SIG: Reading Research Review Committee, 1982-85
- member, SIG: Textbooks and Textbook Publishing Review Committee, 1988-90
- member, Division H Proposal Review Committee, 1981-82
- member, Division C Proposal Review Committee, 1979-89, 90-92, 96-97, 03-04

National Reading Conference/Literacy Research Association

- Past-President, 1997
- President, 1996
- President-elect, 1995
- Vice- President, 1994
- Board of Directors, 1988-90
- Associate editor, Journal of Reading Behavior, 1978-1983

- Co-chair, section C, Program Review Committee, 1991-1992
- member, Donations and Gifts Committee, 1991-93
- member, Policy and Legislative Committee, 1986-92
- member, Yearbook Editorial Board, 1976-79, 1983-85
- member, Publications Committee, 1978-82

National Conference of Research in English

- elected Cooperative Research Chair, 1992-1995
- named to Fellow status, 1978 (limited to 100 active researchers)
- member, program committee, 1976-77

New York State Reading Association

- liaison to IRA Board of directors 1991-1999
- chair, College Reading Educator Committee, 1990-93
- member, Program Committee for Annual Conference, 1980, 1988, 1991, 1993
- chair, Research and Studies Committee, 1986-89
- chair, preconference institute, 1983
- director, pre-conference, a research base for reading instruction, 1982
- keynote speaker on a number of occasions
- developer of Association contribution to NYCEA annual collection, 1993

Reading Hall of Fame

- elected member, 1995
- President-elect, 1999
- President, 2000

VII. GRANTS. (\$3.25 million awarded thus far.)

Project Co-Director, Improving poor children's reading achievement through enhancing their access to books during the summer months. With Anne McGill-Franzen. Arnold Foundation (funded \$350,000, 2016-2019)

Project director, A longitudinal randomized experimental test of the effects of free voluntary reading on the reading achievement of early adolescents from rural economically disadvantaged families. Funded by the Office for Research, University of Tennessee (\$5000, 2008-2010)

Project Co-director, Minimizing summer reading loss among poor children, Funded by the Office of Educational Research and Improvement (#R305T010692), U.S. Department of Education, (\$756,000, 2001-05). With A. McGill-Franzen.

Project Co-director, A national study of exemplary first and fourth grade instruction. National Research Center for English Learning and Achievement (#R305A60005). Funded by the U.S. Office of Education Research and Improvement, U.S. Department of Education, (approximately \$260,000 annually 1996-00). With M. Pressley, Peter Johnston, and others.

Project Co-director, How do state education agency policies affect elementary language arts curriculum and instruction? National Research Center for English Learning and Achievement (#R305A60005). Funded by the U.S. Office of Education Research and Improvement, U.S. Department of Education, (approximately \$92,000 annually 1996-99) with A. McGill-Franzen.

Project director, A longitudinal study of the implementation of literature-based instruction in elementary schools with high-concentrations of children of poverty, National Research Center for the Teaching and Learning of Literature (#R117G10015). Funded by the U.S. Office of Education Research and Improvement, U.S. Department of Education, (approximately \$105,000 annually 1991-95).

Project director, Educational reform and at-risk children: Exclusion, retention, transition and special education in an era of accountability. A. McGill-Franzen, Principal investigator, Office of Educational Research and Improvement, U.S. Department of Education, (#R117E90143). (\$69,847.00, 1989-91)

Project director, Whole school day experiences of LD children and a comparison with Chapter I participants. Office of Special Education Programs, U.S. Department of Education, (#G008630480). (\$91,909.00, 1986-88)

Project director, Far West Laboratory for Education Research and Development, one of four national sites in the Study of the whole-day experience of Chapter I students. National Institute of Education, (NIE-R-85-0011). (\$41,336.00, 1985-87).

Project director, What is remedial reading? And why? International Reading Association (\$4800.00, 1984)

Project director, subcontract research grant teacher conceptions in instructional decision-making. NIE: Institute for Research on Teaching, Michigan State University. (\$8400.00, 1977-78)

Project co-director (with S. Walmsley), Identifying and easing reading demands upon the aged. National Institutes of Health, National Institute on Aging. (\$48,000.00, 1977-79 NIA-NIH #5-R23-AG-00682-02)

Project director, Transparency/opacity factors in word recognition. SUNY Research Foundation. (\$3591.00, 1979)

Project director, Models of reading ability in normal and EMR children. SUNY Research Foundation. (\$3376.00, 1977)

Project director, The misreading of high-frequency words. SUNY Research Foundation. (\$1896.00, 1976)

IX. CONSULTANCIES

Member, Board of Directors, Kids read Now!, Akron, OH, 2014-

Member, Advisory Committee, American Reading Company, King of Prussia, PA, 2013-

Consultant, Kingsport City School District, evaluation of elementary reading instructional program, 2014.

Consultant to Benton Elementary School, Polk County (TN) Schools, developing a cohort of reading specialists, 2013-2015.

Juror, Brock International Prize for Education, 2013

Consultant, Greene County Public Schools, TN. Developing a cohort of reading specialists. 2010-2013.

Consultant, Tennessee School for the Deaf, Knoxville, TN, 2012.

Consultant, Chicago Public Schools, new framework for classroom literacy lessons, 2011-2012.

Consultant, Duval County Schools, Redesigning classroom literacy instruction. 2010-2011.

Consultant, PBS, Teacherline National Advisory Board, 2005-2010.

Consultant, Wisconsin Reading Initiative, 2003-2005

Consultant, South Carolina Reading Initiative, 2000-2002.

Consultant, Governor's Reading Initiative, Ohio, 2000-2001.

Consultant, National Urban Alliance, Teachers College, Columbia University, 1998-01.

Consultant, New York Reading Initiative, 1999-2000

Invited panelist, Education Writers Association, Baltimore, December, 1997.

Invited testimony, Governor's Task Force on Reading, Sacramento, CA, May, 1996.

Member, advisory board, Laboratory for Student Success, mid-Atlantic Regional Educational Laboratory , Temple University, 1996-

Consultant, National Faculty, Atlanta, working in El Paso and other urban school systems, 1993-1999.

Member, Americorps for Math and Literacy Advisory Board, Charles Dana Center for Mathematics and Science, University of Texas, 1994-96.

External reviewer, renewal proposal for the National Reading Research Center, U.S. Department of Education, Office of Educational Research and Improvement, 1994.

Commentator, New York State Special Commission on Educational Structures, Policies, and Practices, 1993-1994..

Invited commentary, Office of the Undersecretary, U.S. Department of Education, reauthorization of IDEA, 1994.

National Reading Recovery/Chapter I Task Force, 1994.

Invited testimony, Congressional Independent Review Panel, reauthorization of ESEA, 1993.

Invited commentary, Federal policy options in reauthorizing ESEA, RAND, 1993.

National Chapter 1 and Special Education Coordination Committee, U.S. Department of Education, 1992-93.

Advisory expert, Chapter 1 Assessment Independent Review Panel, U.S. Department of Education, 1992.

Experts panel, A longitudinal study of effective schooling for disadvantaged students. SRI, International, primary contractor to U.S Department of Education. 1988-1992

External reviewer, National Research Center for Elementary School Content Areas, U.S. Department of Education, Office of Educational Research and Improvement, 1990.

Consultant to the California Literature Project, 1989-1991.

Consultant, Center for the Study of Reading, literacy instruction for disadvantaged and at-risk children and youth, 1988-1989.

Consultant, U.S. Office of Educational Research and Improvement, grants competition referee for literacy studies (II/86) and National Center for the Study of Elementary Schools (6/87).

Member of National Evaluation Panel, Ohio Reading Recovery Project, Ohio Department of Education, 1987-91

Member of Advisory Panel, Project on Adolescent Literacy, Center for Early Adolescence, University of North Carolina, 1986-1989.

Consultant to Far West Laboratory for NIE sponsored national evaluation of Chapter I, 1985-1986.

Consultant to Office of Educational Opportunities Program, New York State Education Department, 1985-1987.

Consultant to New York State Insurance Department, 1982-1983, on compliance standards for the plain language law.

Consultant to Institute for Research on Teaching, Michigan State University, 1977-1980

Consultant to National Assessment of Educational Progress, 1976-1978

Consultant to state education departments (e.g., Ohio Department of Education; Michigan Education Department; California Department of Education; Illinois Department of Education; Arkansas Department of Education; New Jersey Department of Education; Texas Education Agency, Louisiana Department of Education, Massachusetts Department of Education, South Carolina Department of Education, New York State Department of Education, Florida Department of Education, etc.).

Consultant to school districts nationally (e.g. Philadelphia, PA; San Diego County Office of Education, CA; Okaloosa County Schools, FL; Brainerd, MN; Framingham, MA; Hattiesburg, MS; Windsor, CT; Piniellas County Schools, FL; Kelowna, British Columbia; Jefferson County Schools, Louisville, KY; Columbus City Schools, OH; Dallas Public Schools, TX: Districts 7, 8, and 11, New York City; Alamance County Schools, Graham, NC; Nashville Public Schools, TN; Saginaw Public Schools, Saginaw, MI; Duval Public Schools, FL; Montgomery County Public Schools, Rockville, MD; Dallas Public Schools; Sidney Public Schools, Sidney, MT; Adrian Public Schools, Adrian, MI; Fairfax County Schools, VA; Bloomfield Public Schools, NJ; Boston Public Schools, MA; Karpnhianonha School, Caughnauaga, Quebec; Fredericton Schools, Fredericton, New Brunswick, Toronto City Schools, Ontario, Kenosha Schools, WI; Niagara Falls City Schools, NY, Monongalia County, WV; Amarillo ISD, TX, Greene County Schools, TN; Dubuque Public Schools, IA; Rhinelander Public Schools, WI; Palm Beach County Schools, FL; Racine Public Schools, WI, etc..

Invited speaker at college and university conferences (e.g. University of Colorado; Harvard University; Teachers College, Columbia University; University of Minnesota; University of British Columbia, BC; Old Dominion University, VA; Kean College, NJ; Michigan State University, MI; Njimegen University, Netherlands; Rutgers University, NJ; University of Southern Mississippi, MS; University of Maryland, MD; McGill University, Canada; University of Connecticut; Western Michigan University; University of Alabama; National College of Education; Texas Women's University; Eastern Montana College; Southeast Missouri State College; Bloomsburg State College, PA; Southern Illinois University, IL; Plattsburgh State College, NY; Duquesne University, PA; University of Kentucky; Baylor University, Drury University, MO; etc.)

Keynote speaker at state, regional, national and international conferences (e.g. National Reading Recovery Conference; Massachusetts Urban Project; Florida Reading Association; New York Association of Compensatory Educators; Texas Elementary Principal and Supervisors Association; Michigan Reading Association; Maryland Reading Institute; New England Reading Association; New York State Reading Association; Montana School Psychologists Association; Indiana State Reading Association; Utah Education Association; Delaware Reading Council; Texas State Reading Council; National Association of Federal Education Programs Administrators; Colorado Reading Association; New Jersey Association of Learning Consultants, New Jersey Education Association, Iowa Reading Association; New

Hampshire Reading Association; Missouri Reading Association; Oklahoma Reading Association; Michigan Chapter I Council; New York State Effective Schools Consortium, Arkansas Chapter 1 Conference; Near Eastern Schools Association, Bangkok; Department of Defense Overseas Schools, Formosa; St. Croix Federation of Teachers; Bahamian Ministry of Education; Toronto Board of Education; Special Education Association, Vancouver, BC, etc.).

X. SERVICE

A. UNIVERSITY

IRB Compliance Officer, Theory and Practice in Teacher Education, 2012-

Juror, Brock International Prize for Education, Oklahoma City, 2013.

Member, UT CEHHS, Graduate School of Education Planning committee, 2008-2012.

Member, UT CEHHS, Promotion and Tenure Committee, 2006-2009

Member, UT Search committee, Educational Leadership, 2005.

Member, UF College of Education, Faculty Policy Council, 2001-03

Member, UF College of Education, Long Range Planning Committee, 2001-2003

Member, University of Florida, Faculty Senate, 2001-2003

Member, Search committee, Dean of the College of Education, University of Florida, 2000.

Chair, UF Search Committee, Chair, Educational and Counseling Psychology, 2000.

University at Albany (*all others listed below also UA service*).

Member, Graduate Student Recruitment Committee, 1997-98.

Member, Appointment and Promotions Council, School of Education, 1995-97.

Chair, Appointment and Promotions Council, School of Education, 1994-5

Member, Summer School Committee, School of Education, 1993-5

Member, Sesquicentennial Committee, School of Education, 1993-4

Coordinator, SEFA/United Way Campaign, School of Education, 1992-94

Member, Appointment and Promotion Council, School of Education, 1991-95

Member, Academic Council, School of Education, 1990-92

Member, Diversity Committee, School of Education, 1989-90

Chair, Admission and Academic Standing Committee, School of Education, 1989-90.

Member, Graduate Research Initiative on Teacher Effectiveness, 1987-90

Member, various search committees for the School of Education.

Chair, Study Committee on the Future of the School of Library and Information.

Member, Student Affairs Council, 1984-85.

Member, University Senate Committee on Evaluation Policy, 1983-84.

Member, University Athletic Finance Committee, 1982-84.

Member, Distinguished Dissertation Committee, School of Education, 1980-81.

Chair, Appointment and Promotion Committee, School of Education, 1980-1984.

Chair, Presidential Committee on Recruitment and Retention of Advanced Graduate Students, 1977-1978.

Chair, Nominations and Elections Committee, School of Education 1977-1979.

Member, Awards and Honors Committee, School of Education 1975-1978.

Member, University Committee on Admission and Academic Standing 1974-1976.

XI. AWARDS

P. David Pearson Scholarly Influence Award at the Literacy Research Association for my 1977 *Journal of Reading* article, "If they don't read much how are they ever gonna get good?" December, 2015.

AERJ/HDLD Outstanding Reviewer Award for service on the AERJ editorial board, 2013.

Albert J. Harris Award for contributions to understanding reading/learning disabilities, International Reading Association, 2012, co-recipient with Anne McGill-Franzen.

Chancellor's Research and Creative Achievements Citation, University of Tennessee, 2012.

Literacy Hero Award from Scholastic Company for my work promoting access to books for all children, 2012.

William S. Gray Citation of Merit, for meritorious service to the profession, International Reading Association, 2007.

Herr Award, for contributions to the profession, College Reading Association, 2001.

Reading Hall of Fame, elected to membership, 1995; President, 2000.

Johnston Literacy Lectureship Award, Center for Literacy and Disability, UNC-Chapel Hill, 1997.

President's Excellence in Research Award, University at Albany, 1995.

Who's Who in American Education, 4th ed., 1993 (subsequent).

Distinguished Reading Educator Award, New York State Reading Association, 1992.

Albert J. Harris Award for contributions to understanding reading/learning disabilities, , International Reading Association, 1990, co-recipient with Anne McGill-Franzen.

Elva Knight Research Award, International Reading Association, 1984.

Celebrate Literacy Award, Michigan Reading Association, 1984.

Outstanding Dissertation Award, International Reading Association, 1974.