

## VITA

### Janice Field Almasi, Ph.D.

Carol Lee Robertson Endowed Professor of Literacy  
Department of Curriculum and Instruction  
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### ACADEMIC BACKGROUND

#### University of Maryland:

Ph.D. Curriculum and Instruction; Specialization: Reading Education/Research  
Degree conferred May, 1993  
Dissertation: *The Nature of Fourth Graders' Sociocognitive Conflicts in Peer-led and Teacher-led Discussions of Literature*  
Committee: Linda B. Gambrell (Advisor), Peter P. Afflerbach, John T. Guthrie, John F. O'Flahavan, & Michael Pressley

M.Ed. Reading Education, Degree conferred May, 1989

#### Edinboro University of Pennsylvania:

B.S. in Ed. Elementary Education, Summa Cum Laude, University Honors Program,  
Degree conferred May, 1984

### AWARDS, HONORS, AND APPOINTMENTS

- Board of Directors (elected), International Reading Association, 2008-2011
- Board of Directors (elected), National Reading Conference, 2008-2010
- Elected Fellow, National Conference of Researchers in Language and Literacy, 2006.
- Distinguished Alumni Award, Edinboro University of Pennsylvania, 2005.
- Outstanding Scholar Award, College of Education, University of Maryland Alumni Association, 2004.
- Appointed National Faculty Visiting Scholar, 1996-2000  
*The National Faculty's mission is to improve the quality of teaching in classrooms across the United States. It does this by mobilizing distinguished university scholars throughout the country who work with teachers at all grade levels in all academic disciplines. National Faculty Scholars provide demonstration lessons, observations of classroom teachers, academic workshops, and summer institutes for teachers in traditionally impoverished areas.*
- International Reading Association, Outstanding Dissertation Award, 1994.
- National Reading Conference, Outstanding Student Research Award, 1993.
- Academic Fellow, University of Maryland, 1990-91.

- Governor's Citation, State of Maryland, Outstanding Elementary School Teaching, 1989.
- Governor's Academy of Mathematics, Science, & Technology, Summer, 1989.

## PROFESSIONAL WORK EXPERIENCE

January 2004 - present Carol Lee Robertson Endowed Professor of Literacy Education  
Department of Curriculum and Instruction  
University of Kentucky

August 1998- December 2003 Associate Professor of Reading Education  
Department of Learning and Instruction  
University at Buffalo, SUNY

August 1994-August 1998 Assistant Professor of Reading Education  
Department of Learning and Instruction  
University at Buffalo, SUNY

August 1993-August 1994 Learning Research and Development Center  
University of Pittsburgh: *Postdoctoral Fellow*  
Project Director: Isabel L. Beck

July 1992-July 1993 National Reading Research Center  
University of Maryland: *Research Assistant*  
Principal Investigator: John T. Guthrie

August 1991-June 1993 University of Maryland, College of Education  
Department of Curriculum & Instruction: *Instructor*

November 1990-Dec. 1992 University of Maryland  
Reading Clinic: *Clinical Screening Supervisor*  
Director: Peter P. Afflerbach

July 1992-August 1992 Western Maryland College: *Lecturer*  
Graduate School of Education

June 1992-August 1992 University of Maryland  
Summer Reading Program: *Supervisor of Instruction*  
Director: Peter P. Afflerbach

August 1991-June 1992 Army Research Institute: *Research Fellow*  
Mentor: John T. Guthrie

August 1991- Dec. 1991 University of Maryland: *Research Assistant*  
Mentor: Linda B. Gambrell

June 1991-August 1991	University of Maryland Reading Clinic: <i>Assistant Director</i> <u>Director</u> : Beth Davey
August 1990-June 1991	University of Maryland Center for Educational Research and Development: <i>Computer Based Literature Retrieval</i> <u>Director</u> : John T. Guthrie
June 1990-August 1990	University of Maryland Reading Clinic: <i>Instructional Coordinator</i> <u>Director</u> : Beth Davey
Sept. 1989-June 1990	Board of Education of Queen Anne's County, Maryland Kent Island Elementary School: <i>Reading Specialist</i> <u>Principal</u> : Joseph M. Ollock
Sept. 1984-June 1989	Board of Education of Queen Anne's County, Maryland Kent Island Elementary School: <i>Fourth Grade Teacher</i> <u>Principal</u> : Joseph M. Ollock

## **PUBLICATIONS**

### **Books:**

Almasi, J. F., Garas-York, K., & Hildreth, L. (2007). *Teaching literacy in third grade*. New York: Guilford.

Almasi, J. F. (2003). *Teaching strategic reading processes*. New York: Guilford Press.

### **Edited Books:**

Gambrell, L. B., & Almasi, J. F. (Eds.) (1996). *Lively discussions! Fostering engaged readers*. Newark, DE: International Reading Association.

### **Refereed Articles in National/International Journals:**

Almasi, J. F., Garas, K., & Shanahan, L. (2006). Qualitative research on comprehension and the Report of the National Reading Panel. *Elementary School Journal*, 107(1), 37-66.

Almasi, J. F., O'Flahavan, J. F., & Arya, P. (2001). A comparative analysis of student and teacher development in more proficient and less proficient peer discussions of literature. *Reading Research Quarterly*, 36(2), 96-120.

- Rozendal, M., & Almasi, J. F. (2001). Of virgins, blank slates, and gurus: An interpretive case study of elementary teachers implementing peer discussion. In J. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *50<sup>th</sup> Yearbook of the National Reading Conference* (pp. 544-557). Chicago, IL: National Reading Conference.
- Almasi, J. F., McKeown, M. G., & Beck, I. L. (1996). The nature of engaged reading in classroom discussions of literature. *Journal of Literacy Research*, 28(1), 107-146.
- Almasi, J. F. (1995). The nature of fourth graders' sociocognitive conflicts in peer-led and teacher-led discussions of literature. *Reading Research Quarterly*, 30(3), 314-351.
- Almasi, J. F. (1994). The effects of peer-led and teacher-led discussions of literature on fourth-graders' sociocognitive conflicts. In C. K. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice* (43rd Yearbook of the National Reading Conference, pp. 40-59). Chicago, IL: National Reading Conference.
- Almasi, J. F., Palmer, B. M., Gambrell, L. B., & Pressley, M. (1994). Toward disciplined inquiry: A methodological analysis of whole language research. *Educational Psychologist*, 29(4), 193-202.
- Pressley, M., Almasi, J. F., Schuder, T. L., Bergman, J., Hite, S., El-Dinary, P. B., & Brown, R. (1994). Transactional instruction of comprehension strategies: The Montgomery County, Maryland SAIL program. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 10(1), 5-19.
- Pressley, M., El-Dinary, P. B., Gaskins, I., Schuder, T., Bergman, J., Almasi, J. F., & Brown, R. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *Elementary School Journal*, 92(5), 513-555.

**Other Refereed Articles:**

- Klenk, L., & Almasi, J. F. (1997). School-based practicum in reading disabilities. *The Language and Literacy Spectrum*, 7, 73-79.
- Walker, B. J., Gambrell, L. B., Truscott, D., & Almasi, J. F. (1994). Mental imagery, text illustrations, and reading comprehension of adult readers. In E. G. Sturtevant, W. M. Linek, K. A. J. Mohr, & E. W. Murphy (Eds.), *Pathways for literacy: Learners teach and teachers learn: The Sixteenth Yearbook of the College Reading Association* (pp. 99-108). Pittsburg, KS: College Reading Association.
- Almasi, J. F. (1991). Helping students deal effectively with comprehension failure. *Literacy: Issues and Practices*, 8, 59-66.

**Book Chapters:**

- Almasi, J. F., & Garas-York, K. (in press). Comprehension and peer discussion. To appear in S. Israel & G. Duffy (Eds.), *Handbook of research on reading comprehension*. Mahwah, NJ: Erlbaum.
- Almasi, J. F., Palmer, B. M., Madden, A., & Hart, S. (in press). Interventions to enhance narrative comprehension. To appear in R. Allington & A. McGill-Franzen (Eds.), *Handbook of Reading Disabilities Research*. Mahwah, NJ: Erlbaum.
- Almasi, J. F. (2007). Using questioning strategies to promote students' active comprehension of content area material. In D. Lapp & J. Flood (Eds.), *Content area reading instruction* (5<sup>th</sup> ed. pp. 487-513). Mahwah, NJ: Erlbaum.
- Almasi, J. F. (2002). Research-based comprehension practices that create higher level discussions. In C. Collins Block, M. Pressley, & L. B. Gambrell (Eds.), *Comprehension instruction: Building on the past and improving instruction for today's students* (pp. 229-242). San Francisco: Jossey-Bass.
- Gambrell, L. B., Mazzoni, S., & Almasi, J. F. (2000). Promoting collaboration, social interaction, and engagement with text. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.), *Engaging young readers: Promoting achievement and motivation* (119-139). New York: Guilford.
- Almasi, J. F., & Gambrell, L. B. (1997). Conflict during classroom discussions can be a good thing. In J. Paratore & R. McCormack (Eds.), *Peer talk in the classroom: Learning from research* (130-155). Newark, DE: International Reading Association.
- Almasi, J. F. (1996). A new view of discussion. In L. B. Gambrell & J. F. Almasi (Eds.), *Lively discussions! Fostering engaged readers* (pp. 2-24). Newark, DE: International Reading Association.
- Gambrell, L. B., Almasi, J. F., Xie, Q., Heland, V. (1995). Helping first graders get a Running Start in reading. In L. M. Morrow (Ed.), *Family literacy: Multiple perspectives to enhance literacy development* (pp. 143-154). Newark, DE: International Reading Association.
- Gambrell, L. B., & Almasi, J. F. (1994). Fostering comprehension development through discussion. In L. M. Morrow, L. C. Wilkinson, & J. Smith (Eds.), *The integrated language arts: Controversy to consensus* (pp. 71-90). Boston, MA: Allyn-Bacon.

**Invited Articles:**

- Almasi, J. F. (2002). Peer discussion. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia* (Vol. 2, pp. 420-424). New York: ABC.
- Almasi, J. F. (1995, August/September). Who says conflict can't be good? Creating classroom

discussions that foster engaged reading. *Reading Today*, 13(1), 26.

### **Book Reviews:**

Almasi, J. F. (2002). Border crossing dilemmas: What cultural currency is accepted at the toll booth? [Review of the book *Children's Engagement in the World: Sociocultural Perspectives*]. *Race, Ethnicity, and Education*, 5(3), 317-325.

### **Research Reports:**

Cantrell, S. C., Almasi, J. F., Carter, J. C., & Rintamaa, M. (2008, February). *Kentucky Striving Readers: Year One Preliminary Impact Memo*. Research report prepared for the Office of Elementary and Secondary Education. U. S. Department of Education, Washington, DC.

Almasi, J. F., Costanzo, Z., Crout, M., Frank, S. T., Harrison, P., Owczarak, J., & Priddy, J. (2008, January). *An evaluation of the impact of the Kentucky Reading Project on teacher and student growth 2006-07*. Lexington, KY: Collaborative Center for Literacy Development.

Almasi, J. F., Madden, A., Montgomery, S., & Culver, J. (2006, September). *An evaluation of the impact of the Kentucky Reading Project on teacher and student growth 2005-06*. Lexington, KY: Collaborative Center for Literacy Development.

Almasi, J. F., Culver, J., & Montgomery, S. (2005, September). *An evaluation of the impact of the Kentucky Reading Project on teacher and student growth 2004-05*. Lexington, KY: Collaborative Center for Literacy Development.

Almasi, J. F., Palmer, B. M., Garas, K., Cho, H., Ma, W., Shanahan, L., & Augustino, A. (2004, April). *A longitudinal investigation of peer discussion of text on reading development in grades K-3*. Final research report prepared for the Institute of Education Sciences. U.S. Department of Education, Washington DC.

### **Refereed Research Reports:**

#### **CONTRACTUAL:**

*The National Reading Research Center was a federally funded center contracted between the Office of Educational Research and Improvement of the U.S. Department of Education, and the University of Maryland and the University of Georgia (March 1992-February 1997). Contractual research reports communicate the findings of original research funded by the National Reading Research Center. All contractual research reports submitted for publication consideration to the National Reading Research Center Publications Committee were subjected to a full external peer review process.*

Afflerbach, P. P., Almasi, J. F., Guthrie, J. T., & Schafer, W. D. (1996). *Barriers to the implementation of a statewide performance program: School personnel perspectives* (Reading Research Report No. 51). Athens, GA: National Reading Research Center.

Almasi, J. F., Afflerbach, P. P., Guthrie, J. T., & Schafer, W. D. (1995). *Impacts of a statewide performance assessment program on classroom instructional practice* (Reading Research Report No. 32). Athens, GA: National Reading Research Center.

Schafer, W. D., Guthrie, J. T., Almasi, J. F., & Afflerbach, P. P. (1994). *Test quality for use in curricular and instructional decision making in reading* (Reading Research Report No. 28). Athens, GA: National Reading Research Center.

Guthrie, J. T., Schafer, W. D., Afflerbach, P. P., & Almasi, J. F. (1994). *Systemic reform of literacy education: State and district-level policy changes in Maryland* (Reading Research Report No. 27). Athens, GA: National Reading Research Center.

#### **NON-CONTRACTUAL:**

*The National Reading Research Center was a federally funded center contracted between the Office of Educational Research and Improvement of the U.S. Department of Education, and the University of Maryland and the University of Georgia (March 1992- February 1997). Non-contractual research reports communicate the findings of original research that was not funded by the National Reading Research Center. However, these reports furthered the National Reading Research Center mission. All non-contractual research reports submitted for publication consideration to the National Reading Research Center Publications Committee were subjected to a full external peer review process.*

Almasi, J. F., & Gambrell, L. B. (Spring, 1994). *Sociocognitive conflict in peer-led and teacher-led discussions of literature* (Reading Research Report No. 12). Athens, GA: National Reading Research Center.

#### **CONTRACTUAL PUBLICATIONS:**

Almasi, J. F. (1995). *Instructor's manual and test bank for Au, Mason, & Scheu's Literacy instruction for today* (3rd edition). New York: HarperCollins.

#### **MANUSCRIPTS IN PREPARATION:**

Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., & Madden, A. (in review). *The impact of Striving Readers on the achievement, strategy use, and motivation of struggling adolescent readers*. Unpublished manuscript.

Almasi, J. F., Shanahan, L., Cho, H., Ma, W., & Garas, K. (in preparation). *Cognitive, social, and affective development during peer discussions of text in grades K-3*. Unpublished

manuscript.

Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., Augustino, A., & Palmer, B. M. (in preparation). *A longitudinal study of development: Comprehension, interpretive strategy use, and language use among children in grades K-3*. Unpublished manuscript.

Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., Augustino, A., & Green, C. (in preparation). *Social and linguistic development among K-3 students who participate in peer discussions of text*. Unpublished manuscript.

Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., & Augustino, A. (in preparation). *The impact of peer discussion on social, cognitive, and affective growth in literacy*. Unpublished manuscript.

Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., & Augustino, A. (in preparation). *One cohort's social, cognitive, and affective development across grades 1-3*. Unpublished manuscript.

Almasi, J. F., Cho, H., Garas, K., Shanahan, L., Ma, W., Yoon, B., & Augustino, A. (in preparation). *The genesis of dialogic inquiry: Phases of language development during peer discussion*. Unpublished manuscript.

Almasi, J. F., & Russell, W. (in preparation). *Scaffold to nowhere? Appropriated voice, metatalk, and personal narrative in third graders' peer discussions of information text*. Unpublished manuscript.

Almasi, J. F., & Russell, W. (in preparation). *Positioning for power: When scaffolding does not lead to dialogism*. Unpublished manuscript.

Almasi, J. F., & Russell, W. (in preparation). *An ecology of communication: Peer discussions as semiotic systems*. Unpublished manuscript.

## **PRESENTATIONS:**

### **International:**

Almasi, J. F., Palmer, B. M., & Hildreth, L. (2008, July). *While students learn, teachers learn/ Mientras aprenden los estudiantes, aprenden los maestros*. Presented at the International Reading Association's 22<sup>nd</sup> World Congress, San Jose, Costa Rica.

Almasi, J. F. (2002, July). *Designing effective comprehension instruction: The strategy instruction model*. In L. B. Gambrell (Chair), *Increasing students' understanding of texts: Research-based practices*. Symposium conducted at the International Reading Association's 19<sup>th</sup> World Congress on Reading, Edinburgh, Scotland.

**National:**

- Almasi, J. F., Cantrell, S. C., Carter, J. C., & Rintamaa, M. (2008, December). Impacts of whole-school intervention on teachers' efficacy and classroom practices. Paper to be presented at the 58<sup>th</sup> annual meeting of the National Reading Conference. Orlando, FL.
- Almasi, J. F., Palmer, B. M., Madden, A., & Hart, S. (2008, December). A research synthesis of interventions to enhance struggling readers' comprehension of narrative text. Paper to be presented at the 58<sup>th</sup> annual meeting of the National Reading Conference. Orlando, FL.
- Allington, R., Almasi, J. F., & Moje, E. (2008, December). Putting the fun in funding: Experienced literacy researchers discuss grant writing. Symposium to be presented at the 58<sup>th</sup> annual meeting of the National Reading Conference. Orlando, FL.
- Cantrell, S. C., Almasi, J. F., Carter, J. C. & Rintamaa, M. (2008, April). *The impact of Striving Readers on the achievement, motivation, and strategy use of struggling adolescent readers*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Belcher, K., Overturf, B., Awbrey, A., Cantrell, S. C., & Almasi, J. F. (2008, May). *Kentucky Striving Readers Year One*. Workshop presented at the annual meeting of the International Reading Association, Atlanta, GA.
- Almasi, J. F., Palmer, B. M., Garas-York, K., Ma, W., Cho, H., & Shanahan, L. (2006, November). *Ontogenetic Teacher Scaffolding and its Impact on Interpretive Strategy Use and Conversational Development Among Children in Grades K-3 during Peer Discussions of Text*. Paper presented at the 56th annual meeting of the National Reading Conference, Los Angeles, CA.
- Almasi, J. F., Brown, R., Block, C. C., & Gaskins, I. (2006, November). Research on comprehension and Transactional Strategies Instruction. In N. K. Duke & J. F. Almasi (Chairs), *Michael Pressley: A research retrospective on his contributions to the field and a vision for the future*. Symposium conducted at the 56<sup>th</sup> annual meeting of the National Reading Conference, Los Angeles, CA.
- Madden, A. M., & Almasi, J. F. (2006, December). *Transfer of knowledge from reading professional development to classroom practice*. Paper presented at the 56th annual meeting of the National Reading Conference, Los Angeles, CA.
- Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., Augustino, A., & Palmer, B. M. (2005, November). *A Longitudinal Study of Development: Comprehension, Interpretive Strategy Use, and Language Use Among Children in Grades K-3*. Paper presented at the 55<sup>th</sup> Annual Meeting of the National Reading Conference, Miami, FL.

- Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., Augustino, A., & Green, C. (2005, April). *Social and Linguistic Development among K-3 Students who Participate in Peer Discussions of Text*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec.
- Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., & Augustino, A. (2004, December). *The Impact of Peer Discussion on Social, Cognitive, and Affective Growth in Literacy*. Paper to be presented at the 54<sup>th</sup> Annual Meeting of the National Reading Conference, San Antonio, TX.
- Almasi, J. F., Garas, K., Cho, H., Ma, W., Shanahan, L., & Augustino, A. (2004, December). *One Cohort's Social, Cognitive, and Affective Development Across Grades 1-3*. Paper to be presented at the 54<sup>th</sup> Annual Meeting of the National Reading Conference, San Antonio, TX.
- Ma, W., & Almasi, J. F. (2003, April). *Can you help me figure out what this means? A case study of a second-grade student's use of questions in peer discussions*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Almasi, J. F., Cho, H., Garas, K., Shanahan, L., Ma, W., Yoon, B., & Augustino, A. (2003, December). The Genesis of Dialogic Inquiry: Phases of Language Development during Peer Discussion. In B. Palmer (Chair), *Peer Discussion Ecosystems: The Impact of Identity, Power, Authority, and Scaffolding on the Development of Dialogic Inquiry*. Paper presented at the 53<sup>rd</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Garas, K., & Almasi, J. F. (2003, December). The Impact of Identity and Social Interaction on Interpretation of Text. In B. Palmer (Chair), *Peer Discussion Ecosystems: The Impact of Identity, Power, Authority, and Scaffolding on the Development of Dialogic Inquiry*. Paper presented at the 53<sup>rd</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Ma, W., & Almasi, J. F. (2003, December). Coaching on the Edges: A Case Study of Teacher Scaffolding in Peer Discussion. In B. Palmer (Chair), *Peer Discussion Ecosystems: The Impact of Identity, Power, Authority, and Scaffolding on the Development of Dialogic Inquiry*. Paper presented at the 53<sup>rd</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Shanahan, L., & Almasi, J. F. (2003, December). Power and Authority within Peer Discussion: A Study of Dominance. In B. Palmer (Chair), *Peer Discussion Ecosystems: The Impact of Identity, Power, Authority, and Scaffolding on the Development of Dialogic Inquiry*. Paper presented at the 53<sup>rd</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Almasi, J. F., Shanahan, L., Cho, H., Ma, W., & Garas, K. (2002, December). Cognitive, social, and affective development during peer discussions of text in grades K-3. In T. Grace (Chair), *Discussion in literacy instruction*. Paper presented at the 52<sup>nd</sup> Annual Meeting of the National Reading Conference, Miami, FL.

- Almasi, J. F., Garas, K., & Shanahan, L. (2002, December). Qualitative research and the report of the National Reading Panel: No methodology left behind? In C. Harrison (Chair), *How should qualitative research be used to drive government policy? A panel discussion*. Paper presented at the 52<sup>nd</sup> Annual Meeting of the National Reading Conference, Miami, FL.
- Almasi, J. F. (2002, May). Research-based comprehension practices that create higher level discussions. In C. Collins Block, M. Pressley, & L. B. Gambrell (Co-chairs), *Research-based comprehension practices*. Pre-convention Institute conducted at the 47<sup>th</sup> Annual Convention of the International Reading Association, San Francisco, CA.
- Almasi, J. F., Rozendal, M., & Russell, W. (2001, December). Just talking isn't interesting: Social and cognitive development among second and third graders during peer discussions of text. In M. McVee (Chair), *A critical look at using discourse as a means of examining how knowledge is socially constructed in literacy classrooms*. Symposium conducted at the 51<sup>st</sup> Annual Meeting of the National Reading Conference, San Antonio, TX.
- Rozendal, M. S., & Almasi, J. F. (2001, April). *A longitudinal study of student development in peer discussions about texts: The complexities of a multi-site, multi-year investigation*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Almasi, J. F., & Rozendal, M. S. (2000, December). *Of virgins, blank slates, and gurus: An interpretive case study of elementary teachers implementing peer discussion*. Paper presented at the 50<sup>th</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Almasi, J. F., & Russell, W. (2000, December). Positioning for power: When scaffolding does not lead to dialogism. In M. McVee (Chair), *Using positioning theory as a lens to explore literacy learning in multiple contexts*. Symposium conducted at the 50<sup>th</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Almasi, J. F. (2000, May). When teacher scaffolding doesn't work: Engaging diverse learners in peer discussions of informational texts. In C. Brock & F. Boyd (Co-chairs), *Monolingual teachers in multilingual/multicultural classrooms: Promising practices for facilitating literacy learning*. Pre-Convention Institute conducted at the 45<sup>th</sup> Annual Convention of the International Reading Association, Indianapolis, IN.
- Almasi, J. F. (2000, March). *Motivating struggling adolescent readers: Creating space for choice and control*. Invited Paper presented to the National Center on Education and the Economy, Reston, VA.
- Almasi, J. F., & Russell, W. (1999, December). An ecology of communication: Peer discussions as semiotic systems. In L. Galda (Chair), *Classroom talk about literature: The social dimensions of a solitary act*. Symposium conducted at the 49<sup>th</sup> Annual Meeting of the

National Reading Conference, Orlando, FL.

Almasi, J. F. (1999, May). *Peer Discussion in the Classroom: What Research Says about Best Practice*. Invited presentation at the 44<sup>th</sup> Annual Convention of the International Reading Association, San Diego, CA.

Almasi, J. F., Russell, W., Guthrie, J. T., & Anderson, E. (1998, December). *Scaffold to nowhere? Appropriated voice, metatalk, and personal narrative in third graders' peer discussions of information text*. Paper presented at the 48<sup>th</sup> Annual Meeting of the National Reading Conference, Austin, TX.

Almasi, J. F., O'Flahavan, J. F., & Arya, P. (1997, December). An ontogenetic perspective on cognitive growth and social growth during peer discussion. In J. F. Almasi (Chair), *Toward a developmental theory of discussion: Ontogenetic and microgenetic perspectives*. Symposium conducted at the 47th Annual Meeting of the National Reading Conference, Scottsdale, AZ.

Almasi, J. F. (1996, November). Defining engagement from an emic perspective. In J. Turner (Chair), *Assessing student engagement in literacy: Seeing involvement through the eyes of the student*. Symposium conducted at the 46th Annual Meeting of the National Reading Conference, Charleston, SC.

Almasi, J. F., McKeown, M. G., & Beck, I. (1996, November). *Capturing the construct of engaged reading in classroom discussions of literature*. Invited research workshop presented at the 46th Annual Meeting of the National Reading Conference, Charleston, SC.

Almasi, J. F. (1996, April). Developing interpretive strategies through discussion. In L. B. Gambrell & J. F. Almasi (Co-chairs), *Lively Discussions! Creating Classroom Cultures that Foster Interpretation and Comprehension*. Pre-convention Institute conducted at the 41st Annual Meeting of the International Reading Association, New Orleans, LA.

Almasi, J. F., & Arya, P. (1995, December). *Why Can't My Fourth Graders Discuss Like that? A Comparative Analysis of More Proficient and Less Proficient Peer Discussions of Literature*. Paper presented at the 45th Annual Meeting of the National Reading Conference, New Orleans, LA.

Almasi, J. F., Beck, I. L., & McKeown, M. G. (1995, April). *The Influence of Classroom Culture on Engaged Reading During Classroom Discussions of Literature*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Almasi, J. F., Beck, I. L., & McKeown, M. G. (1994, December). *The nature of engaged reading in classroom discussions of literature*. Paper presented at the 44th Annual Meeting of the National Reading Conference, San Diego, CA.

- Almasi, J. F. (1994, May). *The nature of fourth-graders' sociocognitive conflicts in peer-led and teacher-led discussions of literature*. Invited paper presented at the 44th Annual Meeting of the International Reading Association, Toronto, Canada.
- Almasi, J. F., Afflerbach, P. P., Guthrie, J. T., & Schafer, W. D. (1994, April). Impacts of a statewide performance assessment program on classroom instructional practice. In J. Guthrie (Chair), *Instructional policies and practices of literacy in an assessment-driven statewide reform program*. Symposium conducted at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Afflerbach, P. P., Almasi, J. F., Guthrie, J. T., & Schafer, W. D. (1994, April). Barriers to the implementation of a statewide performance assessment program. In J. Guthrie (Chair), *Instructional policies and practices of literacy in an assessment-driven statewide reform program*. Symposium conducted at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Schafer, W. D., Guthrie, J. T., Almasi, J. F., & Afflerbach, P. P. (1994, April). Test quality for use in curricular and instructional decision-making. In J. Guthrie (Chair), *Instructional policies and practices of literacy in an assessment-driven statewide reform program*. Symposium conducted at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Guthrie, J. T., Schafer, W. D., Afflerbach, P. P., & Almasi, J. F. (1994, April). District-level policies of reading instruction in Maryland and their relation to the statewide performance assessment. In J. Guthrie (Chair), *Instructional policies and practices of literacy in an assessment-driven statewide reform program*. Symposium conducted at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Almasi, J. F. (1993, December). *The nature of fourth graders' sociocognitive conflicts in peer-led and teacher-led discussions of literature*. Paper presented at the 43rd Annual Meeting of the National Reading Conference, Charleston, SC.
- Walker, B. J., Gambrell, L. B., Almasi, J. F., & Truscott, D. (1993, November). *Mental imagery, text illustrations, and reading comprehension of adult readers*. Paper presented at the College Reading Association, Richmond, VA.
- Guthrie, J. T., Almasi, J. F., & McGough, K. (1993, April). *Influences of group communication structure on search of multiple representations in learning science concepts*. Paper presented at the American Educational Research Association Annual Meeting, Atlanta, GA.
- Guthrie, J. T., & Almasi, J. F. (1992, December). *Reform or restructuring Chapter I: Policy Implications of findings from the National Reading Research Center*. Educational Policy Forum co-sponsored by the American Educational Research Association and the Institute of

Educational Leadership, Washington, DC.

Almasi, J. F. (1992, December). *Sociocognitive conflict: Recognition and resolution within varying participation structures*. Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Almasi, J. F. (1992, March). *Teacher as co-collaborator in meaning construction*. Paper presented at the 37<sup>th</sup> Annual Convention of the International Reading Association, Orlando, FL.

Almasi, J. F., Palmer, B., & Gambrell, L. B. (1991, December). *Whole language research: A methodological analysis*. Paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.

O'Flahavan, J. F., & Almasi, J. F. (1991, December). *A comparative study of the interpretive roles and intertextual foci found in 2nd, 3rd, and 4th grade peer discussion about literature*. Paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.

#### **Invited Addresses and Keynotes:**

Almasi, J. F. (2008, November). (Invited Speaker). *Why do my students struggle with informational text and what can I do about it?* Presentation to be made at the Texas State Reading Association, Austin, TX.

Almasi, J. F. (2008, October). (Keynote Speaker). *Using peer discussion of text to promote comprehension, motivation, and social skills*. Presentation to be made at the Lancaster/Lebanon Reading Council. Lancaster, PA.

Almasi, J. F. (2008, October). (Featured Speaker). *Where to begin, how to scaffold, and how to assess peer discussion*. Presented at the Northwest Educational Association Conference. Eau Claire, WI.

Almasi, J. F. (2008, October). (Featured Speaker). *How do I get my students to use comprehension strategies on their own?* Presented at the Northwest Educational Association Conference. Eau Claire, WI.

Almasi, J. F. (2008, October). (Featured Speaker). *Recognizing expository text structures*. Presented at the Northwest Educational Association Conference. Eau Claire, WI.

Almasi, J. F. (2008, October). (Invited Speaker). *Peer discussion in the elementary classroom: Promising practices and potential pitfalls*. Presented at the Chicago/Skokie Reading Leadership Institute. Chicago, IL.

Almasi, J. F. (2008, June). (Featured Speaker). *Differentiating instruction within your*

*classroom: How to meet individual students' comprehension needs without going crazy!*  
Presented at the Kentucky Reading First Showcase on Sustainability. Louisville, KY.

Almasi, J. F. (2008, June). (Featured Speaker). *How do you know when/how to differentiate instruction after teaching a lesson?* Presented at the Kentucky Reading First Showcase on Sustainability. Louisville, KY.

Almasi, J. F. (2008, June). (Featured Speaker). *Designing effective programming at the state and local levels.* Presented at the International Reading Association's Southeast/Plains Regional Leadership Workshop. New Orleans, LA.

Almasi, J. F. (2007, May). (Featured Speaker). *Scaffolding Comprehension through Peer Discussion.* Presented at the 52<sup>nd</sup> annual convention of the International Reading Association, Toronto, Canada.

Almasi, J. F. (2004, September). (Featured Speaker) *Peer discussion in the elementary classroom: Creating motivated readers and thinkers.* Presented at the Kentucky Reading Association Fall Conference, Lexington, KY.

Almasi, J. F. (2004, June). (Invited Speaker) *A longitudinal study of cognitive, social, and affective development among elementary students as they participate in peer discussions of text* . Presented at the 24<sup>th</sup> Annual University of Wisconsin Reading Research Symposium, Madison, WI.

Almasi, J. F. (2004, May). (Featured Speaker) *Elementary students' language development during peer discussions of text.* Presented at the 49<sup>th</sup> Annual Convention of the International Reading Association, Reno, NV.

Almasi, J. F. (2003, October). (Keynote Speaker) *Evidenced-based reading research: What it Means for Literacy Educators.* Presented to the Amy Bull Crist Reading Council, New York State Reading Association.

Almasi, J. F. (2003, April). (Keynote Speaker) *Teaching children to be strategic readers and comprehenders.* Presented at the Niagara Frontier Reading Council Spring Brunch, Amherst, NY.

Almasi, J. F. (2003, March). (Featured Speaker) *Research-based comprehension practices that create higher level peer discussions.* Presented at the State of Maryland International Reading Association Council Annual Conference, Towson, MD.

**State and Regional:**

Almasi, J. F. (2003, November). *Evidence-based reading research: What literacy educators need to know.* Presented at the 37<sup>th</sup> Annual Statewide Conference of the New York State Reading Association, New York, NY.

- Almasi, J. F. (2002, November). Evidence-based reading research and Reading First. Pre-conference institute presented at the 26<sup>th</sup> Annual Statewide Conference of the New York State Reading Association, New York, NY.
- Almasi, J. F. & Rozendal, M. S. (1999, November). *Comprehension still matters! Making adjustments for individual needs*. Paper presented at the 33<sup>rd</sup> Annual Statewide Conference of the New York State Reading Association, Saratoga Springs, NY.
- Almasi, J. F. (1998, November). *Peer discussion, literacy, and democracy: Can we impeach the teacher?* Paper presented at the 32<sup>nd</sup> Annual Statewide Conference of the New York State Reading Association, Saratoga Springs, NY.
- Almasi, J. F. (1997, November). *How can we teach reading without any books?* Paper presented at the 31<sup>st</sup> Annual Statewide Conference of the New York State Reading Association, Kiamesha Lake, NY.
- Almasi, J. F., Stayter, F., & Allington, R. (1997, November). *Literacy by Grade 3*. Panel discussion presented at the 31<sup>st</sup> Annual Statewide Conference of the New York State Reading Association, Kiamesha Lake, NY.
- Almasi, J. F. (1997, May). *Peer discussions in the classroom: How valuable are they?* Colloquium presented for the New York State Reading Association, Buffalo, NY.
- Almasi, J. F. (1997, May). *Comprehension monitoring: The challenges of direct instruction with struggling readers*. Invited paper presented at SUNY Cortland's Conversation in the Disciplines Series, Cortland, NY.
- Almasi, J. F. (1997, June). *Fostering Engaged Reading through Peer Discussions of Literature: Part II*. Workshop presented at the New York State Reading Association Delegates' Assembly, Albany, NY.
- Almasi, J. F. (1996, November). *Literature circles: Students' conversations about books*. Featured speaker at the 30<sup>th</sup> Annual Statewide Conference of the New York State Reading Association, Kiamesha Lake, NY.
- Almasi, J. F. (1996, October). *Creating classrooms that foster lively discussions*. Invited presentation for the Chautauqua Reading Council, Jamestown, NY.
- Almasi, J. F. (1996, September). *Fostering Engaged Reading through Peer Discussions of Literature: Part I*. Workshop presented at the New York State Reading Association Delegates' Assembly, Albany, NY.
- Almasi, J. F. (1992, March). *Comprehension renovation: Facilitating students' knowledge*

*restructuring during literary discussions.* Presented at the State of Maryland International Reading Association Conference, Towson, MD.

Almasi, J. F. (1991, March). *Engaging students in literary discussions: The reader response group.* Presented at the State of Maryland International Reading Association Conference, Towson, MD.

Almasi, J. F., & Gambrell, L. B. (1990, March). *Helping students deal effectively with comprehension failure.* Presented at the State of Maryland International Reading Association Conference, Towson, MD.

#### **NATIONAL FACULTY ACTIVITY:**

Almasi, J. F., Hall, A., & Southall, T. (1999, August 2-6). One-week summer institute presented to the Metro Atlanta Partnership for Visual Arts and Learning, High Museum of Art, Atlanta, GA.

*One week summer institute: Interdisciplinary summer institute that brought together education professors (Janice Almasi, Associate Professor of Reading Education; and Ann Hall, Professor of Reading Education) and a museum curator (Tom Southall, Curator of Photography, High Museum of Art). Each daily session included six hours of interdisciplinary workshops around a common theme. Our theme was: "What's Real? The Context and Content of Literacy." Literacy topics that I presented included sessions on: sociocultural tools and identity, historical views of literacy, classroom contexts that foster strategic reading, characteristics of strategic readers, and demonstrations of strategy lessons.*

Almasi, J. F., Koppelman, N., & Wolff-King, S. (1999, June 13-25). Two-week summer institute presented to the Reelfoot Lake Area, Tennessee Language Arts Team and the Harrisburg, Illinois Social Studies-Language Arts Team, Oxford, MS.

*Two-week summer institute: Interdisciplinary summer institute that brought together Humanities scholars (Sally Wolff-King, Professor of English, Emory University and Nancy Koppelman, Adjunct Professor of History, The Evergreen State College) and an Education scholar (Janice Almasi, Associate Professor of Reading Education, University at Buffalo). Each daily session included six hours of interdisciplinary workshops around a theme. Our theme was "Widening Circles of 'Place': History, Literature, and Identity." Literacy topics that I presented included sessions on: using children's literature, reader response theory, peer discussion of text, and individual cosmology.*

Almasi, J. F. (1998, September 17-18). *Creating Balanced Literacy Instruction to Help Students Become Strategic Readers.* Academic sessions presented to the Reelfoot Lake Area Language Arts Team, Dyersburg, Tennessee.

*Two-day academic session: Day one included academic sessions focusing on elements of a balanced literacy program and how to engage students in peer discussions of text. Day two included an academic workshop session on providing comprehension strategy instruction for struggling readers.*

Almasi, J. F., Gentry-Vance, J., & Wilkinson, S. (1997, June 15-27). Two week summer institute presented to the Brookhaven, Mississippi and the Reelfoot Lake Area, Tennessee Language Arts Teams, Oxford, MS.

*Two-week summer institute: Interdisciplinary summer institute that brought together Humanities scholars (Jane Gentry-Vance, Professor of English, University of Kentucky and Sylvia Wilkinson, Novelist, El Segundo, California) and an Education scholar (Janice Almasi, Assistant Professor of Reading Education, University at Buffalo). Each daily session included six hours of interdisciplinary workshops on literacy topics such as: schema theory, gender issues, engagement theory, journal writing, characterization, reading/writing/interpreting poetry, and authentic literacy assessment.*

Almasi, J. F., & Herrell, A. (1997, January 13-14). *Reading and writing connections*. Academic sessions presented to El-Paso Independent School District, El Paso, TX.

*Two-day academic session: Day one included observation of first grade teachers, a demonstration lesson for bilingual first graders, and a debriefing with teachers and administrators. Day two included an academic workshop session on reading and writing connections co-conducted with Dr. Adrienne Herrell of the California State University-Fresno.*

#### **EXTERNAL FUNDING ACTIVITIES:**

- **Funding Source:** U. S. Department of Education, Office of Elementary and Secondary Education, Striving Readers Grant Competition  
**Project:** Kentucky Content Literacy Consortium (KCLC)  
**Role:** Co- Principal Investigator of Evaluation Team  
**Date Applied:** November, 2005  
**Award Dates:** July, 2006 – July, 2010  
**Grant Amount:** \$16,195,959 (\$2,800,000 for the evaluation component)  
**Status:** Funded
  
- **Funding Source:** U. S. Department of Education, Institute of Education Sciences, Teacher Quality: Reading and Writing Competition  
**Project:** *Evaluating the Kentucky Reading Project*  
**Role:** Project Director and Principal Investigator  
**Date Applied:** November 3, 2005  
**Grant Amount:** \$1,500,000  
**Status:** Not funded

- Funding Source: U. S. Department of Education, Institute of Education Sciences, Reading and Writing Competition  
Project: *Project Think: An Investigation of the Effects of Text Structure Strategy Instruction and Peer Discussion on Fourth Graders' Comprehension of Expository Texts*  
Role: Project Director and Principal Investigator  
Date Applied: July, 2005  
Grant Amount: \$1,500,000  
Status: Not funded
  
- Funding Source: U. S. Department of Education, Office of Educational Research and Improvement, Field-Initiated Studies  
Project: *A Longitudinal Investigation of the Influence of Peer Talk about Text on Reading Development in Grades K-3*  
Role: Project Director and Principal Investigator  
Date Applied: September 15, 2000  
Award Dates: January, 2001 – December, 2003  
Grant Amount: \$828,780  
Status: Funded (\$828,780) (PR/AWARD NO. R305T010155)
  
- Funding Source: United States Department of Education, Office of Educational Research and Improvement: National Reading Research Center (PR/AWARD NO. 117A20007)  
Project: Edited Book for the National Reading Research Center entitled, *Lively Discussions! Creating Classroom Cultures that Foster Interpretation and Comprehension*  
Role: Co-editor  
Date Applied: August 22, 1995  
Date Received: March 1, 1996  
Grant Amount: \$38,924  
Amount Funded: \$38,924
  
- Funding Source: United States Department of Education, Office of Educational Research and Improvement: National Reading Research Center (PR/AWARD NO. 117A20007)  
Project: *Idea Circles: Literacy engagement, discourse, and conceptual learning in collaborative groups*  
Role: Co-investigator  
Date Applied: February 15, 1996  
Date Received: March 1, 1996  
Grant Amount: \$10,000  
Amount Funded: \$10,000

- **Funding Source:** State University of New York at Buffalo  
**Project:** *Interdisciplinary Research on Socio-cultural Perspectives in Literacy: A Pilot Study*  
**Role:** Co-Investigator/Project Director  
**Date Applied:** February 9, 1996  
**Date Received:** April 18, 1996  
**Grant Amount:** \$19,900  
**Amount Funded:** \$19,900
- **Funding Source:** New York State/United University Professions: Term Faculty Development Award Program  
**Project:** *The Development of Fourth Graders' Interactive and Interpretive Strategies*  
**Role:** Principal Investigator  
**Date applied:** October 26, 1994  
**Grant amount:** \$ 750.00  
**Amount Funded:** \$ 340.00

### **PROFESSIONAL ACTIVITIES:**

#### **Editor:**

*The Language and Literacy Spectrum* (vol. 10). Journal of the New York State Reading Association, 1999-2000.

*The Language and Literacy Spectrum* (vol. 9). Journal of the New York State Reading Association, 1998-99.

*The Language and Literacy Spectrum* (vol. 8). Journal of the New York State Reading Association, March 1, 1997-1998.

*Literacy: Issues and Practices* (vol. 12). State of Maryland International Reading Association Yearbook, 1995.

*Literacy: Issues and Practices* (vol. 11). State of Maryland International Reading Association Yearbook, 1994.

*Literacy: Issues and Practices* (vol. 10). State of Maryland International Reading Association Yearbook, 1993.

#### **Associate Editor:**

*Literacy: Issues and Practices* (vol. 9). State of Maryland International Reading Association Yearbook, 1992.

*NCRE Newsletter*. National Council of Research in English, 1991-1992.

### **Professional Organization Memberships and Committee Work:**

#### *International:*

International Reading Association:

- Board of Directors (elected), 2008-2011
- Teachers as Researchers Subcommittee, 2007-08
- Urban Diversity Initiative, 2003-06
- Outstanding Dissertation Award Subcommittee, 1996-1999
- Subcommittee on Research Implementation, May 1995-96
- Program Review Board, 1994-present

*National:*

American Educational Research Association:

- Division C, Section 6, Program Review Board, 1996-present
- Division 1b Program Review Board, 1995-96

National Reading Conference:

- Board of Directors (elected), 2008-2010
- Secretary (appointed), 2000-06
- Program Area Chair, Area 3/4, 1998-2000
- Oscar Causey Award Committee, 1998-2001
- Program Review Board, 1995-present
- Student Research Award Committee, 1994

National Council of Researchers in Language and Literacy:

- Elected fellow, 2006
- Elected member, 1997

*State:*

New York State Reading Association:

- Past President, 2003-04
- President, 2002-03
- President-Elect, 2001-02
- Vice President, 2000-01
- Executive Committee, 2000-03
- Conference 2002 Planning Committee, 2000-02
- Conference 2001 Planning Committee, 2000-01
- Futures Committee, 2000-02
- Budget Committee, 2000-03
- Editor, *Language and Literacy Spectrum*, 1997-2000
- Conference 1997 Planning Committee, 1996-97
- Delegate's Assembly, 1996-present

State of Maryland International Reading Association:

- Editor, *Literacy: Issues and Practices*, 1993-1995

*Local:*

Niagara Frontier Reading Council:

- Past President, 2000-01
- Nominating Committee, Chair, 2000-01
- Audit Committee, 1999-2000
- President, 1999-2000
- Finance Committee, 1999-2000
- Nominating Committee, 1999-2000
- Conference 2001 Planning Committee
- President-elect, 1998-99
- Vice President, 1997-98
- Board of Directors, 1995-97

Buffalo Public School System:

- “Root Cause” Committee, 1998-2000

*University-level:*

- Graduate Council, University of Kentucky, 2008-09
- Kirwan Award Committee, University of Kentucky, 2006-07
- Heidelberg Scholarship Committee, University of Kentucky, 2005-07
- Faculty Senate, University at Buffalo, SUNY, 2001-03 (elected)
- Faculty Senate Program Advisory Committee, University at Buffalo, SUNY, 2001-02
- Provost's Junior Faculty Advisory Committee, University at Buffalo, SUNY, 1997-98
- Faculty Senate, Spring, University at Buffalo, SUNY, 1997 (interim)
- Provost's Campus-wide Holmes Committee, University of Maryland, August 1991-June 1992 (student member)

*College/Departmental-level:*

- Dean Search Committee, University of Kentucky, College of Education, 2008-09
- Strategic Planning Committee, University of Kentucky, College of Education, 2007-08
- Chair of Department Chair Search Committee, University of Kentucky, EDC, 2007-08
- Research Committee, University of Kentucky, College of Education, 2006-09
- Literacy Search Committee, University of Kentucky, EDC, 2006-07
- Literacy Search Committee, University of Kentucky, EDC, 2005-06
- Literacy Search Committee, University of Kentucky, EDC, 2004-05
- Executive Committee, University at Buffalo, Graduate School of Education, 2002-04 (elected)
- Executive Committee, University at Buffalo, Graduate School of Education, 2001-02 (appointed)
- Doctoral Studies Committee, University at Buffalo, Dept. of Learning and Instruction, 1999-2003
- Literacy Search Committee, University at Buffalo, Co-chair, 2001-02
- Literacy Search Committee, Chair, University at Buffalo, 1999-2000
- Literacy Search Committee, Co-chair, University at Buffalo, 1998-99
- Teacher Education Working Group, Co-chair, University at Buffalo, Fall 1998

- Executive Committee, University at Buffalo, Graduate School of Education, 1998-2000 (elected)
- Strategic Planning Committee, University at Buffalo, Graduate School of Education, 1998-1999
- Center for Educational Resources and Technologies, Curriculum Center Advisory Committee, University at Buffalo, 1998-99
- Center for Educational Resources and Technologies, Curriculum Center Coordinator Search, University at Buffalo, Summer 1997
- Interim Program Director, Elementary Education/Reading, University at Buffalo, Fall, 1995
- Department of Counseling and School Psychology Search Committee, University at Buffalo, 1994-95

#### **Editorial Advisory Boards:**

- *Reading Research Quarterly*, ad hoc reviewer (2008), Editorial Advisory Board (2001-2007)
- *Research in the Teaching of English*, Editorial Review Board, (1998-2000)
- *Journal of Literacy Research* (formerly *Journal of Reading Behavior*), Editorial Review Board (1995-present)
- *Literacy Teaching and Learning: An International Journal of Early Reading and Writing* (2004-2006)
- *National Reading Conference Yearbook*, Editorial Advisory Review Board, (1995-2005)
- *Contemporary Educational Psychology*, ad hoc reviewer, 2007-08
- *Cognition and Instruction*, ad hoc reviewer, 2006
- *Elementary School Journal*, ad hoc reviewer, 2008
- *Journal of Educational Psychology*, ad hoc reviewer, (2000-2006)
- Center for the Improvement of Early Reading Achievement, Editorial Review Board (1998-2000)
- National Reading Research Center Publications, Editorial Review Board (1995-97)
- *Journal of Reading Behavior*, Editorial Review Board (1994-95)

#### **Grant Review Boards:**

- U. S. Department of Education, Institute of Educational Sciences, Appointed to second term as a Principal Member, Reading and Writing Education Research Scientific Review Panel (2007-2010).  
*[This panel reviews grant applications from the National Center for Education Research's Reading and Writing, Interventions for Struggling and Adolescent Readers and Writers, and Teacher Quality - Reading and Writing competitions; the National Center for Special Education Research's Reading, Writing, and Language Development competition; and Education Technology competitions.]*
- U. S. Department of Education, Institute of Educational Sciences, Appointed as a Principal Member, Reading and Writing Education Research Scientific Review Panel (2005-07).

- U. S. Department of Education, Institute of Educational Sciences, Reading Comprehension Grant Reviewer (May, 2003).

**Community Service:**

- Faculty Inservice: Connor Middle School, Grand Island Central Schools, Grand Island, NY: December 9, 2003
- Faculty Inservice: Connor Middle School, Grand Island Central Schools, Grand Island, NY: November 18, 2003
- Faculty Inservice: “Authentic Assessment for Middle School Literacy Programs” Connor Middle School, Grand Island Central Schools, Grand Island, NY: October 21, 2003
- Faculty Inservice: “Guided Reading in the Middle School Literacy Classroom” Connor Middle School, Grand Island Central Schools, Grand Island, NY: September 23, 2003
- Niagara-Orleans County Administrators’ Meeting: “Balanced Literacy in the Elementary School: Issues and Trends” Niagara-Orleans BOCES, NY: May 29, 2003.
- Faculty Inservice: “Using Expository Text to Teach Critical Thinking and Writing” Dyersburg High School, Dyersburg City Schools, Dyersburg, TN: April 23, 2003.
- Faculty Inservice: “Word Recognition Strategies” Charlotte Sidway Elementary School, Grand Island Central Schools, Grand Island, NY: March 25, 2003.
- Faculty Inservice: “Teaching Comprehension Strategies” Charlotte Sidway Elementary School, Grand Island Central Schools, Grand Island, NY: January 6, 2003.
- Faculty Inservice: “Using Peer Discussion in the Classroom” Dyersburg Intermediate School, Dyersburg City Schools, Dyersburg, TN: December 12, 2003.
- Faculty Inservice: “Guided Reading Instruction in the Elementary Classroom” Huth Elementary, Grand Island Central Schools, NY: April 16, 2002
- Demonstration Lessons: “Using Expository Text to Promote Writing and Peer Discussion” Forest Elementary School, Williamsville Central School District, NY: February 27, March 12, and April 9, 2002
- Superintendent’s Conference Day: “Guided Reading Instruction in the Upper Grades” Grand Island Central Schools, NY: February 15, 2002
- Faculty Inservice: “Guided Reading Instruction in the Elementary Classroom” Kegebein Elementary, Grand Island Central Schools, NY: January 7, 14, & February 20, 2002
- Superintendent’s Conference Day: “Reading and Writing for Critical Thinking” Lake Shore Central Schools, NY: September 4, 2002
- Writing Curriculum Development, Iroquois Central Schools, NY: 2000-01
- Faculty Inservice, Grand Island Central Schools, NY: November 7, 2000
- Faculty Inservice, Poughkeepsie, NY: September 25, 2000
- Faculty Inservice, Grand Island Central Schools, NY: August 30, 2000
- Faculty Inservice: “Selecting, Arranging, and Using Expository Texts for Critical Thinking and Analysis” and “Teaching Comprehension to Meet Individual Needs” Iroquois Central School District, Alden, NY: February 21, 2000.
- Faculty Inservice: “Selecting, Arranging, and Using Expository Texts for Critical

Thinking and Analysis” Hamburg Central School District, Hamburg, NY: January 28, 2000.

- Faculty Inservice: “Developing Children’s Proficiency during Peer Discussions of Text” Smallwood Elementary School, Amherst School District, Amherst, NY: January 14, 2000.
- Faculty Inservice: “Enhancing Critical Thinking and Analysis” Iroquois Central School District, Alden, NY: October 8, 1999.
- Faculty Inservice: “Enhancing Critical Thinking and Analysis” Hamburg Central School District, Hamburg, NY: September 7, 1999.
- Faculty Inservice; “Literature Circles: Children’s conversations about books” Forest Elementary, Williamsville Central School District, Williamsville, NY: October 29, 1998
- Faculty Inservice; “Literature Circles: Children’s conversations about books” Amherst Central School District, Amherst, NY: September 2, 1998
- Faculty Inservice; "Helping Students Comprehend Text" Lancaster School District, Lancaster, NY: November, 10, 1997
- Keynote Speaker, Niagara Frontier Reading Council Winter Meeting: February 24, 1996
- School Assessment Team  
Como Park Elementary School, Lancaster, NY: January 19, 1995
- Faculty Inservice: “Comprehension Strategies” Court Street Elementary School, Lancaster, NY: January 11, 18, 25, 1995
- Steel Valley Board of Education Meeting: Educational Focus  
Steel Valley School District, Munhall, PA: April 18, 1994
- Parent-Teacher Association: “Peer Discussion in the Classroom” Queen Anne's County Public Schools, Bayside Elementary School, Stevensville, MD: October 28, 1991
- Faculty Inservice, “Guided Reading Instruction” Millington Elementary School, Kent County Public Schools, MD: October 25, 1991.

## **TEACHING EXPERIENCE:**

International: Guest Lecturer, University of Maryland at Cambridge University; Cambridge, England: June, 1996

Doctoral Courses: EDC 777: *Contemporary Trends and Issues in Literacy: Identity and Agency*  
University of Kentucky: Fall 2006

EDC 777: *Classroom-based Research Methods*  
University of Kentucky: Fall 2005, 2007

LAI 684: *Reading Research Design*  
University at Buffalo, SUNY: Spring 2002

LAI 669: *Qualitative Data Based Research in Education*  
University at Buffalo, SUNY: Fall 1998, 1999, 2000

LAI 653: *Seminar in Special Problems in Reading: Theoretical Models and Processes of Reading*  
University at Buffalo, SUNY: Spring 1997

LAI 635: *Readings in Literacy* (co-taught with the Language and Literacy Group)  
University at Buffalo, SUNY: Fall-Spring 1996-97

LAI *Socially Mediated Learning* (co-taught with Dr. Rachel Brown, Dept. of Counseling and Educational Psychology  
University at Buffalo, SUNY: Spring 1995

Master's Courses:

EDC 641: *Theory and Research in Reading Education*  
University of Kentucky: Spring 2004-08

EDC 642: *Theory and Research in Language Arts*  
University of Kentucky: Fall 2004

LAI 551: *Childhood Literacy Methods*  
University at Buffalo, SUNY: Fall/Spring 1994-2003

LAI 539/586/516/503: *Teaching Strategic Reading Processes*  
University at Buffalo, SUNY: Spring 1996; Fall 1997; Spring 1999, 2000, 2003

EDU 522: *Introduction to Middle School Teaching*  
University of Notre Dame, Notre Dame, IN: Summer 2002

LAI 552: *Adolescent Literacy Methods*  
University at Buffalo, SUNY: Fall 2000

LAI 565: *Literature for Children and Young People*  
University at Buffalo, SUNY: Spring 1998

LAI 559: *Clinical Practicum in Reading/ LAI 592: School-based Practicum--Reading Diagnosis and Remediation*  
University at Buffalo, SUNY: Summer 1996, 2000

*Creative Teaching of Language Arts*  
Western Maryland College: Summer 1992

Undergraduate Courses: *Methods of Teaching Reading in the Elementary School*  
University of Maryland: Spring 1993; Fall 1992; Spring 1993



## DOCTORAL STUDENTS:

### *Committee Chair:*

- Patricia Callaway, Ed.D. (2008, May). “Don’t You Fall: Resilient and Academically Successful African American’s Literacy and Family Involvement Practices.” Literacy Education, University of Kentucky (defended dissertation, April, 2008).
- Judith Conant-Steinbach, Ed.D. (2008, May). “The Effect of Metacognitive Strategy Instruction on Writing.” Literacy Education, University of Kentucky (defended dissertation, December, 2007).
- Keli A. Garas, Ph.D. (2005, May). “High-Achieving Readers in a Low-Performing School.” Literacy Education, State University of New York at Buffalo.
- \*Su-ja Kang, Ph.D., (2005, September). “Communication Strategies for Linguistic Problems in Second Language Oral Communication: A Qualitative Examination of 12 Korean University Students.” Second Language Learning, State University of New York at Buffalo.

*\*Dr. Kang was the 2006 recipient of the American Council on the Teaching of Foreign Languages-Modern Language Journal’s Birkmaier Award for Doctoral Dissertation Research*

- Jennifer Wilson-Bridgeman, Ph.D. (1997, May). “Curricular and Communicative Congruence: A Key to Success for Students At-Risk of Reading Failure?” Literacy Education, State University of New York at Buffalo.
- Lisa Bosley, Literacy Education, University of Kentucky (writing dissertation)
- Felicia Cumings-Smith, Literacy Education, University of Kentucky (writing Qualifying Exams).
- Leigh-Ann Finley, Literacy Education, University of Kentucky (taking coursework).
- Lindsay Grow, Literacy Education, University of Kentucky (taking coursework).
- Melinda Harmon, Literacy Education, University of Kentucky (writing dissertation proposal).
- Susan Beckley Hart, Literacy Education, University of Kentucky (taking coursework).
- Donna Howell, Literacy Education, University of Kentucky (writing Qualifying Exams).
- Angela M. Madden, Literacy Education, University of Kentucky (successfully defended dissertation proposal).
- Theresa Naydan, Literacy Education, University of Kentucky (writing dissertation).
- Amy Smith, Literacy Education, University of Kentucky (writing dissertation proposal).

### *Committee Member:*

- Su-yun Chang, Literacy Education, University of Kentucky.
- Paula Costello, Literacy Education, State University of New York at Albany.
- Tommy Craft, Instructional Systems Design, University of Kentucky.
- Kellie Ellis, Rehabilitation Sciences, University of Kentucky.
- Ginni Fair, Literacy Education, University of Kentucky.
- Susan Thomas Frank, Rehabilitation Sciences, University of Kentucky.
- Jennifer Livingston, Ph.D. (2000). “A Qualitative Study of University Students’ Post-Course Strategy Use.” Educational Psychology, State University of New York at Buffalo.
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Revised October 13, 2008