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**CURRICULUM VITAE**  
**BETTY SHOCKLEY BISPLINGHOFF**  
**(also published under Betty Shockley)**

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**1. ACADEMIC HISTORY**

**Name:** Betty Shockley Bisplinghoff

**Address:** Department of Elementary Education  
427 Aderhold Hall  
Athens, Georgia 30602-7122  
(706) 542-4244; [bettyzb@uga.edu](mailto:bettyzb@uga.edu)

**Present Rank:** Assistant Professor of Elementary Education

**Recommended Rank:** Associate Professor of Elementary Education

**Proportion Time Assignments:**

Fall 2001- present           .45 EFT Instruction, .30 EFT Research  
Fall 2000 – Spring 2001   .67 EFT Instruction, .08 EFT Research

**Tenure Status:** Non-tenured

**Graduate Faculty Status:** Appointed to the Graduate Faculty, January 2003

**Highest Degree:** Ph.D., The University of Georgia, 2001

**Academic Positions:**

2001-present   Assistant Professor, Department of Elementary Education  
The University of Georgia

2000-2001      Temporary Assistant Professor, Department of Elementary Education  
The University of Georgia

1993-1996      Director, National Reading Research Center's School Research Consortium  
The University of Georgia

1994-1995      Adjunct Instructor  
The University of Georgia, Department of Reading Education

**Other Professional Employment:**

- 1998-2000 Teacher, Winder-Barrow Middle School  
Winder, Georgia
- 1996-1998 Teacher, Barnett Shoals Elementary School  
Athens, Georgia
- 1983-1994 Teacher, Fowler Drive Elementary School  
Athens, Georgia
- 1973-1975 Social Worker, Wake County Department of Family and Children's Service  
Raleigh, North Carolina

**Post Graduate Awards:**

- 2005 Elected as Fellow of the National Conference on Research in Language and Literacy
- 2004 D. Keith Osborn Faculty Senate Award for Teaching Excellence
- 2001 Phi Delta Kappa Dissertation Award, The University of Georgia Chapter

**2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION****a. Teaching****The University of Georgia (2000 – present)**

EDEC 4020, Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms

Spring 2001 (N=23), Fall 2001 (N= 20), Fall 2003 (N=23)

EDEC 4030, Integrated Curricular Practices in Early Childhood Education

Fall 2000 (N=25), Spring 2002 (N=24), Spring 2004 (N=23)

EDEC 4040, Special Topics in Early Childhood Education

Fall 2002 (N=21), Fall 2004 (N=23), Spring 2005 (N=19)

EDEC 6000, Special Problems in Early Childhood Education

Fall 2003 (N=1), Summer 2004 (N=1)

EDEC 7000, Master's Research Option)

Summer 2003 (N=1), Summer 2004 (N=1)

EDEC 7010, Trends and Issues in Early Childhood Education  
Fall 2000 (N=25), Spring 2001 (N=5)

EDEC 7020, Theory and Curriculum in Early Childhood Education  
Summer 2002 (N=20), Summer 2003 (N=19), Summer 2004 (N=10)

EDEC 7040, Master's Research (Induction Course for Early Childhood Certification Option)  
Fall 2003 (N=4), Fall 2004 (N=17), Spring 2005 (N=7)

EDEC 7500, Action Research  
Spring 2005 (N=8)

EDEC/EDMS 8010, Teacher Action Research  
Fall 2001 (N=22)

EDEC/EDMS 8190, Mentoring in Learning to Teach  
Spring 2003 (N=12)

READ 9010, Special Topics in Reading Education  
(co-taught with Dr. Michelle Commeyras)  
Fall 2001 (N=16)

### **The University of Georgia (1994-1995)**

ERD 342, Teaching of Reading to Early Elementary Children  
Fall 1994 (N=20)

ERD 343, Corrective Reading in the Early Elementary Grades  
Spring 1995 (N=25)

### **b. Supervising**

EDEC 4020L, Decision Making for Planning, Teaching, and Organizing Early Childhood Classrooms Laboratory  
Fall 2001 (Overall Coordinator), Fall 2003 (Overall Coordinator)

EDEC 4030L, Integrated Curricular Practices in Early Childhood Education  
Spring 2002 (Overall Coordinator), Spring 2002 (N=4),  
Spring 2004 (Overall Coordinator), Spring 2004 (N=6)

EDEC 5460, Student Teaching in Early Childhood Education  
Fall 2000 (N=14), Spring 2001 (N=5), Fall 2002 (N=3)

EDEC 7460, Student Teaching in Early Childhood Education  
Spring 2003 (N=3)

### c. Advising Within the Department of Elementary Education

Dr. Bisplinghoff has advised or is currently advising 16 M.Ed. students, 1 Ed.S. student, and currently advises 2 Ph.D. students in Elementary Education. She also serves on the Early Childhood Certification Option Advisory Committee, which has co-directed or is currently co-directing the progress of 49 M.Ed. students through five phases of accomplishments.

## 3. SCHOLARLY ACTIVITIES

### a. Publications

\* An asterisk identifies a publication that has gone through stringent editorial review.

#### Books authored or coauthored:

\*Bisplinghoff, B., & Allen, J. (1998). *Engaging teachers: Creating teaching and researching relationship*. Portsmouth, NH: Heinemann.  
(Contribution percentages: Bisplinghoff, 50%; Allen, 50%)

\*Shockley, B., Michalove, B., & Allen, J. (1995). *Engaging families: Connecting home and school literacy communities*. Portsmouth, NH: Heinemann.  
(Contribution percentages: Shockley, 33%; Michalove, 33%, Allen, 33%)

\*Allen, J., Michalove, B., & Shockley, B. (1993). *Engaging children: Community and chaos in the lives of young literacy learners*. Portsmouth, NH: Heinemann.  
(Contribution percentages: Allen, 34%; Michalove, 33%; Shockley, 33%)

#### Books edited or coedited:

\*Commeyras, M., Bisplinghoff, B., & Olson, J. (Eds.). (2003). *Teachers as readers: Perspectives on the importance of reading in teachers' classrooms and lives*. Newark, DE: International Reading Association.  
(Contribution percentages: Commeyras, 40%; Bisplinghoff, 40%; Olson, 20%)

Shockley, B. (Ed.). (1999). *Voices from the classroom: Educators reflect on school change* (Vol. II). Boston, MA: CVS Pharmacy, The Philanthropic Initiative.

Shockley, B. (Ed.). (1998). *Voices from the classroom: Educators reflect on school change*. Boston, MA: CVS Pharmacy, The Philanthropic Initiative.

#### Chapters in books:

\*Bisplinghoff, B. (2003). The reading life: It follows you around. In M. Commeyras, B. Bisplinghoff, & J. Olson (Eds.), *Teachers as readers: Perspectives on the*

*importance of reading in teachers' classrooms and lives* (pp. 26-39). Newark, DE: International Reading Association.

\*Commeyras, M., Bisplinghoff, B., & Olson, J. (2003). All together now: Proposing stances for readers as teachers. In M. Commeyras, B. Bisplinghoff, & J. Olson (Eds.), *Teachers as readers: Perspectives on the importance of reading in teachers' classrooms and lives* (pp. 161-175). Newark, DE: International Reading Association.

(Contribution percentages: Commeyras, 40%; Bisplinghoff, 40%; Olson, 20%)

Bisplinghoff, B. (1999). Reading like a researcher. In R. S. Hubbard & B. M. Power (Eds.), *Living the questions: A guide for teacher-researchers* (pp. 172-178). York, ME: Stenhouse.

Allen, J., Michalove, B., Shockley, B., & West, M. (1998). "I'm really worried about Joseph": Reducing the risks of literacy learning. In R. Allington (Ed.), *Teaching struggling readers: Articles from The Reading Teacher* (pp. 134-152). Newark, DE: International Reading Association. (Note: reprinted from 1991)

(Contribution percentages: Allen, 25%; Michalove, 25%; Shockley, 25%; West, 25%)

\*Baumann, J., Bisplinghoff, B., & Allen, J. (1997). Methodology in teacher research: Three cases. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 121-143). New York: Simon & Schuster.

(Contribution percentages: Baumann, 33%; Bisplinghoff, 33%; Allen, 33%)

\*Baumann, J., Allen, J., & Shockley, B. (1994). Questions teachers ask: A report from the National Reading Research Center School Consortium. In C. Kinzer & D. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice* (pp. 474-484). 43<sup>rd</sup> Yearbook on the National Reading Conference. Chicago: National Reading Conference.

(Contribution percentages: Baumann, 33%; Allen, 33%; Shockley, 33%)

Baker, L., Allen, J., Shockley, B., Pellegrini, A. D., Galda, L., & Stahl, S. (1996). Connecting school and home: Constructing partnerships to foster reading development. In L. Baker, P. Afflerbach, & D. Reinking (Eds.), *Developing engaged readers in school and home communities* (pp. 21-41). Mahwah, NJ: Erlbaum.

(Contribution percentages: Baker, 20%; Allen, 20%; Shockley, 20%; Pellegrini, 20%; Galda, 20%; Stahl, 20%)

\*Baumann, J. F., Dillon, D. R., Shockley, B., Alvermann, D. E., & Reinking, D. (1996). Perspectives for literacy research. In L. Baker, P. Afflerbach, & D. Reinking (Eds.), *Developing engaged readers in school and home communities* (pp. 217-245). Mahwah, NJ: Erlbaum.

(Contribution percentages: Baumann, 20%; Dillon, 20%; Shockley, 20%; Alverman, 20%; Reinking, 20%)

\*Shockley, B., & Allen, J. (1992). Shannon: "If you want to be a writer, you got to read." In S. Hudson-Ross, L. Miller-Cleary, & M. Casey (Eds.), *Children's voices: Children talk about literacy* (pp. 52-56). Portsmouth, NH: Heinemann.  
(Contribution percentages: Shockley, 50%; Allen, 50%)

Shockley, B. (1990). Sing a song of Joseph. In M. J. M. Brown (Ed.), *Qualitative research in education: Processes, application, and ethics* (pp. 386-397). Athens, GA: The University of Georgia.

**Monographs:** None

**Journal articles:**

Bisplinghoff, B. (accepted). How can we use the "good" in our work? *Horizons*.

Bisplinghoff, B. (2004). Inquiry circles: Exploring a professional protocol in support of practitioner research. *Connections: A Journal of the National School Reform Faculty, Fall 2004*.

Bisplinghoff, B. S., Bridges, S., Herman-Wilmarth, J., Plemmons, A., & Allen, T. (2002). Documenting decisions: Making learning explicit in our CFG. *Connections: A Journal of the National School Reform Faculty, Fall 2002*, 4-17.  
(Contribution percentages: Bisplinghoff, 60%; Bridges, 10%; Herman-Wilmarth, 10%; Plemmons, 10%; Allen, 10%)

\*Bisplinghoff, B. (2002). Under the wings of writers: A teacher reads to find her way. *The Reading Teacher, 56*(3), 242-252.

\*Bisplinghoff, B. (2002). Teacher planning as responsible resistance. *Language Arts, 80*(2), 119-128.

\*Allen, J., & Shockley, B. (1996). Conversations: Composing a research dialogue: University and school research communities encountering a cultural shift. *Reading Research Quarterly, 31*(2), 220-228.  
(Contribution percentages: Allen, 50%; Shockley, 50%)

\*Shockley, B. (1995). Reading like a researcher. *Teacher Research: The Journal of Classroom Inquiry, 2*(2), 32-48.

\*Shockley, B., Allen, J., & Michalove, B. (1995). Studying the extended literacy community: Research processes. *Teacher Research: The Journal of Classroom Inquiry, 2*(2), 32-48.

- \*Pellegrini, A. D., Galda, L., Shockley, B., & Stahl, S. (1995). The nexus of social and literacy experiences at home and school: Implications for primary school oral language and literacy. *British Journal of Education Psychology*, 65, 273-285. (Contribution percentages: Pellegrini, 40%; Galda, 20%, Shockley, 20%; Stahl, 20%)
- \*Allen, J., Shockley, B., & Baumann, J. (1995). Gathering 'round the kitchen table: Teacher inquiry in the NRRC School Research Consortium. *The Reading Teacher*, 48(6), 526-529. (Contribution percentages: Allen, 33%; Shockley, 33%; Baumann, 33%)
- Galda, L., Pellegrini, A. D., Shockley, B., & Stahl, S. (1995). Talking to read and write. *Reading Today*, 12(3), 32. (Contribution percentages: Galda, 25%; Pellegrini, 25%; Shockley, 25%; Stahl, 25%)
- \*Shockley, B. (1993). Extending the literate community: Reading and writing with families. *The New Advocate*, 6(1), 11-23.
- \*Allen, J., Michalove, B., Shockley, B., & West, M. (1991). "I'm really worried about Joseph": Reducing the risks of literacy learning. *The Reading Teacher*, 44(7), 458-472. (Contribution percentages: Allen, 25%; Michalove, 25%; Shockley, 25%; West, 25%)

#### **Bulletins or reports:**

- Shockley, B., Michalove, B., & Allen, J. (1995). Creating parallel practices. *A National Reading Research Center Instructional Resource*. (Contribution percentages: Shockley, 33%; Michalove, 33%; Allen, 33%)
- Galda, L., Shockley, B., & Pellegrini, A. (1995). Talking to read and write: Opportunities for literate talk in one primary classroom. *A National Reading Research Center Instructional Resource*. (Contribution percentages: Galda, 33%; Shockley, 33%; Pellegrini, 33%)

**Abstracts:** None

**Book reviews:** None

#### **Works submitted but not yet accepted:**

Van Soelen, T. & Bisplinghoff, B. (submitted 2004). Induction and mentoring. *Encyclopedia of Middle Grades Education*.

Bisplinghoff, B. (submitted). Shaping a professional character. *Harvard Educational Review*.

**b. Creative Contributions Other Than Formal Publications:**

National Institute for the Support of Professional Inquiry

Dr. Frances Hensley and I will direct the first National Institute for the Support of Professional Inquiry offered by the Chattanooga Center of Activity for the National School Reform Faculty (July, 2004). It is expected that this will be an annual event and establish a base of preparation for our coaches to facilitate disciplined action research within their Critical Friends Groups at their school sites.

Protocol

Bisplinghoff, B. (2004) *Inquiry Circles: A Protocol to Support Professional Inquiry*

This is a protocol I developed that is being used nationally as a resource for The National School Reform Faculty in support of site-based teacher research in schools throughout the United States. In addition, this protocol is being further developed as a guide for preparing school coaches in the Bill and Melinda Gates Small Schools Initiative.

Induction and Mentoring Framework

Bisplinghoff, B. (2003, 2004). I created the concept of *Reciprocal Evidence-Based Mentoring* which frames the induction and mentoring work within the Georgia Systemic Teacher Education Program. This conceptual framework is being used in grant development and the BRIDGE network.

Television Segments

Bisplinghoff, B. (1998, May). *Engaging families: Building school and home connections for the educational satellite outreach program*. Athens, GA: The University of Georgia.

Bisplinghoff, B. (1997, May). *Classroom literacy innovations for the educational satellite outreach program*, Athens, GA: The University of Georgia.

Bisplinghoff, B. (1994, October). *Outcomes based education*. Athens, GA: Georgia Education Today GPTV.

**c. Grants Received**

**External:**

Bisplinghoff, B. (1993-1997). *National Reading Research Center*, \$74,190.

Bisplinghoff, B., Allen, J., Baumann, J., & Michalove, B. (1993-1997). *Study of the school research consortium*, National Reading Research Center, \$17,717.

Galda, L., Bisplinghoff, B., & Pellegrini, A. (1994). *Literacy in transition: Home and*

*school influences on literacy development in the second grade*, National Reading Research Center, \$29,017.

Bisplinghoff, B., Michalove, B., & Allen, J. (1993). *Extending the literate community: Home-to-school, school-to-home*, National Reading Research Center, \$30,376.

Galda, L., Bisplinghoff, B., Pellegrini, A., & Stahl, S. (1993). *Literacy in transition: Home and school influence on literacy development in first grade*. National Reading Research Center, \$37,466.

Bisplinghoff, B., Michalove, B., & Allen, J. (1992). *Extending the literate community: Home-to-school and school-to-home*, National Reading Research Center, \$28,543.

### **Internal:**

Bisplinghoff, B. (2001-2002). *Critical friends and professional development*, College of Education, \$2,000.

Bisplinghoff, B. (2002-2003). *Sustaining professional dialogue in support of increased student learning and improved professional well-being*, Georgia Systemic Teacher Education Program, \$2,000.

Van Soelen, T. & Bisplinghoff, B. (2003-2004). *A GSTEP story continued: Collaborative teacher induction*, Georgia Systemic Teacher Education Program, \$3,000.

### **Submitted:**

Hensley, F., Moore, J., Recesso, A. & Bisplinghoff, B. (Submitted May, 2004). *Teacher learning communities (TLC) for new teachers*, Wachovia Foundation, \$500,000.

Rhymes, B., & Bisplinghoff, B. (Submitted). *Communities Mentoring Communitites: Professional Development Supporting Latino Achievement in Georgia*. Department of Education Office of English Language Acquisition. \$750,000.

### **In Development:**

Padilla, M., Moore, J., Recesso, A. & Bisplinghoff, B. (In development for submission to the National Science Foundation, September, 2004). *Building teacher learning communities for the improvement of math and science education: A proposal to develop resources for professional development*, \$1,500,000.

Bisplinghoff, B. (In development). *Reciprocal mentoring: Designing a new future for teacher education and professional renewal.*

This grant proposal for \$539, 210 was submitted to the U.S. Department of Education/FIPSE to support a Center for Reciprocal Mentoring at the University of Georgia. The grant was not funded but the proposal is currently being revised for resubmission to an alternate funding source.

Bisplinghoff, B. (In development). *Reciprocal Mentoring: In what ways do student teachers, newly hired teachers and experienced teachers learn from each other and their students?* Spencer Small Research Grant. \$30,000.

#### **d. Recognitions and Outstanding Achievements**

- 2004 Special invitation from Lucent Technologies Foundation to participate in the design and convening of a national conference focused on teacher professional learning communities.
- 1998 Membership nominee, National Reading Panel, Department of Health and Human Services, National Institute of Child Health and Human Development
- 1991 Distinguished Achievement Learned Article Award, Educational Press Association of America
- 1990 Foundation for Excellence in Teaching Award, Clarke County School District
- 1989 Runner-Up, Georgia Teacher of the Year
- 1989 Clarke County School District Teacher of the Year, Athens, Georgia
- 1988 Teacher of the Year, Fowler Drive Elementary School, Athens, Georgia
- 1988 Georgia Reading Teacher of the Year
- 1988 Governor's Choice, State of Georgia Teacher Representative, to the inauguration of President George Bush

#### **e. Areas in Which Research is Done**

My scholarship has focused on understanding teaching as an inquiry process. I study teaching and learning through qualitative, action research practices for the purpose of linking theory and practice, university and school, school and home, and teacher learning with student learning, all to improve learning in Prek-8 classrooms.

#### **f. Supervision of Doctoral Student Research**

### Doctoral Committees:

Van Soelen, Thomas, Ph.D., Elementary Education, Co-Chair, December 2003.

Rigler, Sharon., Ph.D., Language Education, May, 2002.

Olson, Jennifer, Ph.D., Elementary Education, May 2004.

Paisley, Wendel, Ph.D., Middle School Education, in progress.

Calkin, James, Ph.D., Science Education, in progress.

Santana, Annette, Ph.D., Language Education, in progress.

Kay, Amy, Ph.D., Language Education, in progress.

Lewis, Janet, Ph.D., Language Education, in progress.

Hancock, Angie, Ph.D., Elementary Education, in progress.

Faison, Jermain, Ph.D., Language and Literacy Education, in progress.

### g. Editorship or Editorial Board member of National Journals

Editorial Review Board, *Language Arts*, 2002-2005.

Editorial Review Board, *The New Advocate*, 1994-1995.

Editorial Review Board, *Journal of Literacy Research*, 1995-1996.

Editorial Review Board, National Reading Research Center, 1993-1995.

Publication Review Board, National Reading Research Center, 1993-1994.

Teacher Advisory Board, *The Reading Teacher*, 1992-1995.

### h. Convention Papers

\*An asterisk identifies a paper that has a published counterpart.

\*\* Double asterisk identifies an invited keynote address.

### National conventions:

Bisplinghoff, B. (2005, April). *Reciprocal mentoring: Studying successful teaching practices*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

\*\*Bisplinghoff, B. (2004, April). *Literacy partnerships: Connecting home and school*. Keynote address presented at the Family Literacy Conference, University of Indiana, Bloomington, IA.

Bisplinghoff, B., & Hensley, F. (2004, January). *Inquiry Circles: How can a protocol support professional inquiry?* Presented at the winter meeting of the National School Reform Faculty, Philadelphia, PA.

Bisplinghoff, B., & Van Soelen, T. (2003, February). *Critical friends groups as induction support and ongoing professional development*. Paper presented at the New Teacher Center Symposium, San Jose, CA.

- Bisplinghoff, B., & Van Soelen, T. (2003, February). *Partnering to provide instruction as professional development*. Paper presented at the New Teacher Center Symposium, San Jose, CA.
- \*Bisplinghoff, B. (2002, April). *Self-study: An act of responsible resistance*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- \*\*Bisplinghoff, B. (2002, July). *Excellent Edventures*. Keynote speaker at CVS National Innovations in Education Conference, Washington, DC.
- \*\*Bisplinghoff, B. (2002, September). *Becoming an expert in the area of your own interest: Teachers as researchers*. Keynote speaker at Emmanuel Kaplan School/P.S. 229, New York, NY.
- \*\*Bisplinghoff, B. (2001, July). *Planning for literacy*. Keynote speaker at CVS National Innovations in Education Conference, Berea, OH.
- \*Bisplinghoff, B. (2001, December). *Reading as a path to self-study in teaching reading/language arts*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- \*\*Bisplinghoff, B. (1999, May). *Being a teacher who is also a researcher*. Keynote speaker at the spring research conference, The University of Cincinnati, Cincinnati, OH.
- \*Bisplinghoff, B. (1997, May). *Engaging teachers: Researching literacy learning*. Paper presented at the annual meeting of the International Reading Association, Orlando, FL.
- \*\*Bisplinghoff, B. (1997, October). *Engaging families through teacher research*. Keynote speaker at the Springfield Learning Community Collaborative, Springfield, MA.
- Bisplinghoff, B. (1997, October). *Multiple literacies...multiple experiences*. Presentation at the Clemson University Reading Conference, Clemson, SC.
- \*\*Allen, J., & Bisplinghoff, B. (1996, June). *Action research: Using student information to improve instruction*. Keynote address at the twenty-seventh annual Travis-Hawk Memorial Colloquium, University of Tennessee.
- \*\*Bisplinghoff, B. (1996, November). *Connecting home and school literacy communities: The role of teacher research*. Keynote speaker at the Davis Foundation Elementary School Initiatives Program, Interlaken, CT.

- \*Allen, J., & Shockley, B. (1995, April). *Expanding perspectives within a school research community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- \*Bisplinghoff, B. (1994, December). *Becoming a community of researchers: Evolution of a school research consortium*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
- Shockley, B., & Allen, J. (1994, November). *Literacy professional's ways of knowing: A research strand in the NRRC*. Symposium presented at the annual meeting of the National Reading Conference, San Diego, CA.
- Allen, J., & Shockley, B. (1994, November). *Scholarly writing and publishing: Collaboration*. Roundtable presentation at the annual meeting of the National Reading Conference, San Diego, CA.
- \*\*Bisplinghoff, B., & Galda, L. (1994, May). *Sharing lives: Reading, writing, and talking in a first grade classroom community*. Keynote address at the annual meeting of the International Reading Association, Toronto, Canada.
- \*\*Bisplinghoff, B., Baumann, J., Sumner, G., Commeyras, M., Wood, D., & Stanulis, R. (1994, May). *The school research consortium: A research community of the NRRC*. Invited symposium presentation at the annual meeting of the International Reading Association, Toronto, Canada.
- \*Bisplinghoff, B., Baumann, J., & Allen, J. (1994, April). *Becoming a community of researchers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Bisplinghoff, B. (1994, April). *Issues in motivation and literacy learning: Building literate relationships*. Roundtable presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.
- \*Bisplinghoff, B., Baumann, J., & Allen, J. (1994, April). *Becoming a community of researchers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Shockley, B., Micholove, B., & Allen, J. (1993, April). *Helping students become engaged readers: Perspectives from the National Reading Research Center*. Presentation for the International Reading Association Preconvention Institute.
- \*Shockley, B., & Allen, J. (1993, December). *Collaboration between school-based and university-based researchers*. Workshop presented at the annual meeting of the National Reading Conference, Charleston, SC.

- \*Shockley, B., Allen, J., & Baumann, J. (1993, December). *Questions teachers ask*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Shockley, B. (1993, December). *Whole language and effective instruction*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Shockley, B. (1993, September). *Extending the literate community: Home-to-school and school-to-home*. Paper presented to the Greater Tucson Area Reading Council, Tucson, AZ.
- Shockley, B., Michalove, B., & Allen, J. (1992, May). *What makes teacher research easy or hard?* Paper presented at the annual meeting of the International Reading Association, Orlando, FL.
- \*Shockley, B. (1990, May). *Joseph's story*. Paper presented at the annual meeting of the International Reading Association, Orlando, FL.
- \*Shockley, B., & Allen, J. (1990, May). *Restructuring schools to reduce risks*. Paper presented at the annual meeting of the International Reading Association, Orlando, FL.
- Shockley, B. (1989, October). *Reducing risks through whole language instruction*. Paper presented at the Millersville Whole Language Festival, Millersville, PA.
- \*Shockley, B., Allen, J., Michalove, B., & West, J. (1989, November). *Effects of whole language instruction on reducing risks*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

#### **State conventions:**

- Bisplinghoff, B. (1998, September). *Decisions...decision...decisions: Who's the audience? How do you organize for teaching and research? Does it make a difference?* Presentation at The University of South Carolina Teacher-Research Conference, Columbia, SC.
- Shockley, B. (1991, March). *Reading and writing together*. Paper presented at the annual meeting of the Georgia Council of the International Reading Association, Atlanta, GA.
- Shockley, B. (1987, March). *Success for reading and writing*. Paper presented at the annual meeting of the Georgia Council of the International Reading Association, Atlanta, GA.

#### **Local conventions:**

- Fecho, B., Bisplinghoff, B., Commeyras, M., & Hankins, K. (2003, January). *The story of the question: Writing and publishing as a practitioner action researcher*. Paper presented at the annual meeting of the Conference on Interdisciplinary Qualitative Studies, Athens, GA.
- Bisplinghoff, B. (2001, May). *Teacher action research*. Presentation at the spring conference of the League of Professional Schools, Athens, GA.
- Bisplinghoff, B. (1998, May). *Organizing for learning*. Presentation at the spring conference of the League of Professional Schools, Athens, GA.
- \*\*Bisplinghoff, B., & Allen, J. (1995, January). *Composing a research life: University and school*. Keynote speaker at the annual meeting of the Conference on Interdisciplinary Qualitative Studies, Athens, GA.
- Bisplinghoff, B., Allen, J., Michalove, B., & Hales, K. (1994, January). *Issues in longitudinal collaborative research*. Paper presented at the annual meeting of the Conference on Interdisciplinary Qualitative Studies, Athens, GA.
- Shockley, B. (1992, February). *Alternative assessment*. Paper presented to the Clarke County School District Instructional Seminar, Athens, GA.
- \*Shockley, B., Allen, J., Michalove, B., & West, J. (1990, January). *Studying the children we worry about: A collaborative study of literacy learning*. Paper presented at the annual meeting of the Conference on Interdisciplinary Qualitative Studies, Athens, GA.
- Shockley, B. (1989, May). *You can have your cake and eat it too*. Paper presented at the annual Children's Literature Conference, Athens, GA.
- Shockley, B. (1987, September). *Reading: A joy forever*. Paper presented at the University of Georgia Reading Conference, Athens, GA.
- Shockley, B. (1987, May). *Success in reading and writing: A whole class approach to teaching reading and writing in grades k-8*. Paper presented at the annual Children's Literature Conference, Athens, GA.

#### **i. Special Lectures**

Bisplinghoff, B. (2005, April). *Critical friends groups: Building professional community*. Presentation for EDEC 4030, The University of Georgia.

Bisplinghoff, B. (2004, 2003, 2000). *Teacher Research*. Presentation to EDEC/EDMS 8010 (Action Research), The University of Georgia.

- Bisplinghoff, B., & Van Soelen, T. (2003, August). *Developing a school learning community*. Presentation for the faculty and staff of Alps Road Elementary School, Athens, GA.
- Bisplinghoff, B. (2002, April). *Looking at student work*. Presentation for the faculty and staff at Fowler Drive Elementary School, Athens, GA.
- Bisplinghoff, B. (2002, February). *Looking at student work*. Presentation for the faculty and staff at Fowler Drive Elementary School, Athens, GA.
- Bisplinghoff, B. (2001, June). *Looking at student work*. Presentations for the faculty and staff at Cedar Shoals High School, Athens, GA.
- Bisplinghoff, B. (2001, February). *Writing across the curriculum*. Presentation for faculty and staff at Kennedy Elementary School, Winder, GA.
- Bisplinghoff, B. (2001, January). *Writing workshop*. Presentation for faculty and staff at Auburn Elementary School, Winder, GA.
- Bisplinghoff, B., & Allen, J. (1999, January). *Looking closely at life as readers and writers*. Presentation at the Gwinnett Reading Council, Snellville, GA.
- Shockley, B. (1992, June). *Whole language*. Paper presented to the faculty and staff at Galveston Public Schools, Galveston, TX.
- Shockley, B. (1992, November). *Whole language*. Paper presented to the faculty and staff at South Jackson Elementary School, Jackson County, GA.
- Shockley, B. (1991, June). *Whole language instruction*. Paper presented to the faculty and staff at Elementary County School System, Elberton, GA.
- Shockley, B. (1991, May). *Reading with children at home and school*. Paper presented to the faculty and staff at Timothy Road Elementary School, Athens, GA.
- Shockley, B. (1991, January). *Whole language in the classroom: How does it really look*. Paper presented to the faculty and staff at Cobb County School System, Marietta, GA.
- Shockley, B. (1991, January). *Using the whole language approach to enhance the basal reading program*. Paper presented to the faculty and staff at Bethlehem Elementary School, Bethlehem, GA.
- Shockley, B. (1990, November). *Reading and writing workshops*. Presentation to the faculty and staff at Cobb County Curriculum and Instructional Services, Marietta, GA.
- Shockley, B. (1987, March). *The success program*. Paper presented to the faculty and

staff at Flat Shoals Elementary School, Snellville, GA.

Shockley, B. (1985, January). *Success in reading and writing*. Paper presented to the faculty and staff at Clayton County School System, Jonesboro, GA.

**j. Workshops and Training Sessions for Teachers**

National Facilitator, Valdosta State University Literacy Conference, Valdosta, GA, February, 2005.

National Facilitator, Critical Friends Group Coaches Institute, Wake County Public Schools, Raleigh, NC, February, 2005.

Director, Summer Writing Institute for Teachers, Broward County School District, Broward County, FL, 2003.

Critical Friends Group Coaches Institute, Six Districts and University of Georgia faculty, Athens, GA, 2002-2004.

Director, CVS Summer Writing Institute for Teachers, East Brunswick, NJ, 1997-1998.

**4. PUBLIC SERVICE**

**a. Service to School Districts**

Consultant/Developing Learning Communities, Cleveland Municipal School District, 2001-2003.

Consultant/Lucent Learning Communities, Broward County, FL, Lancaster, PA, Seattle, WA, Albuquerque, NM, 2000-2001.

Consultant/CVS Charitable Trust, for the following schools:

Brightwood Elementary School, Washington, DC, 2002-2005.

Duke Ellington School of the Arts, Washington, DC, 2002-2005.

Emmanuel Kaplan School/PS 229, Woodside, NY, 2002-2005.

Harrowgate Elementary School, Chester, VA, 2002-2005.

James R. Lowell Elementary School, Philadelphia, PA, 2002-2005.

Linwood Holton Elementary School, Richmond, VA, 2002-2005.

PS 87Q, Middle Village, NY, 2002-2005.

PS/MS 43Q, Far Rockaway, NY, 2002-2005.

Warren G. Harding Middle School, Philadelphia, PA, 2002-2005.

Alabama School of Fine Arts, Birmingham, AL, 1999-2005.

Brookville Elementary School, Graysville, AL, 1999-2005.

Frost Elementary School, East Brunswick, NJ, 1999-2002.

John Marshall High School, Richmond, VA, 1996-2002.

Johnson Elementary School, Barberton, OH. 1999-2005.

Bowne-Munro Elementary School, East Brunswick, NJ, 1996-2002.

Clinton Public Schools, Clinton, NJ, 1996-1999.

Columbus Franklin Academy, New Haven, CT, 1996-1999.

Hempstead Elementary School, East Ramapo, NY, 1996-1999.

Mr. Hebron Middle School, Montclair, NJ, 1996-1999.

Roland Chatterton Elementary School, Merrick, NY, 1996-1999.

**b. Service to Other Universities**

Partnership Facilitator, Critical Friends Group Coach for Summer Institute with Indiana University School of Education and the Monroe County Community School Corporation, June, 2003.

**c. Service to State and National Organizations**

National Facilitator, The National School Reform Faculty, Bloomington, IN, 1999-present.

Documentation and Research Chair, National Council, The National School Reform Faculty, 2002.

National Council Member, The National School Reform Faculty, 2000-present.

**5. OTHER SERVICE**

**a. Service to the Profession**

**Referee for professional journals:**

*Educational Researcher*, 2004.

**Referee or member of advisory panel for federal, state, or private agencies awarding research, development, training, or service grants:**

Member of Advisory Panel and Grant Referee, The Philanthropic Initiative, Boston, MA, 1996-present

Member of Advisory Panel and Grant Referee, CVS Charitable Trust, Providence, RI, 1996-present

Member of Advisory Panel and Grant Referee Lucent Technologies Foundation, Murray Hill, NJ, 1999-2000

Executive Committee, National Reading Research Center, 1993-1996.

Author, performance indicators, National Research and Development Centers, 1995

**Referee of proposals for national organizations:**

Reviewer, American Educational Research Association, Division K, 2000-present.

Area Chair, 1995, National Reading Conference

Area Co-Chair, 1994, National Reading Conference

**Sessions organized or chaired at professional meetings**

National Facilitator, Winter Meeting for the National School Reform Faculty, 2005, Cambridge, MA.

Conference Co-Chair, CVS National Innovations in Education Conference, 1999, 2000, 2001, 2002, 2003, 2004.

Conference co-chair, GSTEP Second Annual Induction Conference, 2003.

Conference committee, GSTEP First Annual Induction Conference, 2002.

Design Team and Conference Facilitator, Lucent Learning Communities, 2000-2001.

**Professional associations and activities:**

Looking at Student Work National Collaborative

American Educational Research Association  
 Division K (Teacher Education)  
 Teacher Researcher, Special Interest Group  
 Self-Study, Special Interest Group  
 Research on Induction, Special Interest Group

International Reading Association

National Council Teachers of English

Association for Supervision and Curriculum Development

**b. Service to the University of Georgia**

**College of Education:**

Co-facilitator, Aderhold Critical Friends Group, 2002-present.

Georgia Systemic Teacher Education Program (GSTEP)

Chair, Reciprocal Evidence-Based Mentoring Committee.

College of Education Representative, Six Districts Committee, 20001-present.

Member, Induction Committee, 2001-present.

**Department of Elementary Education:**

Awards Committee, Chair, 2004-2005.

Credit Hour Production Committee, 2004-2005.

Graduate Admissions Committee, 2003- present.

Sue Cromartie Scholarship Committee, 2003-present.

Early Childhood Certification Option Advisory Committee, 2001-present; Chair, 2001.

Early Childhood Education Undergraduate Program Committee, 2000-present.

Exit Examinations (Reading) Committee, 2002-2003.

Paul Tappan Harwell Scholarship Committee, 2000-2002.