

DONNA E. ALVERMANN

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Education

Ph.D.	1980	Syracuse University (Reading and Language Arts Education)
M.L.S.	1980	Syracuse University (Information Studies)
M.A.	1968	University of Texas at Austin (Education/History)
B.S.	1965	University of Texas at Austin (Education/History)

Current Academic Appointments

2001 – present	Appointed UGA Distinguished Research Professor (reappointed 2003-2008; 2008-2013) (formerly UGA Research Professor, appointed 1993-98; reappointed 1998-2001)
1990 – present	Professor, Department of Language and Literacy Education, University of Georgia
1997 – present	Fellow in the Institute for Behavioral Research, University of Georgia (original appointment 1983-1992; 5-year hiatus as co-director of NRRC)

Previous Academic Appointments

2009 (May-June)	Forthcoming Visiting Fellow, Centre for Learning Innovation, Faculty of Education, Queensland, University of Technology, Brisbane, Australia
2001 (Apr)	Lansdowne Lecturer, University of Victoria, Canada
1998-2001	Co-Director, Contextual Research Group, Institute for Behavioral Research, UGA
1997-1998	Co-Director, Cognitive Studies Group, Institute for Behavioral Research, UGA
1992-1997	Co-Director and Principal Investigator, National Reading Research Center (NRRC)
1991	Director, Cognitive Studies Group, Institute for Behavioral Research, UGA
1982-1990	Assistant/Associate Professor, College of Education, University of Georgia
1987 (Snr)	Visiting Associate Professor, Louisiana State University
1982	Visiting Scholar, Institute for Research on Teaching, Michigan State University
1980-1982	Assistant Professor, College of Education, University of Northern Iowa

Public School Experience

1975-1976	Assistant Principal, Elmira City Schools, Elmira, New York
1965-1977	Classroom Teacher in New York and Texas

Summary of Consulting Activities

Donna Alvermann has been a consultant for local or state agencies in 48 of the 50 states, and an external evaluator of literacy education programs at the University of Illinois-Chicago, University of New Mexico, University of

Arizona, and University of Long Island-C.W. Post Campus. In addition, she served on the NCATE Board of Examiners and two national standards projects (SPELA and NBPTS). She has also been a consultant to numerous organizations, some of which include: the RAND Corporation, Washington, DC; Governor's Office of Research and Analysis, Georgia Department of Education; Bilingual/ESL Endorsement through Distance Education Project, Brigham Young University, Provo, UT; DETYA Middle Schooling Project, Queensland, Australia; North Central Regional Education Lab/Learning Point Associates, Napier, IL; Education Development Center, Newton, MA; Center for Literacy, Inc., Philadelphia, PA; National Center on Educational Outcomes, University of Minnesota, Minneapolis; U.S. Department of Education Institute of Education Sciences' Assessment of Regional Educational Laboratory Programs; National Center on Education and the Economy, Washington, DC; Purdue University (Office of the Dean), Lafayette, IN; Boys and Girls Clubs of America (National Headquarters, Atlanta); Education Trust, Washington, DC; Spencer Foundation, Chicago, IL; Public/Private Ventures, Philadelphia, PA; Kentucky Reading Project/Kentucky State Department of Education, Louisville, KY; Center for Equity and Excellence in Education, George Washington University, Arlington, VA; Schools for a New Society, Carnegie Corporation of New York; and the Bill and Melinda Gates Foundation/Jobs for the Future, Seattle, WA. She has served as an external evaluator of literacy education grants awarded to Brown University, Providence, RI, and the University of Lüneburg in Germany. Currently, she serves on the Adolescent Literacy Advisory Board of the Alliance for Excellent Education, Washington, DC, and is consulting for the American Institutes for Research, Washington, DC; the RMC Research Corporation, Portland, OR; MDRC, New York City; Center for Children and Technology, New York City; Pearson (Media), Phoenix, AZ; WestEd, Oakland, CA; WNET Channel Thirteen, New York City; WGBH Boston Public TV; and WETA, the flagship PBS station in Washington, DC.

Honors and Awards

Appointed to the Spencer Foundation's Dissertation Fellowship Selection Committee, 2008-09.

Research quoted in the Sunday *New York Times*, Literacy Debate: Online, R U Really Reading? (Interviewer: Motoko Rich), July 27, 2008.

Recipient of Outstanding Reviewer Award for contributions to the *American Educational Research Journal/Social and Institutional Analysis*, 2007.

Awarded the American Reading Forum's Brenda S. Townsend Service Award, 2006.

Awarded the International Reading Association's William S. Gray Citation of Merit, 2006.

Awarded the Honorary Doctorate of Pedagogy - Long Island University, 2005.

Recipient of College Reading Association's Laureate Award, 2004.

Nominated to National Institute for Literacy's Commission on Reading Research, 2004.

Appointed to the National Adolescent Literacy Coalition, Washington, DC, 2004.

Appointed to the Intermediate and Adolescent Literacy National Advisory Group, Alliance for Excellent Education, Washington, DC, 2003

Appointed to the College of Reviewers for the Canada Research Chairs Program, Social Sciences and Humanities Research Council, Canada, 2003.

Appointed to the National Assessment of Educational Progress (NAEP) Reading Planning Committee for 2009 Reading Assessment, Washington, DC, 2003.

Appointed to Adolescent Literacy Research Agenda Setting Panel, Carnegie Corporation of New York, September 2002.

Named Distinguished Research Professor, University of Georgia, July 2001.

Appointed to the RAND/U.S. Department of Education's Reading Research Study Panel, 2000-2001.

Invited Member of the University of Georgia Teaching Academy's Inaugural Class, 2000.

Recipient of the American Association of University Women (AAUW) Educational Foundation's Senior Scholar Special Commendation of Honor, 2000.

Elected to the Reading Hall of Fame, 1999.

Invited to give the 75th Anniversary Celebration Colloquium at Rutgers University Graduate School of Education, February 1999.

Recipient of William A. Owens Creative Research Award, University of Georgia, 1998.

Appointed Senior Teaching Fellow, University of Georgia, 1998-1999.

Recipient of the Oscar S. Causey Award for Outstanding Contributions to Reading Research, National Reading Conference, 1997.

Recipient of the Albert J. Kingston Award for Distinguished Service to the National Reading Conference, 1997.

Elected to the Board of Directors, American Reading Forum, 1998-2001; Chair, Board of Directors, 2000.

Elected as a Director of the College Reading Association Board, 1997-2000.

Named Spencer Research Foundation Mentor, 1997-1998.

Appointed to National Panel of Advisors for the Texas Center for Reading and Language Arts, 1997.

Invited by President Charles Knapp, University of Georgia, to give President's Lecture, 1996.

Recipient of Syracuse University's School of Education Honored Alumna Award, 1995.

Honored Alumna Convocation Speaker, Syracuse University, 1995.

Named University of Georgia Research Professor, 1993.

Recipient of H.B. Herr Award for Contributions to Research in Reading Education, College Reading Association, 1993.

Appointed to the National Board of Professional Teaching Standards Committee for English Language Arts (Middle Childhood, Adolescence, and Young Adulthood), 1992-1997.

Elected to Fellow Status in the National Conference on Research in English (NCRE) 1990.

Elected Vice President of the National Reading Conference, 1989-90; President-Elect, 1990-91; and President, 1991-92. (NRC is the largest literacy research organization with over 1000 members worldwide.)

Recipient of 1988 *Journal of Educational Research* Award for Meritorious Contribution to Educational Practice Through Research.

Named as the first International Reading Association's Representative to the Board of Examiners, National Council for Accreditation of Teacher Education, for 3 year term, 1986-1989.

Elected as Director of the National Reading Conference Board, 1986-1988.

Recipient of the 1986 Achievement Award for New Scholars (awarded by the Conference of Southern Graduate Schools at its annual meeting of Graduate Deans in Knoxville, TN, 1986).

Recipient of the Warren G. Findley Research Award, 1985.

Elected to membership in the National Conference on Research in English (NCRE), May, 1983.

Recognition of academic excellence as a teacher during the University of Georgia Honors Day Program, May 18, 1983.

Invited to membership in the Invisible College for Research on Teaching, 1983.

Cited by 1982 graduating class members (University of Northern Iowa) for being "one of the professors contributing the most to their personal development."

Invited Convocation Speaker, Syracuse University Commencement Exercises, May 1981.

Finalist (1 of 10), International Reading Association's Annual Outstanding Dissertation Awards, 1980.

Grants Funded (Principal Investigator or Co-Principal Investigator)

Alvermann, D. E. (2008-2013). Co-Principal Investigator with M. Hannafin et al. "National Center for Teacher Effectiveness: Middle Grades Science and Mathematics." Under review at the Institute of Education Sciences, U.S. Department of Education.

Alvermann, D. E. (2006-2008). Principal Investigator. "Preparing the Next Generation of Middle School Teachers: An Online Adolescent Literacy Course." Funded by the Carnegie Corporation of New York, \$100,000.

Alvermann, D. E. (2007). Principal Investigator. "Adolescent Literacy Preservice Initiative." Funded by the Carnegie Corporation of New York, \$6,000.

Alvermann, D. E. (2006). Co-Principal Investigator with J. D. Marshall. "Literacy Practices in Afterschool Web-based Youth Communities." (An Edmund A. Stanley, Jr. Research Grant) Funded by the Robert Bowne Foundation, New York City, \$10,000.

Alvermann, D. E. (2004-2008). Co-Principal Investigator with M. Commeyras & D. Harnish. "Evaluation of Reading First in Georgia: Impact and Implementation." Funded by Georgia Department of Education, \$1,173,929.

Alvermann, D. E. (2002). Principal Investigator. "Adolescent Literacy: A Knowledge Development Project." Funded by the Carnegie Corporation of New York, \$48,530.

Alvermann, D.E. (1999-2000). Principal Investigator. "After School Media Clubs for 'At Risk' Adolescent Readers: Critical Media Literacy Tutoring in a Public Library Setting." Funded by the Spencer Foundation, \$71,100.

Alvermann, D. E. (1992 -1997) Co-Principal Investigator with J. T. Guthrie. "National Reading Research Center (NRRC)." Funded by U. S. Department of Education, Office of Educational Research and Improvement, \$7,800,000.

- Alvermann, D. E. (1997). (Co-Principal Investigator with E. St. Pierre). "Reading Texts that are Too Hard to Read: Problems and Possibilities." Funded by College of Education, UGA, Collaboration Research Grant, \$2,000.
- Alvermann, D. E. (1991). Co-Principal Investigator with D. Reinking, P. Schwanenflugel, & S. Stahl. "A Pre-Proposal for the National Reading Research Center." Funded by College of Education, UGA, Summer Research Program, \$4,824 (my share).
- Alvermann, D. E. (1989). Co-Principal Investigator with R. Umpleby. "A Collaborative Study of the Relationship of Discussion to Writing in the Learning and Teaching of Literature." Funded by the National Council of Teachers of English Research Foundation, \$4,388.
- Alvermann, D. E. (1988). Co-Principal Investigator with D. Reinking & J. Okey. "Interactive Video Program for Learning from Text." Funded by College of Education, UGA, Summer Research Program, \$3,600 (my share).
- Alvermann, D. E. (1987). Principal Investigator. "Teaching and Learning from Text: The Parallels Between Reading and Science." Funded by College of Education, UGA, Summer Research, \$1,500.
- Alvermann, D. E. (1985). Co-Principal Investigator with M. Simpson. "Vocabulary Teaching and Post-Reading Discussions in the Content Areas." Funded by the AATES Endowment Fund Committee, Atlanta, GA, \$511.
- Alvermann, D. E. (1985). Principal Investigator. "Activating Background Knowledge with Interactive Video: Its Effect on Text Comprehension." Funded by College of Education, UGA, Summer Research Program, \$2,376.
- Alvermann, D. E. (1984). Co-Principal Investigator with D. A. Hayes. "How Classroom Discussion Affects Students' Critical Reading Behavior." Funded by an Elva Knight Research Grant from the International Reading Association, \$4,982.
- Alvermann, D. E. (1984). Principal Investigator. "Discussion of Assigned Readings: A Triangulated Inquiry." Funded by College of Education, UGA, Summer Research Program, \$2,277.
- Alvermann, D. E. (1983). Principal Investigator. "Textbook Reading Assignments: An Analysis of Teacher-Student Discussions." Funded by the University of Georgia Research Foundation, \$4,994.
- Alvermann, D. E. (1983). "Computer-Video Interactive Program for Teaching Students to Administer and Analyze the Informal Reading Inventory." Funded by University of Georgia's Office of Instructional Development, \$2,132.
- Alvermann, D. E. (1982). Principal Investigator. "Textbook Reading Assignments at the Middle School Level: Relating Teacher Behaviors to Student Performance." Funded by a Faculty Research Award, University of Northern Iowa, \$505.
- Alvermann, D. E. (1982). Principal Investigator. "Reading Instruction: Perceptions and Strategies of Students and Teachers." Funded by Iowa Council, International Reading Association, \$250.
- Alvermann, D. E. (1982). Co-Principal Investigator with N. Ratekin, E. Dishner, and M. Simpson. "The Influence of Teachers' Curricular Perceptions Upon Student Learning Through Text." Funded by Phi Delta Kappa, \$200.

Alvermann, D. E. (1980). Principal Investigator. "A Study of Stages of Language Development in Disabled Readers Between the Ages of Six and Ten." Funded by a Faculty Research Award, University of Northern Iowa, \$900.

Grant Participation in Advisory or Evaluative Role (see also Grants Funded as PI or Co-PI above)

Alvermann, D. E. (2008-2113). Advisory Board Member. "Super Sleuths: Portable Games as Tools for Improving Science and Literacy Achievement," awarded to the Education Development Center/ Center for Children and Technology (EDC/CCT) and Center for Science Education (CSE).

Alvermann, D. E. (2006-2008). External Advisor/Evaluator. "ADORE: Teaching Adolescent Struggling Readers: A Comparative Study of Good Practices in European Countries" awarded to the University of Lüneburg, Germany and 9 other European partners (Belgium, Estonia, Finland, Hungary, Italy, Norway, Poland, Romania, Switzerland). Funded by the European Commission on Education and Culture, Brussels, 630,000 Euros.

Alvermann, D. E. (2008-2009). Advisory Board Member. "Evaluation of Read 180" awarded to American Institutes for Research, Washington, DC. Funded by Scholastic/Council of Great City Schools.

Alvermann, D. E. (2007- 2009). Consultant to Pennsylvania State University's "Historical Study of Reading Texts." Funded by the Spencer Foundation.

Alvermann, D. E. (2007). Expert advisor on "State Policies on Adolescent Literacy" awarded to Education Development Center and Northeast and Islands Regional Education Laboratory. Funded by the Institute of Education Sciences.

Alvermann, D. E. (2006-2011). Consultant to RMC, Evaluator of the Striving Readers Initiative Grant awarded to Portland (OR) Public Schools. Funded by U.S. Department of Education, \$23 million.

Alvermann, D. E. (2006-2010). Advisory Board Member. "When Science and Literacy Meet: Creating Support for Teachers Implementing Writing in the Science Classroom" awarded to Brian Hand, University of Iowa, National Science Foundation Award No. ESI – 0537035.

Alvermann, D. E. (2005-2008). Expert Panelist and Technical Working Group (TWG) Advisor. "Evaluation of Adolescent Literacy Intervention Strategies." Co-Principal Investigators: MDRC, OVAE, and American Institutes for Research. Funded by U.S. Department of Education.

Alvermann, D. E. (2005-2007). Technical Advisor for Video in Teaching and Learning (VITAL) awarded to Channel Thirteen WNET New York (Educational Broadcasting Corporation). Funded by U.S. Department of Education.

Alvermann, D. E. (2005). Out-of-School Youth Technical Assistance Advisor. Principal Investigator: Philadelphia's Center for Literacy." Funded by Youth Transition Funders Group.

Alvermann, D. E. (2005- 2008). Technical Working Group (TWG) Advisor. "National Study of the Effectiveness of Reading Comprehension Interventions." Co-Principal Investigators: Mathematica Policy Research, Inc., and RMC Research Corporation. Funded by U.S. Department of Education.

Alvermann, D. E. (2004 - 2005). Expert Advisor. "Adolescent Literacy Summary Project." Principal Investigator: Center for Equity and Excellent in Education, George Washington University. Funded by National Institute for Literacy, Washington, DC.

Alvermann, D. E. (2004 – 2005). Member of Definition Panel for the "National Accessible Reading Assessment Projects" (NARAP). Co-Principal Investigators: National Center on Educational

Outcomes (University of Minnesota) and Educational Testing Service (Princeton). Funded by U.S. Department of Education.

Alvermann, D. E. (2003 -2005). (Advisor). "Steppingstones of Technology Integration Phase 3 Grant." Principal Investigator: Bob Follansbee, Education Development Center, Newton, MA. Funded by U. S. Department of Education.

Alvermann, D. E. (2003 -2004). (Advisor). "Linking Data and Learning - The Grow Network Study." Principal Investigator: Margaret Honey, Education Development Center, New York City. Funded by the Carnegie Corporation of New York.

Alvermann, D. E. (2002 - 2004). Consultant. "Improving Literacy Learning for Preadolescent and Adolescent Learners: Bridging the Achievement Gap." Principal Investigator: Dorothy Strickland, Rutgers University. Funded by the Carnegie Corporation of New York.

Articles

Alvermann, D. E., Rezak, A. T., Mallozzi, C. A., Boatright, M. D., & Jackson, D. F. (in press). Reflective practice in an online literacy course: Lessons learned from attempts to fuse reading and science instruction. *Teachers College Record*.

Friese, E. E. G., Alvermann, D. E., Parkes, A., & Rezak, A. T. (2008). Selecting texts for English language arts classrooms: When assessment is not enough. *English Teaching: Practice and Critique*, 7(3), 74-99. Available at:
<http://education.waikato.ac.nz/research/journal/view.php?view=true&id=41&p=1>

Alvermann, D. E. (2008). Commentary: Why bother theorizing adolescents' online literacies for classroom practice and research? *Journal of Adolescent & Adult Literacy*, 52, 8-19. Also available at:
<http://www.reading.org/Library/Retrieve.cfm?D=10.1598/JAAL.52.1.2&F=JAAL-52-1-Alvermann.html>

Heron-Hruby, A., Hagood, M. C., & Alvermann, D. E. (2008). Switching places and looking to adolescents for the practices that shape school literacies. *Reading and Writing Quarterly*, 24(3), 311-334.

Alvermann, D. E. (2007). Content area literacy: The spotlight shifts to teacher educators. In M. B. Sampson, P. E. Linder, F. Falk-Ross, M. Foote, & S Szabo (Eds.), *Multiple literacies in the 21st century* (pp. 14-19). Texas A&M University-Commerce: College Reading Association.

Alvermann, D. E., Hagood, M. C., Heron-Hruby, A., Hughes, P., Williams, K. B., & Jun-Chae, Y. (2007). Telling themselves who they are: What one out-of-school time study revealed about underachieving readers. *Reading Psychology*, 28, 1-19.

Alvermann, D. E. (2006). Youth in the middle: Our guides to improved literacy instruction? *Voices in the Middle*, 14(2), 7-13.

Alvermann, D. E. (2006). Pointers for introducing critical media literacy to your students. *The Journal of Media Literacy*, 53(2), 12-15.

Alvermann, D. E. (2006). Teaching preservice teachers to read the discourse of school reform. *Pedagogies: An International Journal*, 1(1), 69-75.

Alvermann, D. E. (2006). Young people's relationships with reading. *The New England Reading Association Journal*, 42(1), 1-5.

- Alvermann, D. E. (2006). Joe Millionaire meets Ulysses: Preservice teachers resist—and adapt—when exposed to media-literacy training. *Threshold: Exploring the Future of Education*, 3(4), 32. [Also available at <http://www.ciconline.com/AboutCIC/Publications/threshold.htm#framing>]
- Dressman, M., O'Brien, D., Rogers, T., Ivey, G., Wilder, P., Alvermann, D., Moje, E., & Leander, K. (2006). Problematizing adolescent literacies: Four instances, multiple perspectives. In J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *Fifty-fifth yearbook of the National Reading Conference* (pp. 141-154). Owl Creek, WI: National Reading Conference.
- Alvermann, D. E. (2005). Literacy on the edge: How close are we to closing the literacy achievement gap? *Voices in the Middle*, 13(1), 8-14.
- Alvermann, D. E. (2004). Seeing and then seeing again. *Journal of Literacy Research*, 36, 289-302.
- Alvermann, D. E. (2004). Media, information communication technologies, and youth literacies. *American Behavioral Scientist*, 48(1), 78-83.
- Alvermann, D. E. (2004). Adolescent aliteracy: Are schools causing it? *Voices in Urban Education*, 3 (Winter/Spring), 26-35. [Also available at <http://www.annenberginstitute.org/VUE/index.html>]
- Alvermann, D. E., Huddleston, A., & Hagood, M. C. (2004). What could professional wrestling and school literacy practices possibly have in common? *Journal of Adolescent & Adult Literacy*, 47, 532-540.
- Young, J. P., Alvermann, D. E., Kaste, J., Henderson, S., & Many, J. (2004). Being a friend and a mentor at the same time: A pooled case comparison. *Mentoring and Tutoring*, 12 (1), 23-36.
- Hinchman, K., A., Alvermann, D. E., Boyd, F. B., Brozo, W. G., & Vacca, R. T. (2003/2004). Supporting older students' in- and out-of-school literacies. *Journal of Adolescent & Adult Literacy*, 47, 304-310.
- [Note: This article was selected by the International Reading Association as the basis for the Read/Write/Think lesson on "Identifying and Understanding the Fallacies Used in Advertising" (see http://www.readwritethink.org/lessons/lesson_view.asp?id=785)]
- Alvermann, D. E., & Xu, S. H. (2003). Children's everyday literacies: Intersections of popular culture and language arts instruction across the curriculum. *Language Art*, 81, 145-154.
- Hand, B. M., Alvermann, D. E., Gee, J. P., Guzzetti, B. J., Norris, S. P., Phillips, L. M., Prain, V., & Yore, L. D. (2003). Message from the "Island Group": What is literacy in science literacy? *Journal of Research in Science Teaching*, 40, 607-615.
- Richardson, T. A., & Alvermann, D. E. (2003). Developing critical awareness in readers. *The California Reader*, 36(4), 54-57.
- Alvermann, D. E. (2003). U.S. middle years teaching education and youth literacies. *Teaching Education*, 14(1), 7-24.
- Alvermann, D. E. (2002). Effective literacy instruction for adolescents. *Journal of Literacy Research*, 34, 189-208.
- Alvermann, D. E. (2001). Some "wonderings" about literacy teacher education. *Journal of Reading Education*, 27(1), 9-13.
- Alvermann, D. E., & Heron, A. H. (2001). Literacy identity work: Playing to learn with popular media. *Journal of Adolescent & Adult Literacy*, 45, 118-122.

- Alvermann, D. E. (2001). Teaching as persuasion: The worthiness of the metaphor. *Theory into Practice*, 40, 278-283.
- Alvermann, D. E. (2001). Reading adolescents' reading identities: Looking back to see ahead. *Journal of Adolescent & Adult Literacy*, 44, 676-690.
- Alvermann, D.E., & Hagood, M.C. (2000) Critical media literacy: Research, theory, and practice in "New Times." *Journal of Educational Research*, 93,193-205.
- Alvermann, D.E., Hruby, G.G. (2000). Mentoring and reporting research: A concern for aesthetics. *Reading Research Quarterly*, 35, 46-63.
- Alvermann, D.E., & Hagood, M.C. (2000). Fandom and critical media literacy. *Journal of Adolescent and Adult Literacy*, 43, 436-446. Reprinted by the International Reading Association, 2000.
- Qian, G. & Alvermann, D.E. (2000). Relationship between epistemological beliefs and conceptual change learning. *Reading and Writing Quarterly*, 16(1), 59-74.
- Alvermann, D.E., Young, J.P., Green, C., & Wisenbaker, J. M. (1999). Adolescents' perceptions and negotiations of literacy practices in after-school Read and Talk Clubs. *American Educational Research Journal*, 36, 221-264.
- Reprinted in R. Ruddell et al. (Eds.). (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading Association.
- Alvermann, D.E. (1999). Are we trend spotters or tale spinners? A report from the field. In J. R. Dugan, P. E. Linder, W. M. Linek, & E. G. Sturtevant (Eds.), Advancing the world of literacy: Moving into the 21st century (pp. 8-25). Commerce, TX: College Reading Association.
- Alvermann, D.E. (1999). Vulnerable subjects: Students' literacy perspectives and the cultural politics of interpretive research. (Oscar Causey Distinguished Research Award Address). In T. Shanahan & F. Rodriguez-Brown (Eds.), *Forty-eighth yearbook of the National Reading Conference* (pp. 39-55). Chicago, IL: National Reading Conference.
- Alvermann, D. (1999). Telling tales, tales that are telling. (In "NRC Presidential Perspectives" edited by J. Hoffman, G. Duffy, P.D. Pearson, & M.T. Smith-Burke.) *Journal of Literacy Research*, 31, 6-46.
- Evans, K. S., Anders, P. L., & Alvermann, D. E. (1998). Literature discussion groups: An examination of gender roles. *Reading Research and Instruction*, 37, 107-122.
- Vacca, R.T., & Alvermann, D.E. (1998). The crisis in adolescent literacy: Is it real or imagined? *National Association of Secondary School Principals*, 82, 4-9.
- Alvermann, D.E., Commeyras, M., Young, J. P., Randall, S., & Hinson, D. (1997). Interrupting gendered discursive practices in classroom talk about texts: Easy to think about, difficult to do. *Journal of Literacy Research*, 29, 73-104.
- Hynd, C. R., Alvermann, D. E., & Qian, G. (1997). Preservice elementary school teachers' conceptual changes about projectile motion: Refutation text, demonstration, affective factors, and relevance. *Science Education*, 81, 1-27.
- Young, J. P., & Alvermann, D. E. (1997). The making of a researcher: A self-study of a mentoring relationship. In K. Camperell, B. Hayes, & R. Telfer (Eds.), *17th Yearbook of the American Reading Forum* (Vol. 17, pp. 113-125). Logan: Utah State University.

- Alvermann, D. E., Young, J. P., Weaver, D., Hinchman, K. A., Moore, D. W., Phelps, S. F., Thrash, E. C. & Zalewski, P. (1996). Middle and high school students' perceptions of how they experience text-based discussions: A multicase study. *Reading Research Quarterly*, 31, 244-267.
- Alvermann, D. E., Phelps, S. F., & Umpleby, R. (1996). Analyzing qualitative data using the trifold. In E. Sturtevant & W. Linek (Eds.), *Growing literacy* (pp. 228-236). Commerce, TX: College Reading Association.
- Alvermann, D. E. (1996). Introducing feminist perspectives in a content literacy course: Struggles and self-contradictions. In D. J. Leu, C. K. Kinzer, & K. A. Hinchman (Eds.), *Literacies for the 21st Century* (Forty-fifth yearbook of the National Reading Conference pp. 124-133). Chicago: National Reading Conference.
- Alvermann, D. E. (1996). Discussion of *JLR* critical issues in literacy. *Journal of Literacy Research*, 28, 320-324.
- Alvermann, D. E., Umpleby, R., & Olson, J. R. (1996). Getting involved and having fun: Dilemmas in building a literate community in one lower-track English class. *International Journal of Qualitative Studies in Education*, 9, 461-475.
- Commeyras, M., & Alvermann, D. E. (1996). Reading about women in world history textbooks from one feminist perspective. *Gender and Education*, 8(1), 31-48.
- Reprinted in A.D. Spalding (Ed.). (1998). *Taking sides: Clashing views on controversial issues in gender studies*. New York: Dushkin/McGraw-Hill.
- Alvermann, D. E., O'Brien, D. G., & Dillon, D. R. (1996). Conversations: On writing qualitative research. *Reading Research Quarterly*, 31, 114-120.
- Reprinted in M. R. Jalongo, G. J. Gerlach, & W. Yan (Eds.). (2001). *Research Methods* (pp. 143-148). Guilford, CT: McGraw-Hill/Dushkin.
- Alvermann, D. E. (1995/1996). Peer-led discussions: Whose interests are served? *Journal of Adolescent and Adult Literacy*, 39, 282-289.
- Alvermann, D. E. (1995). More compelling questions in reading education: Another look at the inquiry questions of leading educators (compiled by W. Bintz and J. Dillard). *Reading Today*, 12(6), 20.
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- Qian, G., & Alvermann, D. E. (1995). Role of epistemological beliefs and learned helplessness in secondary students' learning science concepts from text. *Journal of Educational Psychology*, 87(2), 282-292.
- Alvermann, D. E., Hynd, C. R., & Qian, G. (1995). Effects of interactive discussion and text type on learning counterintuitive science concepts. *Journal of Educational Research*, 88, 146-154.
- Alvermann, D. E., & Qian, G. (1994). Perspectives on secondary school reading. *Reading and Writing Quarterly*, 10, 21-38.
- Alvermann, D. E., & Commeyras, M. (1994). Inviting multiple perspectives: Creating opportunities for student talk about gender inequalities in texts. *Journal of Reading*, 37, 566-571.

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- Alvermann, D. E. (Reading Consultant). (1980, 1983, 1985). *Changing Views*, Grade 7 Pupil's Text and Teacher's Edition, American Book Company, (3 editions).
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Presentations

2008

- Youth and popular culture: From theory to practice.* Panelist (with J. Ratliff, A. Wilson, C. McLean, & T. Stewart). American Reading Forum, Sanibel Island, FL, December 11.
- Are we there yet? Experienced and novice researchers reflect on research, theory, and career paths.* Invited panelist (alternative session, chaired by Mary McVee). National Reading Conference, Orlando, FL, December 5.
- Unnatural Pairings: Conventional classroom practice, digital literacies, and the possibilities of a Bourdieu-inspired paradox.* (with E. Friese, first author). National Reading Conference, Orlando, FL, December 3.
- Online course discussions of popular culture: What happens between the discussion and lesson implementation?* (with E. Friese). National Reading Conference, Orlando, FL, December 3.
- Adolescent literacy panel* (Presidential Invited Session.): Featured Speaker. National Council of Teachers of English, San Antonio, November 21.
- Improving literacy instruction in an era of convergence culture.* (with C. Mallozzi). Invited paper, Fachhochschule Nordwestschweiz Pädagogische Hochschule Institut Forschung und Entwicklung, Ascona, Switzerland, August 29.
- Adolescent literacy: Policy into practice and practice into policy.* Co-organizer (with C. Santa), Pre-Convention Institute, International Reading Association, Atlanta, GA, May 4.
- Adolescent literacy: Fact, fiction, and future.* Featured presentation, Teaching for Intelligence, Believe to Achieve: National Urban Alliance Conference, Albany, NY, March 28.
- Inviting popular culture into literacy instruction.* Invited speaker, Lehman College, City University of New York. Bronx, NY, March 26.
- Looking to students for relevant literacy practices.* Paper presented at WGBH, Boston, MA, February 19.
- Switching places: Looking to students for practices that shape critical literacy.* Invited keynote at Conference on Literacy, Urban Issues, and Social Studies Education, Georgia State University, Atlanta, February 8.
- Doctoral student writing: When “adequate” isn’t enough.* (College of Education podcast with E. St. Pierre). Language & Literacy Education Graduate Student Organization and the Faculty/Student Forum. University of Georgia, Athens, GA, January 22.

2007

- Handbooks, yearbooks, and other edited volumes of record: From within and beyond.* (Panelist). American Reading Forum, Sanibel Island, FL, December 8.
- Understanding readers’ understandings from a New Literacies perspective.* Paper presented (with C. McLean) at the American Reading Forum, Sanibel Island, FL, December 6.
- Digital forms and forums: Advancing identity through intertextuality.* Symposium organized by B. Guzzetti. (Discussant). National Reading Conference, Austin, TX, December 1.

- Stories of poverty in the literacy classroom: Supporting preservice teachers' responses to the realities of students' lives.* Symposium organized by E. Dutro. (Discussant). National Reading Conference, Austin, TX, November 30.
- Advancing the literacy of adolescents.* Symposium organized by A. Henriquez, Carnegie Corporation. (Discussant). National Reading Conference, Austin, TX, November 29.
- Response to the Inspector General's Report: Reflections on ourselves and our field.* (Panelist). National Reading Conference, Austin, TX, November 28.
- Literacy on the edge: How close are we to closing the literacy achievement gap?* Invited speaker, Northeast Georgia IRA, October 15.
- Closing the adolescent literacy achievement gap.* Invited Speaker, Georgia School Superintendents' Conference, Athens, GA, October 3.
- Overview of research on adolescents and their literacies: From a U. S. perspective.* Invited lecture, Hungarian Reading Association and ADORE (a project of the European Commission on Education and Culture/European Union), Budapest, September 25.
- Principled practices for literacy teaching and learning.* (with C. Mallozzi & A. Wilson). General session speaker at the 11th CRISS certified trainer conference. Kalispell, MT, July 13.
- Closing the adolescent literacy achievement gap: Fact, fiction, and future.* Keynote presentation for the Virginia Literacy Institute, Richmond, VA, July 10.
- Reading and writing revisited.* Workshop presentation. Virginia Literacy Institute, Richmond, VA, July 10.
- Principled practices for adolescent literacy: A research base for change.* Keynote presentation at the Math and Reading Summit sponsored by Metro RESA and the Georgia Department of Education, Atlanta, GA, June 14.
- Lessons learned from adolescents: Shaping the teacher in me.* Panelist at the National Urban Alliance session on "In order to teach all of the children, you must believe they all can learn." International Reading Association, Toronto, Canada, May 16.
- Why are high school youth reading online, and why should we be surprised?* Keynote presented at Preconvention Institute #15, "Engaging and sustaining adolescents' new literacies: Multiple texts, multiple perspectives." International Reading Association, Toronto, Canada, May 13.
- Carnegie Corporation's Advancing Literacy Initiative: An embedded-mentoring online adolescent literacy course.* Paper presented at Reading Research 2007, International Reading Association, Toronto, Canada, May 12.
- Principled practices for teaching adolescents: A research base for change.* Featured speaker at the National Urban Alliance's "Teaching for Intelligence: Believe to Achieve" Conference. Birmingham, AL, April 27.
- 'Ways of knowing' in the language and literacy research community during the Gold Standard Era.* Panelist on the NARST Research Committee-sponsored symposium. National Association for Research on Science Teaching Conference, New Orleans, LA, April 16.

Enhanced Reading Opportunities (ERO) for adolescents: Early findings from an impact evaluation of supplemental literacy interventions. Discussant in session organized by J. Kemple, Director, K-12 Education Policy Area of MDRC. American Educational Research Association, Chicago, IL, April 12.

New literacies in the classroom: Digital video composing as multimodal learning tool for new times. Discussant in a session organized by S. Miller, State University of New York. American Educational Research Association, Chicago, IL, April 12.

21st century literacy: A symposium in honor of Michael Pressley. Discussant in session chaired by Elizabeth Albro, Institute of Education Sciences. American Educational Research Association, Chicago, IL, April 9.

Web identities and digital literacies in an out-of-school program. (with J. Marshall). Paper presentation. American Educational Research Association, Chicago, IL, April 9.

Principled practices for adolescent literacy: A research base for change. Keynote presenter at the Vermont Reads Institute, Stowe, VT, March 29.

2006

Literacy practices in afterschool web-based youth communities. (co-presenter, James Marshall). Research Roundtable sponsored by the Edmund A Stanley, Jr., Research Grant/Robert Bowne Foundation. The Princeton Club of New York, New York City, December 15.

Supporting the publishing efforts of non-tenured literacy faculty while focusing on writing for peer-reviewed journals. Paper presented (with J. Sanacore) at the American Reading Forum, Sanibel Island, FL, December 8.

Exploring the social embedded nature of youths' technoliteracies. Discussant in symposium organized by E. Rubinstein-Avila. National Reading Conference, Los Angeles, CA, December 1.

Constructing and interpreting multimodal texts. Discussant in symposium organized by M. McVee, National Reading Conference, Los Angeles, CA, December 1.

Doctoral student research: Searching, (re)searching, musing, and decision making. Co-chair/Discussant (with J. Baumann), Symposium presented at the annual meeting of the National Reading Conference, Los Angeles, CA, December 1.

The Inspector-General's report on Reading First: Reflections on ourselves and our field. Invited panelist in special session organized by R. J. Tierney, National Reading Conference, Los Angeles, November 30.

Literacy messages within young people's instant messages. (with P. Dunston, first author). Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA, November 29.

Instructional practices that support adolescent literacy. Alternative format session (E. Sturtevant, Chair), Principled Practices for Adolescent Literacy: Next Steps for Schools and Researchers. National Reading Conference, Los Angeles, CA, November 29.

A visit with the authors: Approaches to Language and Literacy Research (An NCRL Collection). Co-editor of the NCRL Collection and co-chair of session (with J. Allen). Annual meeting of the National Council of Teachers of English, Nashville, TN, November 17.

- Adolescent literacy in the national spotlight.* First Adolescent Literacy Summit of the Collaborative Center for Literacy Development, Murray State University, November 10.
- Review of “Ramp-Up Literacy.”* Paper presented at America’s Choice *Ramp-Up* Review Committee Meeting. Washington, DC, October 30.
- Young people’s Web-based literacies: Implications for summer learning programs.* Invited panelist for First Virtual Seminar of Johns Hopkins Center for Summer Learning, Baltimore, MD, October 25.
- Local literacies: Recruitment grounds for distant literacies?* Invited paper (with C McLean, first author/presenter). Workshop on Multiple Literacies (Funded by the Social Sciences and Humanities Research Council of Canada) University of Ottawa, August 28 – 29.
- Literacy and literacy teacher education in Georgia: A summit for higher education.* Co-Convener (with H. Allison), Grades 9-12. Georgia Reading Consortium. Athens, GA, July 27-28.
- Principled practices for teaching adolescents: A research base for change.* Featured speaker, the Kentucky Literacy Research Symposium and the Collaborative Center for Literacy Development. University of Kentucky, Spindletop Hall, Lexington, KY, May 11.
- Recent research and policy implications for reading teacher educators.* Keynote speaker, Organization of Teacher Educators in Reading (OTER), International Reading Association, Chicago, IL, May 4.
- Restoring hope through literacy: Eliminating the learning gap.* Invited speaker in session organized by E. Cooper, National Urban Alliance, International Reading Association, Chicago, IL, May 4.
- Out-of-school time literacy practices.* Paper presented at the annual meeting of the International Reading Association in a Preconvention Institute organized by J. Lewis & G. Moorman. Chicago, IL, April 30.
- Changes in theoretical orientations and research over a 25-year period: Personal reflections on adolescent literacy.* Invited speaker, Clemson University, Clemson, SC, April 17.
- Online discussions that challenge the “not-yet-adult” cultural model.* Paper presented in a symposium organized by K. Pahl & J. Rowsell titled “Travel notes from the New Literacy studies.” American Educational Research Association, San Francisco, April 11.
- Raymond B. Cattell Early Career Award Lecture.* Chair. American Educational Research Association, San Francisco, April 10.
- Out-of-school time research: Looking back, looking ahead.* Invited panelist. American Educational Research Association, San Francisco, April 9.
- Dissolving learning boundaries: The doing, redoing, and undoing of school* (with A. J. Eakle, first author). Paper presented in an alternative format session organized by A. Cook-Sather & D. Thiessen titled “Amplifying student voices in educational research: Lessons from the *International Handbook of Student Experience in Elementary and Secondary School.*” American Educational Research Association, San Francisco, April 8.
- New Literacy Studies and the study of new literacies.* Invited speaker. University at Buffalo, SUNY, Buffalo, NY, March 9.

Exemplary literacy instruction for high schools. Invited speaker. Sweet Home High School, Amherst, NY, March 8.

Alvermann's Response to Reading Between the Lines: What the ACT Reveals About College Readiness in Reading. Invited panelist at Alliance for Excellent Education and ACT Panel Hearing, the Capitol Building, Washington, DC, March 1.

Editing journals in the 21st century: Contested sites, shifting discourses. (with David Reinking). Conference on Interdisciplinary Qualitative Studies (QUIG). Athens, GA, January 8.

2005

Predictions of the next big thing in literacy. Second General Session Panelist. American Reading Forum, Sanibel Island, FL, December 9.

Adolescent literacy: Curricular intersections of research, practice, and policy. Symposium Discussant. National Reading Conference, Miami, FL, December 2.

Gender issues in post-typographic texts and talk: Past, present, and future. Area 10 Invited Symposium Discussant. National Reading Conference, Miami, FL, December 2.

Why choose one? Multimodality, identity, and literacy practices of LiveJournal bloggers. (with Achariya Rezak). Paper presented at National Reading Conference, Miami, December 2.

Problematizing adolescent multiliteracies. Area 6 Invited Symposium Discussant. National Reading Conference, Miami, FL, December 1.

Exploring adolescents' unofficial lives: Literacy, networked technologies, and popular culture. Symposium Discussant. National Reading Conference, Miami, FL, November 30.

Boys, girls, and the myths of literacies and learning. Symposium Discussant. National Reading Conference, Miami, FL, November 30.

Examining discipline-based literacies in students' language and literacy development. Symposium Discussant. National Reading Conference, Miami, FL, November 30.

Adolescents and literacies in a digital world. Keynote speaker at the annual meeting of the Professional Association of Georgia Educators, Savannah, November 5.

Content reading and literacy: The spotlight shifts to you! Invited J. Estill Alexander Award paper presented at the College Reading Association, Savannah, GA, November 5.

Stepping forward together: Voicing the concerns of teacher educators through practical applications and collaborative actions. Discussant. College Reading Association, Savannah, November 4.

New literacies in action: Exploring content area reading comprehension and online communication with middle school students. Discussant. College Reading Association, Savannah, November 4.

What constitutes scientific evidence in the time of the Gold Standard? Invited workshop presented at the NSF-sponsored Gold Standard(s) of Quality Research in Science Literacy Conference, Victoria, British Columbia, October 26-30.

Thinking in science is analogous to reading critically, or is it? Invited paper presented at the NSF-sponsored Conference on Connecting Science and Literacy in the Classroom:

Challenges, Promises, and Opportunities, University of St. Louis, St. Louis, MO, September 30-October 2.

Teaching to meet the literacy demands of older students. Keynote speaker. 36th Annual Price Reading and Language Arts Symposium, Appalachian State University, Boone, NC, September 16.

External evaluation of Reading First 2004-05: Summary of findings. (With Michelle Commeyras, Dottie Harnish, and Steve Cramer). A report presented to the Georgia Department of Education, Atlanta, GA, August 22.

Does reality TV have a role to play in preservice literacy teacher education courses? (with Stergios Botzakis). Paper presented at the National Media Education Conference, San Francisco, June 27.

Adolescent literacy and out-of-school time. Invited participant in meeting with New York City's Department of Youth and Community Development. Carnegie Corporation, New York City, June 21.

Critical issues in adolescent literacy for effective coaching. Keynote speaker. National Adolescent Literacy Coalition Conference, Washington, DC, May 10.

Reaching and teaching adolescents using literacy strategies: From the golden oldies to current chic. Invited speaker. Reading Hall of Fame Session. International Reading Association, San Antonio, TX, May 4.

Tips for writing for IRA's journals. Invited speaker. International Reading Association, San Antonio, TX, May 3.

Youth cultures and annual yearly progress: Preservice teachers finding their way into literacy and literature. Invited speaker. Research Roundtable Session. International Reading Association, San Antonio, TX, May 2.

Literacy intervention programs for adolescents: Guidelines and needed research. Invited speaker. Reading Research 2005. International Reading Association, San Antonio, TX, April 30.

Why adolescent literacy is interested in out-of-school time programs. Invited presentation. Adolescent Literacy Summit, The Center for Summer Learning (Johns Hopkins University), Baltimore, MD, April 21-22.

Content reading and literacy: The biggest challenge is yet to come. Invited speaker. University of Miami, Miami, FL, April 20.

Early Career Award. Introduction and presentation of award to Amanda Datnow. American Educational Research Association, Montreal, Canada, April 13.

Directions in adolescent literacy research. (AERA SIG: Basic Research in Reading and Literacy Invited Symposium). Invited panelist. American Educational Research Association, Montreal, Canada, April 12.

Exemplary literacy instruction: Grades 7-12. Invited panelist, California State University System's Reading Faculty Forum, Sacramento, CA, April 8.

Content reading and literacy: The spotlight is on YOU! Keynote speaker for the 40th year celebration, College of Education, University of Central Florida, Orlando, FL, April 1.

2004

- Visual media production and literacy* (with A. J. Eakle & R. A. Chavez). Paper presented at the American Reading Forum, Marco Island, FL, December 9.
- Perspectives from the editors of Reading Research Quarterly* (with D. Reinking). Invited speaker in session organized by M. Mallette & N. Duke, "Research methodology series: What makes for excellence in literacy research methodology?" National Reading Conference, San Antonio, TX, December 3.
- Information communication technology and adolescent literacy*. Paper presented in a symposium organized by M. McKenna, "The potential of technology in principal dimensions of literacy instruction." National Reading Conference, San Antonio, TX, December 3.
- Instructional practice*. Invited paper presentation in session organized by M. Dressman, "Struggling adolescent readers across instructional, inservice, and administrative contexts: Researchers and practitioners in dialogue." National Reading Conference, San Antonio, TX, December 2.
- Crossing over to Canaan: Engaging distinguished women and/or minority scholars in critical conversations about tenure*. Invited Panelist. National Reading Conference, San Antonio, TX, December 2.
- Five professors of reading teacher education "read" Joe Millionaire I and II*. Paper presentation in a symposium organized by J. Ratliff, "Reading visual texts: What literacy researchers can learn from reality TV." National Reading Conference, San Antonio, TX, December 1.
- What counts as reading?* Invited Panelist, National Endowment for the Arts special session on *Reading at Risk: A Survey of Literary Reading in America*. Indianapolis, November 21.
- The future development of instructional research*. Teleconference Keynote, Universität Lüneburg, Germany, September 27.
- Bridging the literacy achievement gap among adolescents*. Invited Speaker, Alliance for Excellent Education Summer Breakfast Series, Washington, DC, July 22. (Follow-up meetings on the Hill with 5 Congressional staffers in the offices of Denise Majette, Johnny Isakson, Rubén Hinojosa, Patty Murray, and Susan Davis).
- Comprehension instruction: Ongoing through the middle and high school years*. Invited Keynote. CIERA Summer Institute, Ann Arbor, MI, July 14.
- Adolescent aliteracy: "Talking" our way out of the dilemma*. Invited Speaker, Advancing Reading Conference, SERVE, Charlotte, NC, July 12.
- Adolescent aliteracy: Are schools causing it?* Invited Speaker, High Schools That Work, 18th Annual Staff Development Conference. Atlanta, GA, July 8.
- Handbook of research on teaching literacy through the communicative and visual arts: Meet the editors and architects*. Invited Speaker, International Reading Association, Reno, NV, May 5.
- Theoretical models and processes of reading (5th edition): Issues in literacy theory and research*. Invited Speaker. International Reading Association, Reno, NV, May 4.

- Teaching the “I-can-read-but-I-don’t-want-to” generation.* Featured Speaker, International Reading Association, Reno, NV, May 3.
- Writing for online publications.* Speaker. International Reading Association, Reno, NV, May 3.
- Writing for “your” public: Making research matter.* Poster Session Presenter. International Reading Association, Reno, NV, May 3.
- Improving literacy learning for pre-adolescent and adolescent learners: Bridging the achievement gap.* Co-Organizer and Presenter (with Dorothy Strickland), Preconvention Institute #3. International Reading Association, Reno, NV, May 2.
- Journal Talks: Reading Research Quarterly.* Editor, American Educational Research Association, San Diego, CA, April 13.
- Literacies in and out of school: A survey of U. S. youth.* Roundtable paper, American Educational Research Association, San Diego, CA, April 13.
- Exploring the literacies in adolescents’ lives.* Discussant for the symposium, American Educational Research Association, San Diego, CA, April 15.
- Making progress, feeling Good: Literacy achievement that matters.* Luncheon Speaker for the Kentucky Reading Project’s Annual Meeting, Louisville, KY, March 20.
- NICHD/IRA conference on reading comprehension of complex text.* Invited Participant. Natcher Center, National Institute of Health, Bethesda, MD, February 23-25.
- Youth culture, digital literacies and intersecting methodologies* (with Cynthia Lewis and Kevin Leander). National Council of Teachers of English /Assembly for Research (NCTEAR). University of California-Berkeley, February 21.
- Popular culture, media, and youth literacies in a digital world: A cultural studies perspective.* Invited fireside chat, National Council of Teachers of English /Assembly for Research (NCTEAR). University of California-Berkeley, February 21.
- Assessing adolescents’ literacies: What counts and why.* Invited Featured Speaker, *Reading First* Faculty Learning Seminar. University of Akron, Akron, Ohio, February 13.
- We can’t fix what we can’t face.* Invited Speaker. Supporting Teacher Capacity and Adolescent Literacy: A Workshop in Support of the Carnegie Corporation’s *Reading to Learn Initiative*. Atlanta, GA, February 6.
- Publishing qualitative studies.* Panelist (with D. Reinking & D. Rubin), International Qualitative Studies in Education Conference, Athens, GA, January 11.
- 2003**
- Reading research on student learning: Does what counted once count now?* (Keynote speaker). American Reading Forum, Sanibel Island, FL, December 11.
- Youths’ views of literacy practices in-and-out-of-school: A national survey* (with David Moore and Kathleen Hinchman). National Reading Conference, Scottsdale, AZ, December 4.
- Teachers, students, and popular culture: Literacy through alternative texts* (Symposium Discussant). National Reading Conference, Scottsdale, AZ, December 3.

Complexities of locating connections between adolescent literacies and places (paper in symposium organized by Mark Dressman titled *Evidence and Epistemology in Adolescent and Adult Literacy Research*. National Reading Conference, Scottsdale, AZ, December 3.

Eliminating the achievement gap: Adolescent literacy strand. Speaker, Council of Chief State School Officers' Annual Policy Forum, Indianapolis, IN, November 7-8.

Spencer Foundation Dissertation Fellows' Fall Forum. Faculty Mentor. Emory University Conference Center, Atlanta, GA, October 3.

Interdisciplinary collaboration: Linking research, teaching, and public service. Keynote speaker, 5th Annual Faculty Forum, College of Health, Education, and Human Development, Clemson University, Clemson, SC, April 17.

Exemplary literacy instruction in grades 7-12: What counts and who's counting? Panelist. International Reading Association/Urban Partnership Conference, San Diego, CA, April 10-11. [Note: I sent my paper to be read by chair due to ear infection that prevented air travel.]

Principled practices in middle years teaching: What research can and can't tell you. Keynote speaker. Beyond the Middle: International and Australian Directions for the Middle Years Conference, April 3-5, Gold Coast, Queensland, Australia. [Note: I sent my paper to be read by chair due to ear infection that prevented air travel.]

Connecting real world objectives with the Quality Core Curriculum (QCC). Featured speaker (with Tara Richardson). Georgia Reading Association, February 25.

Literacy-rich school cultures for accelerating students' development as readers. Advisor. Bill and Melinda Gates Foundation/Jobs for the Future. Seattle, WA, February 24.

Comprehension instruction: Ongoing through the middle and high school years. Featured speaker. Literacy Summit, California State University-Dominguez Hills, Carson, CA, February 8.

Comprehension instruction. Panelist, Atlanta Speech School, Vinings, GA, February 7.

The importance of discussion. Featured Speaker, Atlanta Speech School, Vinings, GA, February 6.

Publishing qualitative studies. Panelist (with D. Reinking, P. Smagorinsky), International Qualitative Studies in Education Conference, Athens, GA, January 4.

2002 *Adolescents' online literacy practices: A methodological exploration*. Paper presentation in a symposium organized by K. Leander, "Researching the online literacy practices of adolescents: New questions and methodologies for new literacies." National Reading Conference, Miami, FL, December 6.

What could professional wrestling and a high school English curriculum possibly have in common? (with A. Huddleston & M. Hagood). Paper presentation in a symposium organized by S. Xu, "Students' popular culture in literacy instruction." National Reading Conference, Miami, FL, December 6.

Being a friend and a mentor at the same time: A pooled case comparison. (with J. Young, first author; J. Many, S. Henderson, & J. Kaste). Paper presentation in a symposium

organized by J. Readence, "Exploring the intricacies of the doctoral mentoring process in reading and writing." National Reading Conference, Miami, FL, December 5.

Identity development in Latina/Latino students. Discussant paper for symposium organized by E. Moje, "Negotiating boundaries: Studies of youth, literacy, and positioning." National Reading Conference, December 4.

High needs, high expectations, and new literacies. Invited featured speaker. New York State Reading Association, New York City, November 24.

Science after school: Putting everyday literacies to work in the service of classroom learning. Invited paper for the Conference on Philosophical, Psychological, and Linguistic Foundations for Language and Science Literacy Research, University of Victoria, British Columbia, September 12-15.

Critical media literacy instruction. Keynote address for the International Perspectives on the Theory and Practice of Critical Literacy Institute, Teachers College, Columbia University, New York, July 14.

Aliteracy among adolescents who struggle with school-related reading. Invited panelist. Summit on Secondary Reading, The Education Trust, Washington, DC, July 12-13.

Adolescents and their literacies: Constructing the big picture. Keynote address for the First Syracuse University Literacy Institute, Syracuse, NY, July 2.

Adolescent literacies in a digital world. Keynote address for the Stichting-Lezen Conference on Adolescents and Reading, Utrecht, the Netherlands, May 23-24.

This paper was quoted and featured in an article written by Wendy de Graaff and titled "De regering heft er baat bij om het spook-beeld van de ontleding in stand te houden!" The article appeared in *Lezen*, Nr. 3, 2002.

Doing online literacy research. Invited presenter in IRA Publications Series, International Reading Association, San Francisco, CA, May 1.

Standards and accountability are not the same. Invited panelist, Reading Hall of Fame, International Reading Association, San Francisco, CA, April 30.

A closer look at comprehension strategies that address reader differences. Invited panelist, Preconvention Institute #14, Research-Based Comprehension Practices, International Reading Association, San Francisco, CA, April 28.

Youth literacies in new times: Implications for classroom practice. Keynote address for the Conference on Literacy, Diversity, & Equity in the Context of Reform, Brown University, Providence, RI, April 25-27.

Switching places and looking to adolescents for the formation of standardizing practices in relation to school literacies. (with M Hagood & A. Heron). American Educational Research Association, New Orleans, LA, April 3.

Principles of good teaching in discipline/content materials. Invited paper in J. Brophy (chair), Contributions of Generic and Subject-Specific Perspectives on Teaching Symposium, American Educational Research Association, New Orleans, LA, April 3.

- Adolescents and literacies in a digital world.* (Organizer and co-chair of symposium). American Educational Research Association, New Orleans, LA, April 1.
- Struggling adolescent readers: A cultural construction.* Keynote lecture for the International Perspectives on Literacy Education Lecture Series (co-sponsored by the University of Alberta, University of Calgary, and the University of Prince Edward Island, Canada). Lecture transmitted by interactive videoconference, University of Alberta, March 23.
- Response to "Motivation: Its influence on success in literacy in adolescents."* Invited panelist for the Adolescent Literacy Workshop: State of the Science and Research Needs, National Institute for Child Health and Human Development, Washington, DC, March 6-8.
- 2001** *Power relations in data collection: Reversible and mobile.* Paper presentation, National Reading Conference, San Antonio, TX, December 5-8.
- Mentoring is like playing cards: A doctoral student's perception of the process.* (with J. King & P. Leftwich). Paper presentation, National Reading Conference, San Antonio, TX, December 5-8.
- Perspectives on the state of qualitative research in literacy.* Symposium discussant, National Reading Conference, San Antonio, TX, December 5-8.
- "She said/He said": The dialogues of literacy and science.* (with J. Lemke). Keynote address, Crossing Borders: Connecting Science and Literacy Symposium sponsored by the National Science Foundation and the Elementary Science Integration Projects. University of Maryland - Baltimore County, MD, August 24-26.
- Literacy teacher education.* Keynote address, Organization of Teacher Educators in Reading, a special interest group of the International Reading Association, New Orleans, April 30.
- Grappling with the big issues in literacy teacher education from a U.S. perspective. Invited Lansdowne Lecturer, University of Victoria, Vancouver Island, British Columbia, April 6.
- Developing critical awareness of popular media texts: Practices, pitfalls, and possibilities.* Invited Lansdowne Lecturer, University of Victoria, Vancouver Island, British Columbia, April 5.
- Blurring the boundaries in academic writing.* Invited Lansdowne Lecturer, University of Victoria, Vancouver Island, British Columbia, April 4.
- Comprehensive reading instruction across the grades.* Invited panelist, Reading Research 2001 Conference, New Orleans, LA, April 28.
- Looking at the "critical" in critical media literacy: Are adolescents critical?* (with M. Hagood, A. Heron, P. Hughes, & K. Williams). Paper presentation, American Educational Research Association, Seattle, WA, April 14.
- Poststructural feminism and its deconstructive methods,* Panelist, International Qualitative Studies in Education Conference, Athens, GA, January 13.
- 2000** *When our past is not enough: Addressing others' perceptions of "real" reading people.* American Reading Forum, Sanibel Island, FL, December 7.

- A position statement on adolescent literacy.* Panelist paper. National Reading Conference, Scottsdale, AZ, December 1.
- Media literacies: Varied but distinguishable.* (with M. Hagood, first author). National Reading Conference, Scottsdale, AZ, November 30.
- Changing our understandings of the “critical.”* (with M. Hagood, A. Heron, P. Hughes, & K. Williams). National Reading Conference, Scottsdale, AZ, November 29.
- Toward a long term research agenda for reading: Report of the Rand Reading Study Group,* Panelist paper, National Council of Teachers of English, Milwaukee, WI, November 18.
- Adolescent literacies: Multiple and complex.* Keynote Speaker, Adolescent Literacy Commission Forum, Detroit, MI, November 11.
- Strategies for struggling readers: Implications for teacher educators.* (with L. Rush, first author). College Reading Association, St. Petersburg, FL, November 3.
- Critical media literacy: Implications for teacher education.* (with M. Hagood, A. Heron, P. Hughes, & K. Williams). College Reading Association, St. Petersburg, FL, November 4.
- Personal critiques: Coaching prospective writers.* Panelist paper, College Reading Association, St. Petersburg, FL, November 4.
- Adolescent literacy: A summary of the issues and research.* Invited speaker, Adolescent Literacy Commission and Policy Institute, Washington, DC, October 6.
- Grappling with the big issues in middle grades literacy education.* Invited keynote speaker, National Educational Research Policy and Priority Board’s Conference (sponsored by Education Development Center and U.S. Department of Education/OERI), Washington, DC, July 24-25.
- Engaging readers: Culturally constructing a process for enabling kids’ literacies.* Invited speaker, First Copenhaver Institute, Roanoke College, VA, June 26-27.
- Out-of-school literacies: Methodological implications for research and school literacies* (with M. Hagood). Paper presentation. 19th Annual University of Wisconsin Reading Symposium, Madison, WI, June 23-24.
- After-school media clubs for “at-risk” adolescent readers.* Keynote paper presentation, Reading Hall of Fame, International Reading Association, Indianapolis, IN, May.
- Addressing the crisis in adolescent literacy: People and programs.* Preconvention Institute organizer and co-chair, International Reading Association, Indianapolis, IN, May.
- Programs that bring adolescents and their literacies together* (with L. Rush). Paper presentation International Reading Association, Indianapolis, IN, May.
- Teaching as persuasion: A new metaphor for a new decade.* Discussant’s paper presentation, American Educational Research Association, New Orleans, LA, April.
- Breaking through barriers to adolescent literacy* (with L. Rush). Paper presentation, National Center for Education and the Economy, Reston, VA, March.

Tools and resources for adolescent literacy: Media and technology. Paper presentation, International Reading Association's Adolescent Literacy Commission Forum, Tucson, AZ, March.

1999 *Mentoring in literacy teacher education* (with G. Hruby). Paper presentation, American Reading Forum, Sanibel Island, FL.

The significance of critical media studies in literacy research: A theoretical overview (with M. Hagood). Paper presentation, National Reading Conference, Orlando, FL.

Highlights and expansions on points raised in Larry Sipe's and Josephine Young's remarks: Graduate Student Research Workshop. National Reading Conference, Orlando, FL.

Looking backwards and forwards: A dialogue among colleagues (Reflections of past-presidents of NRC). National Reading Conference, Orlando, FL.

Reading research at the turn of the millennium: The Handbook of Reading Research, Volume 3. (Alvermann's chapter on Narrative Research Methodology). National Reading Conference, Orlando, FL.

Using popular culture to interest adolescents in reading. Paper presentation, National Council of Teachers of English, Denver, CO.

Launching the NCRL Series: A special session on the Language and Literacy Research Series: A chat with the Series Editors. National Council of Teachers of English, Denver, CO.

Breaking through barriers: Creating environments that bring youngsters and their literacies together. Keynote address, Clemson University Reading Conference, Clemson, SC.

Personal critiques: Coaching prospective writers. Panelist, College Reading Association, Hilton Head, SC.

Reconceptualizing classroom reading as intertextual practice: A critique. Paper presentation, American Educational Research Association, Montreal, Canada.

Mentoring in literacy education: 'The Commonplace Book' as an archive for learning (with G. Hruby). Paper presentation, American Educational Research Association, Montreal, Canada.

Fandom and critical media literacy (with M. Hagood). Paper presentation, International Reading Association, San Diego, CA.

A bill of rights for adolescent literacy learners, Co-chair and Organizer of Preconvention Institute #5, International Reading Association, San Diego, CA.

Strategies for eliciting adolescents' concerns about learning from text (with C. Triplett). Paper presentation, International Reading Association, San Diego, CA.

Breaking through barriers to adolescent literacy. Keynote address given at Fordham University's Forum on Adolescent Literacy (sponsored by the Adolescent Literacy Commission of the International Reading Association in cooperation with Manhattan Reading Council and New York State Reading Association), New York City.

Personal critiques: Coaching prospective writers. Panelist, College Reading Association, Myrtle Beach, SC.

National Center for Adult Learning and Literacy Conference on National Reform of Literacy Education. Adolescent literacy panelist, Rutgers Graduate School of Education, New Brunswick, NJ.

Developmental literacy: Adult literacy - Building connections. Invited panelist, Rutgers University Graduate School of Education's 75th Anniversary, New Brunswick, NJ.

1998 *Mentoring in literacy education: A pasticcio of voices.* Paper presentation, National Reading Conference, Austin, TX.

Vulnerable subjects: Students' literacy perspectives and the cultural politics of interpretive research. The Oscar S. Causey Distinguished Research Award Address, National Reading Conference, Austin, TX.

Oral history project in content literacy. Paper presentation, American Reading Forum, Sanibel Island, FL.

Are we trend spotters or tail spinners? A report from the field. Keynote paper presentation, College Reading Association, Myrtle Beach, SC.

Adolescent literacy: The growing crisis in middle and high schools. Preconvention Institute #3, International Reading Association, 43rd Annual Convention, Orlando, FL.

Conversations with educators: Handbook of research on teaching literacy through the visual and communicative arts. Panelist, IRA Publications Symposium, International Reading Association, Orlando, FL.

Critical theory, critical reading. Speaker, International Reading Association, Orlando, FL.

A survey of literacy teacher educators' mentoring relationships. Paper presentation, American Educational Research Association, San Diego, CA.

Researching negotiated book talk through a map, not a tracing. Symposium paper presentation, American Educational Research Association, San Diego, CA.

1997 *Reconceptualizing the literacies in adolescents' lives.* Keynote address, Anchored-in-Reading Conference, Anchorage, AK.

Imagining the possibilities. Paper presentation, National Reading Conference, Scottsdale, AZ.

Feminism and intermediality. Paper presentation, National Reading Conference, Scottsdale, AZ.

Adolescent read-and-talk book clubs in the public library. Paper presentation, College Reading Association, Boston, MA.

Roots of and routes to a concept of literacy: Third wave feminism. Paper presentation, American Reading Forum, Sanibel Island, FL.

Desiring teacher neutrality: How it limits students' access to negotiating the gendered language of language arts classroom. Paper presentation, National Council of Teachers in English, Detroit, MI.

Discussion. Panelist in symposium organized by J. Dole, University of Utah, on “Comprehension Instruction: A Research Agenda for the 21st Century,” American Educational Research Association, Chicago, IL.

Educators’ stances toward gender issues in literacy (with M. Commeyras). Paper presentation, American Educational Research Association, Chicago, IL.

Adolescents’ negotiations of voluntary out-of-school reading discussions (with J. Young and C. Green). Paper presentation, American Educational Research Association, Chicago, IL.

Final report of the National Reading Research Center’s Legacy (with J. Guthrie, J. Baumann, L. Baker, C. Hynd, L. Wilkinson). Special session featured at Reading Research ‘97 Conference, Atlanta, GA.

Adolescents’ voices on the literacies in their lives. Preconvention Institute #10 (organizer and presenter), International Reading Association, Atlanta, GA.

Introduction: Handbook of Research on teaching the communicative and visual arts (section on research methodology). International Reading Association, Atlanta, GA.

The National Reading Research Center: An historical perspective. Paper presentation, International Reading Association, Atlanta, GA.

Critical theory, critical reading. Paper presentation, International Reading Association, Atlanta.

Classroom talk about texts: Is it dear, cheap, or a bargain at any price? Paper presentation, 2nd Guy Bond Commemorative Reading Conference, University of Minnesota, Minneapolis.

1996 *Getting involved and having fun: Dilemmas in building a literate community in one lower-track English class.* Paper presentation, American Educational Research Association, New York.

Revealing the researcher: A feminist approach to construction participant profiles (with M. Commeyras). Reading Research ‘96 Conference, New Orleans, LA.

On writing qualitative research: A conversation. Paper presentation, International Reading Association, New Orleans, LA.

Gendered discursive practices in classroom talk about texts. Invisible College, New York.

Feminist poststructuralist perspectives on reading assessments: Authenticity and performance. JCT Conference on Curriculum Theory and Classroom Practice (with M. Commeyras). Monteagle, TN.

A rose by any other name: Students’ self-selected pseudonyms. Paper presentation, National Reading Conference, Charleston, SC.

Adolescents read when they want to and that’s more often than we thought (with J. Young). Paper presentation, National Reading Conference, Charleston, SC.

Feminist perspectives on the language of reading assessment (with M. Commeyras). Paper presentation, National Reading Conference, Charleston, SC.

The making of a researcher: A self-study of a mentoring relationship. Paper presentation. American Reading Forum, Sanibel Island, FL.

- 1995** *Cycles of literacy across the curriculum.* Interactive video conference with 200 ESL teachers in Santiago, Chile.
- Feminist perspectives on reading assessment.* New Paradigms in Reading Assessment Seminar, Nottingham University, Nottingham, England.
- Social and cultural influences on discussions of content area reading textbooks.* Paper presentation, International Reading Association, Anaheim, CA.
- The contribution of the discussion research group to developments at the National Reading Research Center.* American Educational Research Association, San Francisco.
- Identifying discursive practices that perpetuate inequalities in talk about text.* Paper presentation, American Educational Research Association, San Francisco, CA.
- Talking is something we've pretty deprived of at school: Middle school students speak out.* American Educational Research Association, San Francisco, CA.
- Reflections of writing qualitative research.* Joint round table discussion, National Reading Conference, New Orleans, LA.
- Straddling the contradictory worlds of feminism and patriarchy.* Paper presentation, National Reading Conference, New Orleans, LA.
- Finding gender in secondary school students' talk about text. Girls take notes because they spell better and some researchers make more of this than is there.* National Reading Conference, New Orleans, LA.
- E-mail as a tool for improving teacher preparation in reading.* American Reading Forum, Sanibel Island, FL.
- 1994** *Case studies of content reading discussions: An interactive panel on cross-cultural practices.* Reading Research '94 Conference, Toronto, Canada.
- Reporting and evaluating instructional research for Reading Research Quarters.* Paper presentation, International Reading Association, Toronto, Canada.
- Gendered texts.* Panelist, National Center to Improve the Tools of Educators' Symposium for Publishers, Toronto, Canada.
- African-American folklore and melodrama: Two engaging literate practices* (with M. Jefferson). Preconvention Institute on Engaging Classroom Communities: Perspectives from the National Reading Research Center. International Reading Association, Toronto, Canada.
- Promoting literacy through dialogue.* Invited Speaker, Fordham University's Annual Reading Institute, New York City.
- Analyzing how gendered discursive practices are manifested in text-based classroom discussion.* Paper presentation, 15th Annual Ethnography in Education Conference, University of Pennsylvania, Philadelphia.
- Feminist scholarship and the language of literacy.* Paper presentation, American Educational Research Association, New Orleans, LA.

- 1993** *In defense of their own literacy: The voices of students.* Paper presentation, National Reading Conference, Charleston, SC.
- Pervasive (but hidden) role of gender in literacy research.* Paper presentation, National Reading Conference, Charleston, SC.
- Student voice in class discussion: A feminist poststructuralist perspective.* Paper presentation, National Reading Conference, Charleston, SC.
- Graduate student focus: Discussion with representatives of the national centers on trends in reading research.* Paper presentation, National Reading Conference, Charleston, SC.
- Understanding and increasing students' motivation for reading/language arts: An engagement perspective.* Paper presentation, Association of American Publishers, Boston, MA.
- Where are we headed? A response to Reading research into the year 2000.* Paper presentation, American Educational Research Association, Atlanta, GA.
- National Reading Research Center's Agenda for the '90s.* Paper presentation, *Reading Research '93.* San Antonio, TX.
- Connections of research with policy and practice.* Paper presented at the *Reading Research '93.* San Antonio, TX.
- Are we becoming engaged?* General session , Preconvention Institute #3, International Reading Association, San Antonio, TX.
- 1992** *Researching the literal: Of muted voices, second texts, and cultural representations.* Presidential address, National Reading Conference, San Antonio, TX.
- Turning the next corner: A sequel to Herber's "turning point."* Paper presentation, Syracuse University, School of Education, Syracuse, NY.
- Tracing conceptual change: A three-part analysis.* Paper presentation, American Educational Research Association, San Francisco, CA.
- The influence of sociocultural factors on cognitive strategy instruction: A review of the research.* Paper presentation, American Educational Research Association, San Francisco, CA.
- The National Reading Research Center: The federal agenda for moving literacy research into practice toward the Year 2000.* Paper presentation, International Reading Association, Orlando, FL.
- Research into practice: The work of the national literacy research centers.* Paper presentation, International Reading Association, Orlando, FL.
- Research questions that don't pan out.* Paper presentation, 13th Annual Ethnography in Education Research Forum, Philadelphia, PA.
- 1991** *Reflections on collaborative research: Three perspectives.* Paper presentation, American Reading Forum, Sarasota, FL.
- Studying classroom interaction: Finding a voice.* Invited speaker in NCRE-sponsored research session. National Council of Teachers of English, Seattle, WA.

- Literacy for the '90s: Crossing the boundaries.* Invited speaker in the *Perspectives on Literacy* strand, International Reading Association, Las Vegas, NV.
- Preservice teachers' prior knowledge, beliefs, and attitudes.* Paper presentation, College Reading Association, Crystal City, VA.
- Writing research commentaries and responses.* Invited speaker, *Reading Research Quarterly* (publications session), International Reading Association, Las Vegas, NV.
- Oral and written language instruction: Ninth-grade lower track students' attempts to bring meaning to school work.* Paper presentation, Conference on Ethnographic and Qualitative Research in Education, University of Massachusetts, Amherst, MA.
- Learning from science text: Processes and applications.* Paper presentation, International Reading Association, Las Vegas, NV.
- 1990** *The Board of Examiners' institutional visit.* Invited speaker, NCATE Board of Examiners special session, International Reading Association, Atlanta, GA.
- Reading teacher education.* Invited speaker, Association of Teacher Educators, Las Vegas, NV.
- Preservice teachers' comprehension and teaching of a physics principle: An experimental intervention* (with C. Hynd). Paper presentation, National Reading Conference, Miami Beach, FL.
- Research on reading education.* Panelist, College Reading Association, Nashville, TN.
- Discussion strategies for improving reading and writing to learn.* Paper presentation, Thirteenth World Congress on Reading, Stockholm, Sweden.
- Begin by listening to students' thinking about their reading.* Speaker, International Reading Association, Atlanta, GA.
- Secondary school reading: A review of the research.* Paper presentation, American Educational Research Association, Boston, MA.
- 1989** *The art of integrating oral language into English and content area reading.* Paper presentation, Lower Mainland Council of the International Reading Association, Vancouver, Canada.
- The influence of discussion, demonstration, and text on the learning of counterintuitive science concepts.* Paper presentation, National Reading Conference, Austin, TX.
- Where we've been in research on reading teacher education* (NRC Special Session: Research Perspectives on Teacher Development). National Reading Conference, Austin, TX.
- Meaning of literacy in the lives of at-risk students in a rural secondary school.* Paper presentation, National Reading Conference, Austin, TX.
- Reading teacher education.* Paper presentation, College Reading Association, Philadelphia, PA.
- Methodological problems in analyzing transcripts of oral discourse that occurs during writing conferences.* Invisible College, San Francisco, CA.
- Using literature in content area subjects.* Paper presentation, International Reading Association, New Orleans, LA.

- From data reduction to data display: Decision points.* Paper presentation, American Educational Research Association, San Francisco, CA.
- 1988** *Discussion: The art of integrating oral language into content areas.* Paper presentation, *State of Reading Goes National*. National Professional Development Leadership Conference sponsored by Michigan State Board of Education's Reading Curriculum Review Committee, Lansing, MI.
- Strategies for comprehending text.* Keynote speaker, New Zealand Reading Association Conference, Waikato, New Zealand.
- What part can language play in enhancing learning?* Post-World Reading Congress Symposium, Brisbane College of Advanced Education, Queensland, Australia.
- Breakfast speech for the Australian Reading Association's Special Interest Group on Literacy and Learning in Secondary Schools. Gold Coast, Queensland, Australia.
- Speech for Brisbane Adult Literacy Council, Queensland, Australia.
- Graphic Organizers.* Speaker, Australian Reading Association's Special Interest Group Literacy and Learning in Secondary Schools. Gold Coast, Queensland, Australia.
- Affective dimensions of literacy: Impact on adolescents.* Speaker in Preconvention Institute organized by S. Glazer, Twelfth World Congress on Reading, The Gold Coast, Australia.
- Study strategies for correcting misconceptions in physics: An intervention.* Paper presentation, National Reading Conference, Tucson, AZ.
- Directions for research and practice in secondary school reading: Strategies for secondary school reading instruction.* Paper presentation, International Reading Association, Toronto, Canada.
- Reading research: What differences are we making?* Paper presentation, International Reading Association, Toronto, Canada.
- 1987** *Overcoming misconceptions in science: An on-line study of prior knowledge activation.* Paper presentation, National Reading Conference, St. Petersburg, FL.
- Is there a research base for the strategies advocated in content area reading methods texts?* Paper presentation, College Reading Association, Baltimore, MD.
- Research on teaching reading processes in the secondary curriculum.* Paper presentation, International Reading Association, Anaheim, CA.
- Discussion in secondary methods texts: The influence of three historical periods.* Paper presentation, Co-sponsored IRA/ASCD Assembly, Association for Supervision and Curriculum Development, New Orleans, LA.
- 1986** *How classroom discussion affects students' critical reading behavior.* Paper presentation, Elva Knight Research Award session, International Reading Association, Philadelphia, PA.
- Comprehension of counter-intuitive science text: The effects of text structure and activation of prior knowledge.* Paper presentation, American Reading Forum, Sarasota, FL.

- Effects of prior knowledge activation mode and text structure on non-science majors' comprehension of physics text.* Paper presentation, National Reading Conference, Austin.
- How computers are being used in reading education.* Paper presentation, College Reading Association, Knoxville, TN.
- The impact of reading methods courses on preservice teachers' beliefs about instructional practices.* Paper presentation, College Reading Association, Knoxville, TN.
- Incorrect prior knowledge: A detriment to comprehension of content area texts? Part II.* Paper presentation, Eleventh World Congress of Reading, London, England.
- Teaching comprehension: Descriptions, demonstrations, and discussions.* Paper presentation, International Reading Association, Philadelphia, PA.
- Discussion: The forgotten language art in becoming literate in the secondary school.* Paper presentation, American Educational Research Association, San Francisco, CA. [Reprinted in *The RAL Report*, Winter, 1987, 4(1), 7]
- Video-assisted coaching of textbook discussion skills: Its impact on critical reading behavior.* Paper presentation, American Educational Research Association, San Francisco, CA.
- After evaluation: What?* Paper presentation, Association of Teacher Educators, Atlanta, GA.
- 1985** *Spotting good stories: Proactivity in the program.* Invited speaker in AERA's Editor-at-Large Program Seminar, American Educational Research Association, Chicago, IL.
- Methodological issues in analyzing transcripts.* Speaker, Invisible College for Research on Teaching, Chicago, IL.
- Analysis of transcripts.* Round Table Luncheon Speaker, American Educational Research Association, Special Interest Group on Language Development, Chicago, IL.
- Innovative approaches to basal instruction: A study of preservice teaching.* Paper presentation, National Reading Conference, San Diego, CA.
- Discussion vs. recitation.* Paper presentation, National Reading Conference, San Diego, CA.
- Prior knowledge activation with refutation and non-refutation text.* Paper presentation, National Reading Conference, San Diego, CA.
- Evaluation of teaching with discussion: A triangulated inquiry.* Paper presentation, American Reading Forum, Sarasota, FL.
- Interfacing microcomputers with videocassettes: A program for teaching the IRI.* Paper presentation, College Reading Association, Pittsburgh, PA.
- Alternatives in reading comprehension instruction and assessment: How to implement change.* Paper presentation, International Reading Association, New Orleans, LA.
- 1984** *Textbook reading assignments: An analysis of teacher-student discussions.* Conference on Reading Research (CORR), Center for the Study of Reading, Atlanta, GA.

Grant writing: What and how. Invited speaker, Graduate Students in Reading Education Special Interest Group, International Reading Association, Atlanta, GA.

Panelist, Task Force on Textbook Selection "Excellence in Our Schools: Making it Happen." A National Forum presented by the Far West Research Laboratory, San Francisco, CA.

Patterns of classroom discussion: Their relation to critical interpretation of text. Paper presentation, National Reading Conference, St. Petersburg, FL.

Assessment of classroom interaction dynamics. Paper presentation, CRA/NRC co-sponsored session, National Reading Conference, St. Petersburg, FL.

The role of textbooks in teachers' interactive decision-making. Paper presentation, National Reading Conference, St. Petersburg, FL.

Communicating in the classroom: What makes a discussion happen? Paper presentation, American Reading Forum, Orlando, FL.

New approaches to comprehension: How schools are implementing the research. IRA/CRA co-sponsored session, College Reading Association, Washington, D.C.

Knowledge of text structure and its influence on a transfer task. Paper presentation, American Educational Research Association, New Orleans, LA.

Effects of spontaneous and induced lookbacks on self-perceived high and low ability comprehenders. Paper presentation, American Educational Research Association, New Orleans, LA.

1983 *How reading field experience students view the observation/evaluation process.* Paper presentation, American Reading Forum, Sarasota, FL.

Teacher-student talk within the content area reading assignment. Paper presentation, National Reading Conference, Austin, TX.

Effects of activating prior knowledge on retention of expository text. Paper presentation, National Reading Conference, Austin, TX.

Teaching strategies and their relationship to student performance on content area reading assignments. Paper presentation, National Middle School Association, Chicago, IL.

The role of the university supervisor in field-based reading education courses. Paper presentation, College Reading Association, Atlanta, GA.

The impact of curricular perceptions on instructional decisions: A framework for research. Paper presentation, International Reading Association, Anaheim, CA.

Story constituents and children's strategic preferences. Paper presentation, American Educational Research Association, Montreal, Canada.

Exploratory field experience programs: Do they influence college students' beliefs? Paper presentation, American Educational Research Association, Montreal, Canada.

Assessing readers' awareness of factors that influence text comprehension. Paper presentation, Council of Exceptional Children, Detroit, MI.

- 1982** *Elementary readers' strategic activity in processing story-length material.* Paper presentation, National Reading Conference, Clearwater Beach, FL.
- The effects of graphic organizer instruction on children's comprehension and recall of classroom text.* Paper presentation, National Reading Conference, Clearwater Beach, FL.
- Textbook reading assignments at the secondary level: Relating teacher behaviors to student performance.* Paper presentation, National Reading Conference, Clearwater Beach, FL.
- Clinical application of the learner-in-context model.* Paper presentation, College Reading Association, Philadelphia, PA.
- Comprehension strategies employed in the context of reading proficiency and purpose.* Paper presentation, Ninth World Congress on Reading, Dublin, Ireland.
- Metacognitive knowledge about reading proficiency: Its relation to learner strategies and task demands.* Paper presentation, American Educational Research Association, New York.
- The dissonance factor: Hindrance or help to preservice teachers?* Paper presentation, National Association of Laboratory Schools Convention, Houston, TX.
- 1981** *Using comprehension strategies: Do average readers behave like "average" readers?* Invited speaker, Committee on Research, National Council of Teachers of English, Boston, MA.
- Outstanding Dissertation Finalist Presentation: Effects of graphic organizers, textual organization, and reading comprehension level on recall of expository prose.* International Reading Association, New Orleans, LA.
- Expectations of a first year professor.* Invited panelist, Graduate Students in Reading Education, Special Interest Group, International Reading Association, New Orleans, LA.
- Stages of language development in disabled readers between the ages of six and ten.* Paper presentation, National Reading Conference, Dallas, TX.
- Organizers that compensate for text organization: Research with application to teaching reading.* Paper presentation, International Reading Association, New Orleans, LA.
- The compensatory effect of graphic organizer instruction on text structure.* Paper presentation, American Educational Research Association, Los Angeles, CA.

Professional Workshops and Talks

From **1980** to the present, Dr. Alvermann has given **203** workshops and talks for teachers, curriculum supervisors, administrators, and teacher educators. These presentations have involved applied aspects of her research in literacy teaching and learning.

Editorial Experience

Editorships

Co-Editor (with Norman Unrau and Robert Ruddell), *Theoretical Models and Processes of Reading* (6th edition), 2009-2012. TMRP6 continues a long line of editions, dating back to 1970. It is the

International Reading Association's best-selling volume on research. The 5th edition was 1728 pages in length. The editors commission chapters from leading researchers worldwide.

Editor (with David Reinking), *Reading Research Quarterly*, 2001-2007.

Editor (with Dorothy Strickland & Celia Genishi), 2006 – present. *Language and Literacy Series*, Teachers College Press, Columbia University. This is a series of more than 70 monographs on issues related to language development and literacy practices at the pre-K, elementary, middle, high school, and postsecondary levels.

Co-Editor (with JoBeth Allen), *Approaches to Language and Literacy Research (NCRL Series)*, 1998 - present. This is a series of 150-page monographs on research methodologies published by the National Conference on Research in Language and Literacy and Teachers College Press. Volumes published in this series include:

Kamberelis, G., & Dimitriadis, G. (2005). *On qualitative inquiry*

Dyson, A. H., & Genishi, C. (2005). *On the case*

Reinking, D., & Bradley, B. (2007). *On formative and design experiments*

Heath, S. B., & Street, B. V. (2008). *On ethnography*

Willis, A., Hall, H., et al. (2008). *On critically conscious research*

Section Editor (with M. Hagood & L. Rush) (2008). Methods of inquiry in the communicative, visual, and performing arts. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts* (Vol. II., pp. 89-200). Mahwah, NJ: Lawrence Erlbaum.

Guest Editor (with J. Dornbrack and B. Marshall). *English Teaching: Practice and Critique*, 2007-2008.

Associate Editor, *Journal of Literacy Research*, 1998-2001.

Guest Editor for Special Year 2000 themed issue on "Reading Research and Instruction," *Journal of Educational Research*.

Section Editor, 1997. Methodology section of the *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts* (Editors: J. Flood, S. B. Heath, & D. Lapp). Macmillan.

Co-Editor, 1994. Special Issue of the *Journal of Research in Science Teaching*. (Theme: print-based language arts and science learning).

Guest Editor, April 1987 themed issue of the *Journal of Reading*. (Theme: developing independent readers; set up a 16-member guest editorial review board).

Acquisitions Editor, 1984-1986. American Educational Research Association's Editor-at-Large Program.

Editorial/Advisory Boards

Editorial Board, *American Educational Research Journal* (Social and Institutional Analysis, Vols. 43-48), 2006-2011.

Editorial Board, *Digital Culture & Education*, 2008-

Editorial Advisor, *English Teaching: Practice and Critique*, 2008-

Editorial Board, *Research in the Teaching of English*, 2007-2012

Editorial Board, *Reading Research Quarterly*, 2007 – 2010.

- Editorial Board, *Educational Researcher*, 2007-2008.
- Editorial Board, *Journal of Adolescent & Adult Literacy*, 2008-2009.
- Editorial Board, *Voices from the Middle (VM)*, 2006-2011.
- Editorial Board, *Afterschool Matters*, 2006-present.
- Editorial Board, *Pedagogies: An International Journal*, 2005-present.
- Editorial Board, *Literacy Hub for Broader Middle East and North Africa (BMENA) Countries*, 2006-2008.
- Editorial Board, *E-Learning* (<http://www.wwords.co.uk/elea/editorialboard.html>), 2004-present.
- Editorial Board, *Yearbook of the College Reading Association* (vol. 28), 2006.
- Editorial Board, *Educational Researcher*, 2000-2003.
- Editorial Board, Teachers College Press *Language and Literacy Series*, 1989-2005.
- Editorial Board, *Yearbooks of the National Reading Conference*, 2001 – present.
- Editorial Advisor, *Literacy in America: An Encyclopedia of History, Theory, and Practice*. 2000-2002.
- Editorial Board, *Reading Research and Instruction*, 1999-2002.
- Editorial Board, *Review of Research in Education* (Vol. 25), 2000-2001.
- Editorial Board, *The Reading Teacher*, 1989-1999.
- Editorial Board, *Reading Research Quarterly*, 1985-1991; 1994-1999.
- Advisory Board, *Reading Research Quarterly*, 1991-1994.
- Editorial Board, *47th Yearbook of the National Reading Conference*, 1998.
- Editorial Board, *Journal of Literacy Research*, 1995-1998.
- Editorial Board, *Educational Research Quarterly*, 1996-1999.
- Editorial Board, *17th Yearbook of the American Reading Forum*, 1997.
- Editorial Board, *46th Yearbook of the National Reading Conference*, 1997.
- Editorial Board, *JRB: A Journal of Literacy*, 1984-1992; 1994-1995.
- Editorial Board, *16th Yearbook of the American Reading Forum*, 1996.
- Editorial Board, *Reading Research and Instruction*, 1985-1986; 1992-1997.
- Editorial Board, *45th Yearbook of the National Reading Conference*, 1996.
- Editorial Board, *Review of Educational Research*, 1993-1994.

Editorial Board, 44th *Yearbook of the National Reading Conference*, 1995.

Editorial Board, 15th *Yearbook of the American Reading Forum*, 1995.

Editorial Board, 43rd *Yearbook of the National Reading Conference*, 1994.

Editorial Board, 7th *Yearbook of the American Reading Forum*, 1987.

Editorial Board, *Reading Psychology: An International Quarterly*, 1984-1986.

Editorial Board, 35th *Yearbook of the National Reading Conference*, 1986.

Editorial Board, 6th *Yearbook of the American Reading Forum*, 1986.

Editorial Board, 34th *Yearbook of the National Reading Conference*, 1985.

Editorial Board, *Reading World*, 1984-1985.

Editorial Board, 33rd *Yearbook of the National Reading Conference*, 1984.

Editorial Board, *The Journal of Reading Education*, 1984-1986.

Editorial Advisory Board, *Georgia Journal of Reading*, 1984-1987.

Editorial Board, *Nexus*, Central New York School Study Council and School Board Institute, 1980.

Guest/External Reviewer

Guest Reviewer, *Journal of Teacher Education*, 2008

Guest Reviewer, *Review of Research in Education*, 2006.

Guest Reviewer, *Canadian Journal of Education*, 2005-2006.

Guest Reviewer, *Mentoring & Tutoring: Partnership Learning*, 2005

Guest Reviewer, *English Education*, 2005.

Guest Reviewer, *Learning and Instruction: The Journal of the European Association for Research on Learning and Instruction*, 2004.

Guest Reviewer, *Narrative Inquiry Journal*, 2004.

External Reviewer, Research Proposal, Carnegie Corporation, 2003.

Guest Reviewer, *Journal of Teacher Education*, 2003.

Guest Reviewer, *Mentoring & Tutoring: Partnership in Learning*, 2003.

Reviewer, Australian Research Council, 2002.

Guest Reviewer, *English Education*, 2002.

Guest Reviewer, *Journal of Educational Psychology*, 2002.

- Reviewer, IRA's Elva Knight Research Grant Competition, 1986-1993; 2000-2005.
- Reviewer, *IRA's Annual Convention Proposals*, 2003-2006.
- Reviewer, *IRA Standards for Literacy Coaches*, 2005
- Guest Reviewer, *Journal of Higher Education Research and Development*, 2001.
- Guest Reviewer, *Scientific Studies of Reading*, 2000.
- Guest Reviewer, *Review of Educational Research*, 2000.
- Reviewer, The Spencer Foundation (major grants program), 2000.
- Guest Reviewer, *SIGNS: Journal of Women in Culture and Society*, 1998.
- Guest Reviewer, *Anthropology Education Quarterly*, 1994, 1995, 1996.
- Guest Reviewer, *Journal of Learning Disabilities*, 1998.
- Guest Reviewer, *Contemporary Psychology*, 1998.
- Guest Reviewer, *Review of Educational Research*, 1996.
- Guest Reviewer, *Research in the Teaching of English*, 1998.
- Guest Reviewer, *Handbook of Research on Teaching* (4th ed.), 1996-1997.
- Guest Reviewer, *Journal of Adolescent & Adult Literacy*, 1996, 1998.
- Guest Reviewer, *Teaching and Teacher Education: An International Journal of Research and Studies*, 1995, 1999.
- Guest Reviewer, QSE, *International Journal of Qualitative Studies in Education*, 1991, 1992, 2000.
- Guest Reviewer, *Reading and Writing: An Interdisciplinary Journal*, 1991, 1992, 1993.
- Guest Editorial Board for *Journal of Reading*, themed April 1995 issues on family literacy (Jeanne Paratore and Colin Harrison, Guest Editors).
- Guest Editorial Board for *The Reading Teacher* themed April 1993 issue on literacy for a diverse society (Ed Kameenui, Editor).
- Guest Editorial Board for *The Reading Teacher's* themed April 1992 issue on exemplary practices in literacy development and instruction (Peter Winograd, Guest Editor).
- Guest Editorial Board for *Journal of Reading's* themed April 1991 issue on thinking and learning across the curriculum (Tom Estes, Guest Editor).
- Guest Editorial Board for *Journal of Reading's* themed April 1990 issue on at-risk readers (Linda Gambrell, Guest Editor).
- Guest Referee, *Journal of Reading*, 1989, 1991, 1992, 1993, 1994.

Reviewer, Lawrence Erlbaum Associates, 2001.

Reviewer, Social Sciences and Humanities Research Council of Canada, 1996.

Reviewer, *IRA/NCTE English Language Arts Standards*, 1995-1996.

Reviewer, *IRA Standards for Reading Professionals*, 1992.

Reviewer, *Handbook of Educational Psychology*, 1992.

Reviewer, Spencer Foundation Large Grants Program, 1995, 1999.

Reviewer, Social Sciences and Humanities Research Council of Canada, 1995.

Reviewer, The University of British Columbia Office of Research, Hampton Fund, 1995.

Reviewer, *Journal of Teacher Education*, 1981-1993.

Guest Reviewer, *American Educational Research Journal*, 1987, 1989, 1990, 1991, 1992.

Guest Reviewer, *Instructional Science*, 1991.

Reviewer, *Handbook of Research on Teaching the English Language Arts*, Macmillan, 1990.

Guest Reviewer, *Teaching and Teacher Education*, 1987.

Reviewer, *Questioning Exchange*, 1987.

Reviewer, *Journal of Adolescent Research*, 1986.

Reviewer, National Conference of Research on English, Mid-Decade Monograph, 1986.

Guest Reviewer, *Curriculum Review*, Curriculum Advisory Service, 1981-1987.

Other Professional Activities

Alliance for a Media Literate America (AMLA), 2004 – present.

Member, Higher Education Caucus, 2004 – present.

International Reading Association (IRA), 1978-present.

Member, Subcommittee on Citations of Merit, 2008-2009.

Member, Subcommittee on the Research Publication Awards, 2006-2008.

Member, Advisory Board for the IRA Commission on Adolescent Literacy, 2003-2004.

Member, IRA Commission on Adolescent Literacy, 2000-2003.

Co-Chair, IRA Commission on Adolescent Literacy, 1997-2000.

Member, IRA Subcommittee on Joint Impact Institute with NCTE, 1994-1997.

Critiqued and responded to final draft of IRA/NCTE's English Language Arts Standards, 1996.

Member, IRA Strategic Planning Committee, 1992-1993.

Member, IRA Nominating Committee, 1991-1993.

Member, IRA Studies and Research Committee: Grants, 1991-1992.

Member, Georgia Council of IRA Long Range Planning Committee, 1991-1992.

Chair, Search Committee for Editor of *Reading Research Quarterly*, 1989-1990.

President, Organization of Teacher Educators in Reading, Special Interest Group of IRA, 1989-1990.

Member, Alpha Upsilon Alpha Committee, 1989-1991.

Chair, Alpha Upsilon Alpha Program Committee for Atlanta Convention, 1989-1990.

President-Elect, Organization of Teacher Educators in Reading, Special Interest Group of IRA, 1988-1989.

Vice President, Organization of Teacher Educators in Reading, Special Interest Group of IRA, 1987-1988.

Member, The Peace Corps Experience, Special Interest Group of IRA.

Member, Reading/Language in Middle Schools Subcommittee, 1988-1989.

Member, Program Subcommittee on Special Institutes and Seminars, 1987-1988.

(Re-appointed) Chair, IRA Comprehension and Learning Committee, 1986-1987.

Representative for College Reading Improvement/IRA to the College Reading Association, 1986-1987.

Member, Membership Committee, College Reading Improvement/IRA, 1986-1987.

Chair, IRA Comprehension and Learning Committee, 1985-1986.

Member, Comprehension and Learning Committee, 1984-1985.

Member, IRA New Approaches to Comprehension and Text Comprehensibility Committee, 1983-1984.

Member, Program Committee, Georgia Council of IRA, 1987-1988.

Member, Administrators and Reading Committee, Georgia Council of IRA, 1986-1987.

Secretary, Georgia Council of Reading Professors, 1983-1985.

Member, Awards Committee, College Reading Improvement, an IRA Special Interest Group, 1984-1986.

Member, Research Committee, Georgia Council of IRA, 1983-1984.

Member, Long-Range Planning Committee, Georgia Council of IRA, 1983-1984.

Member, Georgia Council of IRA, 1982-present.

Member, Georgia Council of Reading Professors (GCRP), 1982-1990.

Member, Northeast Georgia Council of IRA, 1982-present.

Secretary-Treasurer, Black Hawk Council (Iowa) of the International Reading Association, 1981-1982.

Member, Election Committee. Iowa Council of IRA, 1981-82.

Member, Iowa Council of IRA, 1980-1982; Black Hawk (Iowa) Council, 1980-1982.

Membership in IRA Special Interest Groups: Teaching as a Continuing Experiment, 1987-89, and Teaching as a Researching Profession, 1990-1995.

Professors of Reading Teacher Educators (PRTE), 1981-1984.

Organization of Teacher Educators in Reading (OTER), 1984-present.

National Reading Conference (NRC), 1980-present.

Member, Ad hoc Committee investigating a possible organizational name change, 2007.

Associate Editor, *Journal of Literacy Research*, 1998-2001.

Member, Committee to Respond to the National Reading Panel, 1999-2000.

Member, Oscar Causey Research Award Committee, 1998-1999.

Member, Critical Spaces ad hoc Committee, 1999-2001.

Member, Research Dissemination ad-hoc Committee, 1999.

Member, Albert J. Kingston Award Committee, 1998-1999.

Member, Policy and Legislative Committee, 1993-1995.

Chair, Management Evaluation Committee, 1993.

Immediate Past President, National Reading Conference, 1992-1993.

President, National Reading Conference, 1991-1992.

President-Elect, National Reading Conference, 1990-1991.

Vice President, National Reading Conference, 1989-90.

Elected to Board of Directors, National Reading Conference, 1986-1988.

Board Liaison, NRC Publications Committee, 1987-1988.

Member, Publications Committee, National Reading Conference, 1983-1985.

Member, Program Review Committee, National Reading Conference, 1985-1992.

NRC Field Council Representative, 1983-1986.

American Educational Research Association (AERA), 1980-present.

Mentor, Division C's New Faculty Mentoring Program (for Amanda Godley, Assistant Professor, University of Pittsburgh), 2005.

Chair, Raymond B. Cattell Early Career Award Committee, 2004-2005.

Chair-Designate and member, Raymond B. Cattell Early Career Award Committee, 2003-2004.

Member, AERA Standing Committee for Relating Research to Practice Award, 1996-1998.

Reviewer for Divisions C and K since 1985; also reviewer for several AERA SIGs.

Division K Liaison to the Committee on the Role and Status of Women in Educational Research and Development, 1990-92.

Member, Outstanding Dissertation Award Committee, 1983-85.

College Reading Association (CRA), 1981-present.

Director, College Reading Association Board, 1997-2000.

Member, A. B. Herr Research Award Committee, 2000.

Member, CRA Election/Nominations Committee, 1998-1999.

Judge, CRA Dissertation Award, 1990.

Chair, Publications Committee, 1984-1987.

Member, Publications Committee, 1982-1984.

Member, Committee on Use of Computers in Reading, 1985-1987.

Member, Awards Committee, 1985-1986; 1987-1988.

Judge, Dissertation Award Committee, 1983.

American Reading Forum (ARF), 1983-present

Member, Editorial Advisory Committee, 2003-2004

Chair, Nominations/Election Committee, 2001.

Chair, ARF Board of Directors, 2000.

Member, ARF Board of Directors, 1998-2001.

National Council of Teachers of English (NCTE), 1980-present.

Member, NCTE Task Force on Reading, 2008-2009.

Member, Working Group to reform No Child Left Behind Act, 2007.

Member, Standing Committee on Research, 1998-2001.

Member, NCTE Promising Researcher Award Committee, 1999-2000.

Member, Reading Research Coalition Task Force, 1997-1999.

Member, Reading Task Force on Research and Practice, 1997-1998.

Member, Subcommittee on Joint Impact Institute with IRA, 1994-1997.

Panelist, National Teleconference, What Matters: Grassroots Conversations, 1996.

Member, Elementary Language Arts/Literacy Unit of the New Standards Project, 1991-1996.

Member, NCTE Assembly for Research, 1985.

Judge for NCTE Achievement Awards in Writing, 1983-1990.

National Conference on Research in Language and Literacy (formerly NCRE), 1983-present.

Member, Distinguished Researcher Award Committee, 2001-2002.

Co-Editor, NCRL Language and Literacy Research Series, 1998 – present.

Georgia Educational Research Association (GERA), 1983-present.

Chair, Reading Special Interest Group, 1993-1998.

President, 1987.

President-Elect and Program Co-Chair, Eleventh Annual Meeting, 1986.

Program Co-Chair, Tenth Annual Meeting, 1985.

Memberships in Other Professional Organizations

Invisible College for Research on Teaching, 1987- present.

Wellesley Centers for Women, 2000 – 2003.

European Association for Research on Learning and Instruction (EARLI)

Laubach Literacy Volunteer Tutor for Adult Literacy Program, 1978-80.

Honor Societies

Kappa Delta Pi, 1985-present.

Chapter Associate Counselor, 1987-1988.

Member, Awards Committee, Beta Kappa Chapter, 1985.

Historian-Reporter, Beta Kappa Chapter, 1983-1984, 1984-1985.

Pi Lambda Theta, 1965-present.

Phi Delta Kappa, 1983-present.

Local Chapter Vice President for Programs, 1986-1987.

Local Chapter Membership Committee, 1984-1985.

Alpha Upsilon Alpha Honor Society (Charter Member), 1987- present.

Local Chapter (Xi Chapter) Advisor, 2003-2006.

Local Chapter (Xi Chapter) Advisor, 1987-1994.

Service to University of Georgia

2008-present	Advisor, Dr. Mark Vagle's grant proposal to UGARF Junior Faculty Research Program (Vagle was awarded this in November 2008)
2006	External Member, Department of Geography's Faculty Search Committee
2005	Chair, William A. Owens Research Award Committee (OVPR)
2005-2006	Office of Vice President for Instruction and Associate Provost's Promotion and Tenure Committee for the Division of Academic Enhancement
2004-2007	Office of Vice President and Associate Provost's Research Advisory Council
2004	University Promotion and Review Committee (Professional and Applied Studies – A)
2004-2006	Advisory Board Member, Institute for Women's Studies at UGA
2003	Member, Peabody Awards Screening Committee (Television Documentary), Grady School of Journalism
2003	University Promotion and Review Committee (Professional and Applied Sciences – A)
2003	Mentor to Dr. Carmen Tesser (Department of Romance Languages) in her 2003 Study in a Second Discipline (Reading Education)
2002-2003	Administrative Review Committee (Dr. Sherrie Nist, Division of Academic Enhancement)
2002	University Promotion and Review Committee (Professional and Applied Sciences – A)
2002	University Research Professionals Promotion Committee (appointed by R. Forehand)
2001-2002	IBR Research Mentor to Dr. Linda Harklau, Department of Language Education
1998-2002	Office of Vice President for Research Advisory Committee
2000-2001	Office of VP for Research Committee to Select Distinguished Research Professors
2001	Instructor, Freshman Seminar, a volunteer project of the UGA Teaching Academy.

2001	William A. Owens Research Award Committee, Office of Vice President for Research
1998-2001	Survey Research Center Advisory Committee
2000	Provost's Committee to Review University's Mandates for the Office of the Vice President for Research
1997-2000	Academic Honesty Panel
1999	William A. Owens Research Award Committee, Office of Vice President for Research
1999-2000	Strategic Planning Committee for the Office of Vice President for Research
1998-1999	IBR Research Mentor to Dr. Stacey Neuharth-Pritchett, Elementary Education
1997-1998	IBR Research Mentor to Dr. Richard Ingersoll, Sociology Department
1996-1997	President's Advisory Committee to review the Office of Vice President for Research
1996-1997	Women's Studies Promotion and Tenure Committee
1996-1999	Women's Studies Curriculum Committee
1996-1997	Elected Representative of Affiliated Faculty, Women's Studies Program
1996	University's Creative Research Medal Awards Committee
1996	Program Reviewer (Reading) for the University Council Program Review Committee's review of the Division of Academic Assistance
1994-1997	Research Advisory Committee to the Vice President for Research
1994-1995	University Search Committee for Joint Position in Women's Studies and Foundations of Education
1994-1997	University Promotion and Tenure Appeals Committee
1994	University Promotion Committee
1994-present	Affiliated Faculty, Women's Studies Program
1993-1996	University's Special Professorship Committee

Service to College of Education (COE) at UGA

2009-present	Member, Dr. Ruth Harman's Mentoring Committee
2007	Reader, Dr. Melisa Cahnmann's grant proposal to Spencer Foundation
2007-present	Member, Dr. Rebecca Callahan's Mentoring Committee
2007-2008	Member, Search Committee for CLASE Research Scientist
2007-presesnt	Member, CLASE Advisory Board (Latino Education)

2007	Member, Dr. Linda Labbo's Post-Tenure Review Committee
2007-2008	Member, Early Childhood Education Redesign Task Force
2007-2008	Member, Educational Policy and Evaluation Center (EPEC) Steering Committee.
2007	Member, Search Committee for Reading Education Program Area
2005-2007	Member, Faculty Senate Awards Committee
2006	Member, Search Committee for Interim Head, Education Policy and Evaluation Center
2005	Member, Post-Tenure Review Committee for Dr. Margaret Graham
2004-2006	Member, Search Committee for Goizueta Foundation Endowed Professorship
2004-2005	Member, Interdisciplinary Qualitative Studies Advisory Committee (Certificate Program)
2003	Member, Post-Tenure Review Committee (for Dr. Noel Gregg)
2001	Mentor for Dr. Yolanda Majors, Language Education
1998-2001	Member, COE Senate
2000	Chair, Post-Tenure Review Committee (for Dr. James Baumann)
2000	Member, Search Committee for Director of School of Teacher Education
2000	Member, Committee on Comprehensive Review of the Office of the Associate Dean for Research Development and Outreach.
2000	Member, Language Education's Promotion and Tenure Committee
2000	Panelist, COE Promotion and Tenure Workshop
1999-2000	COE Promotion and Tenure Committee
1997-1998	Member, COE/Senate Awards Committee
1997-2001	Mentor for Dr. Nancy Knapp, Educational Psychology (part of COE Mentoring Initiative)
1996-2001	Mentor for Dr. Elizabeth St. Pierre, English Education (part of COE Mentoring Initiative)
1996-1997	Chair, COE/Senate Awards Committee
1996-1998.	Mentor for Dr. Lubna Chaudhry, Social Science Education/Foundations (part of COE Mentoring Initiative)
1996	Member, Graduate Faculty Appointment/Reappointment Appeals Committee
1996	Team Leader, <i>Faculty Support Faculty</i> campaign
1994	Dean's Search Committee, College of Education

- 1993-1996 COE Crim Community Faculty Steering Committee
- 1994-1997 COE School of Teacher Education Advisory Council
- 1993-1995 COE Committee for new Ph.D. Program in Foundations

Service to University of Illinois - Chicago

- 2006 - 2008 External Doctoral Committee Member on Eli Tucker-Raymond's dissertation entitled
Mediated: A Collaborative Action Research Group on Critical Media Literacy

Service to University of Victoria (Canada)

- 2008 External Examiner on Ann Beck's dissertation committee
The Power of Literacy in J. K. Rowling's Harry Potter

Service to Georgia State University

- 2007-08 External Examiner on Rebecca Calder's dissertation committee
The Writing Experiences of Urban Adolescents: A Multicase Study