

## Curriculum Vitae

### **K. Denise Muth Glynn**

Dept. of Elementary Education  
University of Georgia  
Athens, GA 30602

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### **Education**

Ph.D. in Reading Education, The University of Georgia,  
Athens, Georgia, 1981

Ed.M. in Psychology of Reading, Temple University,  
Philadelphia, Pennsylvania, 1976

B.A. in Mathematics, La Salle College, Philadelphia,  
Pennsylvania, 1972

### **Academic Experience**

Professor, Department of Elementary Education, University of  
Georgia, 1993 - present

Associate Professor, Department of Elementary Education,  
University of Georgia, 1988 - 1993

Visiting Scholar, Department of Curriculum and Instruction,  
University of Minnesota, Fall 1986

Assistant Professor, Department of Elementary  
Education, University of Georgia, 1984 - 1988

Assistant Professor, Department of Curriculum & Instruction,  
Kennesaw College, Marietta, Georgia, 1982 - 1984

Instructor (temporary), Department of Elementary Education,  
University of Georgia, 1981 - 1982

### **Administrative Experience**

Director, School of Teacher Education, University of  
Georgia, 2000 - 2003 (the school comprised the  
Departments of Elementary Education, Language  
Education, Mathematics Education, Reading Education,  
Science Education, Social Foundations of  
Education, and Social Science Education, and the  
Program for School Improvement)

Head, Department of Elementary Education, University of  
Georgia, 1993 - 1996 (the department grants B.S.Ed.,  
M.Ed., Ed.S., and Ph.D. degrees in Early Childhood  
Education and Middle School Education and a Ph.D.  
degree in Elementary Education)

Program Area Head, Middle School Education Program,  
University of Georgia, 1992 - 1995; August 2004 - May  
2005

### **Public and Private School Teaching Experience**

Mathematics and Reading Teacher, Grades 6 to 8, Lyons  
Middle School, Athens, Georgia, 1977 - 1979  
Reading Specialist, Grades 1 to 12, Montgomery County  
Intermediate Unit, Norristown, Pennsylvania, 1976 -  
1977  
Reading, Language Arts, and Mathematics Teacher, Grades 6 to  
8, Archdiocese of Philadelphia, Our Lady Help of  
Christians School, Abington, Pennsylvania, 1972 - 1976

### **Certification Areas**

Georgia: D7 in Reading, grades K-12; T4 in Mathematics,  
Grades 7-12

Pennsylvania: Reading, grades K-12; Mathematics, grades K-12

### **Awards and Honors**

University of Georgia Teaching Academy, Inaugural Class of  
2000, 2000 - present

University of Georgia Senior Teaching Fellow, Office of  
Instructional Development and Support, 2000 - 2001

University of Georgia College of Education Faculty Award for  
Teaching Excellence, 1999

University of Georgia College of Education D. Keith Osborn  
Faculty Senate Award for Teaching Excellence, 1992

University of Georgia Honors Day Outstanding Teacher Award,  
1992.

University of Georgia Phi Delta Kappa Warren Findley Faculty  
Research Award, 1991

International Reading Association Elva Knight Research  
Award, 1991

University of Georgia Sarah H. Moss Fellow, Advanced  
study and research at the University of Minnesota, 1986

### **Professional Associations**

American Educational Research Association  
International Reading Association

National Council of Teachers of Mathematics  
 National Middle School Association  
 Georgia Educational Research Association  
 Phi Delta Kappa

### Reviewer for Journals

American Educational Research Journal  
 Applied Cognitive Psychology  
 Contemporary Educational Psychology  
 Journal of Educational Psychology  
 Journal for Research in Mathematics Education  
 Journal of Adolescent and Adult Literacy  
 Research in Middle Level Education Quarterly

### Grants

Georgia Systemic Teacher Education Program. Evaluation of middle school preprofessional experiences (Pate, P. E., Davis, G., Hart, L., McLaughlin, J., Manning, B., Muth, K. D., & Gilbert, L), 2003, (\$2,000).

University of Georgia College of Education Faculty Development Grant: Graduates of middle school teacher education programs: A national survey (with Laurie Hart), 1998, (\$2,000).

Office of Educational Research and Instruction, US Department of Education (as part of the National Reading Research Center): The role of comprehension strategies in mathematical problem solving, March 1992 - March 1993 (\$21,169), principal investigator.

International Reading Association Elva Knight Research Grant: The role of reading comprehension strategies in middle school mathematical problem solving, April 1991 (\$4,972), principal investigator.

University of Georgia Office of Instruction Development Grant: Classroom management for middle school teachers: Getting off to a good start, 1987 (\$1,109).

University of Georgia Sarah H. Moss Grant: Advanced study and research at the University of Minnesota, Fall 1986 (\$4,420).

University of Georgia Faculty Research Grant: Children's comprehension of expository prose, 1986 (\$1,337).

Kennesaw College Faculty Research Grant: Cognitive demands in reading narrative and expository texts, 1983 (\$750).

**Books** (I publish and present under my maiden name, Muth)

- Muth, K. D., & Alvermann, D. E. (1999). Teaching and learning in the middle grades (2nd ed.). Boston: Allyn & Bacon.
- Muth, K. D. (Ed.) (1995). El texto narrativo y el texto expositivo: Estrategias para su comprensión. (2a ed.) Buenos Aires, Argentina: Aique Grupo.
- Muth, K. D., & Alvermann, D. E. (1992). Teaching and learning in the middle grades. Boston: Allyn & Bacon.
- Muth, K. D. (Ed.). (1989). Children's comprehension of text: Research into practice. Newark, DE: International Reading Association. [Muth, K. D. (Ed.). (1991). El texto narrativo y el texto expositivo: Estrategias para su comprensión. Buenos Aires, Argentina: Aique Grupo]
- Muth, K. D., & O'Neill, N. (1981). Newspaper primary reading program: Level Three. Atlanta: Cox Enterprises.
- Muth, K. D., & O'Neill, N. (1981). Newspaper primary reading program: Level Four. Atlanta: Cox Enterprises.

**Book Chapters**

- Muth, K. D., & Glynn, S. M. (2002). Middle school literacy. In B. J. Guzzetti (Ed.), Literacy in America: An encyclopedia of history, theory, and practice (pp. 348-351). Santa Barbara, CA: ABC-CLIO, Inc.
- Muth, K. D., & Glynn, S. M. (2000). The role of the literacy specialist. In K. D. Wood & T. S. Dickinson (Eds.), Promoting literacy in the 21st century: A handbook for teachers and administrators in grades 4-8 (pp. 41-52). Needham Heights, MA: Allyn & Bacon.
- Padilla, M. J., Muth, K. D., & Padilla, R. K. L. (1991). Reading and science: Many skills in common? In C. A. Santa & D. E. Alvermann (Eds.), Science learning: Processes and applications (pp. 14-19). Newark, DE: International Reading Association.
- Alvermann, D. E., & Muth, K. D. (1990). Affective goals in middle school reading and writing. In G. Duffy (Ed.), Reading in the middle school (2nd ed., pp. 97-110). Newark, DE: International Reading Association.

Glynn, S. M., Muth, K. D., & Britton, B. K. (1990). Thinking out loud about concepts in science texts: How instructional objectives work. In H. Mandl, E. De Corte, S. N. Bennett, & H. F. Friedrich (Eds.), Learning and instruction: European research in an international context (pp. 215-223). Oxford: Pergamon.

Glynn, S. M., Britton, B. K., Semrud-Clikeman, M., & Muth, K. D. (1989). Analogical reasoning and problem solving in science textbooks. In J. A. Glover, R. R. Ronning, & C. R. Reynolds (Eds.), Handbook of creativity: Assessment research, and theory (pp. 383-398). New York: Plenum.

### Journal Articles

Ference, R. A., & Muth, K. D. (2004). Helping middle school females form healthy self-perceptions through team sports and exercise. Women in Sport and Physical Activity Journal, 13, 28-35.

Pate, P. E., & Muth, K. D. (2003). Perspectives on the middle school movement: Snapshots from the past. Middle School Journal, 35, 15-22.

Muth, K. D., Hart, L. E., LeTendre, G., Ference, R., & Naumowicz, D. (1998). Middle grades education in the 21st century: The role of cross-disciplinary research in practice and policy. Research in Middle Level Education Quarterly, 21, 1-13.

Muth, K. D. (1997). Using cooperative learning to improve reading and writing in mathematical problem solving. Reading and Writing Quarterly, 13, 71-82.

Warren, L. L., & Muth, K. D. (1995). The impact of common planning time on middle grades students and teachers. Research in Middle Level Education, 18, 41-58.

Glynn, S. M., & Muth, K. D. (1994). Reading and writing to learn science: Achieving scientific literacy. Journal of Research in Science Teaching, 31, 1057-1073.

Muth, K. D. (1993). Reading in mathematics: Middle school mathematics teachers' beliefs and practices. Reading Research and Instruction, 32, 76-83.

Muth, K. D. (1993). The thinking-out-loud procedure: A diagnostic tool for middle school teachers. Middle School Journal, 24, 4-9.

- Muth, K. D. (1992). Extraneous information and extra steps in arithmetic word problems. Contemporary Educational Psychology, 17, 278-285.
- Muth, K. D. (1992). An international perspective on teacher preparation: Preparing to teach young adolescents in Germany. Current Issues in Middle Level Education, 1, 29-38.
- Muth, K. D. (1991). Effects of cuing on the solution of arithmetic word problems containing extraneous information. Journal of Educational Psychology, 83, 173-174.
- Wood, K. D., & Muth, K. D. (1991). The case for improved instruction in the middle school. Journal of Reading, 35, 84-90.
- Renmin, Y., Wang, C., & Muth, K. D. (1989). Research on dealing with extraneous information in solving word problems. Information on Psychological Sciences, 4, 27-30.
- Muth, K. D. (1988). Comprehension monitoring: A reading-mathematics connection. Reading Research and Instruction, 27(3), 60-67.
- Muth, K. D. (1988). Structure strategies for comprehending expository text. Reading Research and Instruction, 27(1), 66-72.
- Muth, K. D., Glynn, S. M., Britton, B. K., & Graves, M. F. (1988). Thinking out loud while studying text: Rehearsing key ideas. Journal of Educational Psychology, 80, 315-318.
- Muth, K. D. (1987). Teachers' connection questions: Prompting students to organize text ideas. Journal of Reading, 31, 254-259.
- Muth, K. D. (1987). Comprehending expository text: What every middle school teacher should know about the reading process. Middle School Journal, 19, 6-7.
- Muth, K. D. (1986). Solving word problems: Middle school students and extraneous information. School Science and Mathematics, 86, 108-111.
- Britton, B. K., Muth, K. D., & Glynn, S. M. (1986). Effects of text organization on memory: Test of a cognitive effort hypothesis with limited exposure

- time. Discourse Processes, 9, 75-87.
- Muth, K. D., & Glynn, S. M. (1985). Integrating reading and computational skills: The key to solving arithmetic word problems. Journal of Instructional Psychology, 12(1), 34-38. [Translated and reprinted in the Chinese journal Psychological Development, 1987, 30(1), 6-7.]
- Britton, B. K., Glynn, S. M., Muth, K. D., & Penland, M. J. (1985). Instructional objectives in text: Managing the reader's attention. Journal of Reading Behavior, 17, 101-113.
- Glynn, S. M., Britton, B. K., & Muth, K. D. (1985). Text comprehension strategies based on outlines: Immediate and long-term effects. Journal of Experimental Education, 53, 129-135.
- Muth, K. D. (1984). Solving arithmetic word problems: Role of reading and computational skills. Journal of Educational Psychology, 76, 205-210. [Translated and reprinted in the Chinese journal Information on Psychological Sciences, 1985, 3, 62-63.]
- Glynn, S. M., Okun, M. A., Muth, K. D., & Britton, B. K. (1983). Adults' text recall: An examination of the age-deficit hypothesis. Journal of Reading Behavior, 15, 31-41.
- Glynn, S. M., Britton, B. K., Muth, K. D., & Dogan, N. (1982). Writing and revising persuasive documents: Cognitive demands. Journal of Educational Psychology, 74, 557-567.
- Glynn, S. M., & Muth, K. D. (1979). Text-learning capabilities of older adults. Educational Gerontology, 4, 253-269.

### **Electronic Publication**

- Glynn, S. M., & Muth, K. D. (2004). Teacher education. The new Georgia encyclopedia [On-line]. Available: Merrill-Hall, New Media, Atlanta.

### **Instructional Videotape**

- Instructional videotape: Classroom management for middle School teachers: Getting off to a good start, UGA Office of Instructional Development and Support.

### **Paper Presentations - - International Meetings**

- Muth, K. D. (1989, August). The role of reading comprehension in the solution of mathematics word problems. Paper presented at the Sixth European Conference on Reading, Berlin, Germany.
- Muth, K. D. (1988, July). Diagnosing low-ability students' difficulties with arithmetic word problems. Paper presented at the meeting of International School Psychology Colloquium, Bamberg, Germany.
- Muth, K. D. (1987, July). Strategies for comprehending expository text. Paper presented at the Fifth European Conference on Reading, Salamanca, Spain.
- Muth, K. D. (1985, July). Children's comprehension of expository prose. Paper presented at the Fourth European Conference on Reading, Dublin, Ireland.
- Glynn, S. M., & Muth, K. D. (1984, September) Comprehension strategies for students: Integrating relevant prior knowledge with text information. Paper presented at the 23rd International Congress of Psychology, Acapulco, Mexico.
- Glynn, S. M., Okun, M. A., & Muth, K. D. (1982, July). Adult text-learning capabilities: Examination of the age-deficit hypothesis. Paper presented at the 20th International Congress of Applied Psychology, Edinburgh, Scotland.

### **Paper Presentations - - National Meetings**

- Muth, K. D., Weaver, D., Bickmore, D., & Glynn, S. M. (2005, November). Boys go to school, too. Paper presented at the meeting of the National Middle School Association, Philadelphia.
- Glynn, S. M., Muth, K. D., Pate, P. E., & Parker, A. (2004, April). Preservice education of middle school teachers: A contextual teaching and learning approach. Paper presented at the meeting of the American Educational Research Association, San Diego.
- Glynn, S. M., Muth, K. D., & Owens, A. (2004, March). Drawing mental models: An inclusive hands-on/minds-on strategy. Paper presented at the meeting of the National Science Teachers' Association, Atlanta.
- Glynn, S. M., & Muth, K. D. (2003, March). Contextual teaching and learning in science. Paper presented at the

meeting of the National Science Teachers' Association, Philadelphia.

Glynn, S. M., & Muth, K. D. (2003, March). Practices of highly effective science teachers. Paper presented at the meeting of the National Science Teachers' Association, Philadelphia.

Hart, L. E., McCotter, S. S., Muth, K. D., & Lim, J. H. (April, 2002). Interdisciplinary teams at the middle level: Results of a national survey. Paper presented at the meeting of the American Educational Research Association, New Orleans.

McCotter, S. S., Muth, K. D., Hart, L. E., & Lim, J. H. (April, 2001). Middle school teacher education programs: Recent graduates' perceptions of how well prepared they are. Paper presented at the meeting of the American Educational Research Association, Seattle.

Hart, L. E., Muth, K. D., Lim, J. H., & McCotter, S. (November, 2000). Graduates of middle-level teacher education programs: Where do they teach and how well prepared are they? Paper presented at the meeting of the National Middle School Association, St. Louis.

Muth, K. D., Hart, L. E., & McCotter, S., & Lim, J. H. (2000, April). Graduates of middle-school teacher education programs: A national survey. Paper presented at the meeting of the American Educational Research Association, New Orleans.

Glynn, S. M., & Muth, K. D. (1999, October). Teaching with analogies across the curriculum. Paper presented at the meeting of the American Association of Curriculum and Teaching, Orlando.

Muth, K. D. (1998, April). Schooling for young adolescents in the 21st century. In K. D. Muth (Chair), The importance of cross-disciplinary research for middle level education. Symposium conducted at the meeting of the American Educational Research Association, San Diego.

Hart, L.E., Muth, K. D., LeTendre, G., Sorohan, B., Naumowicz, D., & Ference, R. (1996, November). Doctoral education and the development of expert teachers of young adolescents. Paper presented at the meeting of the National Middle School Association, Baltimore.

Muth, K. D. (1993, April). What mathematics teachers do when they say they're helping students read word problems: Three case studies. Elva Knight Research

- Grant report presented at the meeting of the International Reading Association, San Antonio.
- Muth, K. D. (1993, April). Reading and writing in mathematical problem solving. Paper presented at the meeting of the International Reading Association, San Antonio.
- Muth, K. D. (1991, May). Learning from science texts: Problem solving. Paper presented at the meeting of the International Reading Association, Las Vegas.
- Muth, K. D. (1990, November). Teachers' questions: Helping students understand expository text. Paper presented at the meeting of the National Middle School Association, Long Beach, CA.
- Muth, K. D. (1988, November). Effects of extraneous information and multiple steps on the problem-solving performance of middle school students. Paper presented at the meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, DeKalb, IL.
- Glynn, S. M., Stephens, D. L., Muth, K. D., & Britton, B. K. (1987, April). Thinking out loud during text study: Attending to important ideas. Paper presented at the meeting of the American Educational Research Association, Washington, DC.
- Padilla, M. J., Muth K. D., & Padilla, R. L. (1986, March). Science and reading: Many skills in common? Paper presented at the meeting of the National Association for Research in Science Teaching, San Francisco.
- Britton, B. K., Coke, E. U., Koether, M. E., Muth. K. D., & Glynn, S. M. (1985, August). Effects of reading rate and cognitive demands on comprehension. Paper presented at the meeting of the American Psychological Association, Los Angeles.
- Britton, B. K., Coke, E. U., Muth, K. D., Koether, M. E., & Glynn, S. M. (1985, April). Text quality: Effects on comprehensibility, reading rate, and cognitive demands. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Muth, K. D., Britton, B. K., & Glynn, S. M. (1984, April). Effects of instructional objectives on use of cognitive capacity. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Glynn, S. M., Britton, B. K., Tillman, M. K., & Muth, K. D. (1984, April). Typographical cues in text: Managing the reader's attention. Paper presented at the meeting of

the American Educational Research Association, New Orleans.

Muth, K. D., Britton, B. K., Glynn, S. M., & Yu, T. S. (1983, April). Cognitive demands in reading narrative and expository texts: Effects of content structure. Paper presented at the meeting of the American Educational Research Association, Montreal.

Muth, K. D. (1982, September). Cognitive demands that arithmetic word problems impose on children. Paper presented at the meeting of the American Psychological Association, Washington, DC.

Okun, M. A., Glynn, S. M., & Muth, K. D. (1982, March). Knowledge and strategy variables that influence adults' recall of text. Paper presented at the meeting of the American Educational Research Association, New York.

Glynn, S. M., Muth, K. D., Matthews, J. L., & Garrido, M. (1982, March). Influence of SAT and anxiety on persuasive writing. Paper presented at the meeting of the American Educational Research Association, New York.

Dogan, N., Muth, K. D., Britton, B. K., & Glynn, S. M. (1981, April). Content and structure demands of persuasive documents. Paper presented at the meeting of the American Educational Research Association, Los Angeles.

Glynn, S. M., Muth, K. D., & Sandwith, N. D. (1980, April). Production and revision of persuasive documents. Paper presented at the meeting of the American Educational Research Association, Boston.

#### **Paper Presentations - - Regional and State Meetings**

Glynn, S. M., & Muth, K. D. (2005, March). Case-based teacher education. Paper presented at the meeting of the Georgia Association of Colleges of Teacher Education and the Georgia Association of Teacher Educators. St. Simons Island, GA.

Glynn, S. M., Scott, A., & Muth, K. D. (2003, February). Contextual teaching and learning in science. Paper presented at the meeting of the Georgia Science Teachers' Association, Jekyll Island, GA.

Pate, P. E., Muth, K. D., Shaw, S., Gootman, E., Padilla, M., Vandergrift, N., & Davis-Haley, R. (March, 2002). Deans' forum: An example of best collaborative practices. Paper presented at the meeting of the Georgia Association of Colleges of Teacher Education and the Georgia Association of Teacher Educators, St. Simons

Island, GA.

- Glynn, S. M., & Muth, K. D. (October, 2001). Teaching science concepts: Thinking with analogies. Paper presented at the meeting of the Southeastern Association of Educators Teaching Science, Tampa.
- Muth, K. D., Hitchcock, R., & Weaver, D. (1986, January). Reading comprehension strategies applied to the content. Association of Educational Leaders, Atlanta.
- Alvermann, D. E., Muth, K. D., & Hitchcock, R. Text comprehension: Reading strategies applied to mathematics, social studies, and writing. Paper presented at the meeting of the Georgia Council of the International Reading Association, Atlanta.
- Muth, K. D. (1984, June). Integrating reading and arithmetic skills: The key to solving math word problems. Paper presented the Fifth Annual Reading Conference, Athens.
- Muth, K. D. (1982, November). Characteristics of children proficient at solving arithmetic word problems. Paper presented at the meeting of the Georgia Educational Research Association, Atlanta.
- Muth, K. D., Flynt, E. S., & O'Neill, N. (1981, March). Using newspapers in the classroom. Paper presented at the meeting of the Northeast Georgia Council of the International Reading Association, Athens.
- Muth, K. D., Glynn, S. M., & Dogan, N. (1981, March). Writing apprehension and persuasive idea production. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta.
- Dogan, N., Muth, K. D., Kean, D. K., & Glynn, S. M. (1980, November). Document design and revision. Paper presented at the meeting of the Georgia Educational Research Association, Statesboro.

## **University Governance and Service**

### University

- Graduate Faculty Appointment and Reappointment Committee,  
2004 - 2006
- Program Review Committee, School of Environmental Design,  
2004 - 2005
- Senior Teaching Fellow Selection Committee, 2004
- Program Review and Assessment Committee, 2003 - 2005
- Program Review Committee, School of Social Work, 2003 - 2004
- Peer Consultation Team, Office of Instructional  
Development and Support, 1999 - 2002

Promotion and Tenure Appeals Committee, 1997 - 2000  
 Richard B. Russell Undergraduate Teaching Award Selection  
 Committee, 1997, 1998  
 Lilly Teaching Program Mentor, 1996 - 1997  
 College of Education Representative to the Council of  
 Department Heads, 1994 - 1996  
 Faculty Advisory Committee to the President, 1992 -  
 1995  
 Associate Vice President for Academic Affairs Search  
 Committee, 1994

#### College of Education

Faculty Senate, 2004 - 2007  
 Post-Tenure Review Committee for Dr. Cheri Hoy, 2003  
 Director of Test Scoring and Reporting Services Search  
 Committee, 2002 - 2003, Chair  
 Deans' Forum, 2000 - 2002  
 Associate Dean for Research Development and Outreach Search  
 Committee, 1999 - 2000  
 Strategic Planning Committee, 1999 - 2000  
 Post-Tenure Review Committee for Dr. Joseph Blase, 1999  
 Staff Excellence Award Committee, 1997  
 Faculty Support Faculty Campaign Team Leader, 1996  
 Promotion and Tenure Committee, 1993, 1994  
 Special Professorship Committee, 1993, 1994  
 Teaching Excellence Committee, 1992 - 1994  
 Summer Research Proposal Reviewer, 1990 - 1994  
 Graduate Faculty Appointment and Reappointment Committee,  
 1990 - 1992  
 Graduate Programs and Courses Committee, 1988 - 1990  
 Faculty Senate, 1987 - 1991

#### School of Teacher Education

Post-Tenure Review Committee for Dr. Ron VanSickle, 1998  
 Teacher Education Co-Reform (P-16) Committee, 1993 - 1996  
 STE Advisory Council, 1993 - 1996  
 STE Director Search Committee, 1994  
 Department of Science Education, Search Committee, 1991

#### Department of Educational Psychology

School Psychology Search Committee, 1996

#### Department of Elementary Education

Graduate Program Committee, 2003 - present, Chair, 2004 -  
 2005, 2003 - 2004  
 5-Year Plan Committee, 2004 - present  
 3rd-Year Review Committee for Dr. Khunghwa Lee, Chair, 2005  
 Undergraduate and Graduate Program Review and Assessment  
 Committee, 2004 - 2005  
 Post-Tenure Review Committee for Dr. George Stanic, 2004

Awards Committee, 2003 - 2004  
 Exit Examination Reading Committee, Summer 2004, 1999 - 2000; 1997 - 1998  
 Post-Tenure Review Committee for Dr. Beverly Payne, 1998  
 Ed.D. Conversion Committee, 1997 - 1999  
 Early Childhood and Middle School Education Search Committee, Chair, 1997 - 1998  
 Post-Tenure Review Committee for Dr. Jack Powell, Chair, 1997  
 Council of Department Heads, 1996 - 1998  
 D. Keith Osborn Scholarship Committee, 1995 - 2000  
 Graduate Program Committee, 1995 - 1996; Chair, 1990 - 1993; 1989 - 1990  
 Prekindergarten Committee, Chair, 1995 - 1996  
 Early Childhood and Middle School Search Committee, 1994 - 1995  
 Co-developer (with Laurie Hart), Ph.D. program in Middle School Education, 1990 - 1994  
 Middle School Advisory Council, 1993 - 1997  
 Awards Committee, 1993 - 1998  
 Gwinnett Center Committee, 1993 - 1996  
 Graduate Admissions Committee, 1993 - 1996  
 Alternative Master's Committee, 1993 - 1994  
 Ed. S. Exam Development Committee, 1993 - 1994  
 Elementary Education Search Committee, Chair, 1993 - 1994  
 Middle School Search Committee, Chair, 1992 - 1993  
 Department Head Search Committee, Co-chair, 1990 - 1991  
 Middle School Search Committee, Chair, 1989 - 1990  
 Early Childhood Search Committee, 1988 - 1990  
 Graduate Student Recruitment Committee, 1986 - 1992  
 Early Childhood Search Committee, 1986 - 1997  
 Annual Conference Committee, 1985 - 1987

### **Work with Doctoral Students**

Dana Bickmore, Middle School Education, 2005, **Chair**  
 Connie Chester, Elementary Education, 2001  
 Sandra Collins, Elementary Education, 1987  
 Laura Corkery, School Psychology, 1991  
 John Culligan, Elementary Education, 2002  
 Peggy Dagley, Elementary Education, 1988, **Co-Chair**  
 Gary Davison, Elementary Education, in progress, **Chair**  
 Nedra Ekanayake, Elementary Education, 1986  
 Gordon Eisenman, Elementary Education, 1995  
 Laurie Fletcher, Elementary Education, 1996, **Chair**  
 Angela Fiske, Middle School Education, in progress  
 Lynda Flage, Science Education, 1996  
 Ruth Ference, Middle School Education, 1999, **Chair**  
 Sami Gulgoz, Psychology, 1989  
 Vicki Hollingshead, Middle School Education, 2003  
 Kathleen Judge, Educational Psychology, 1990  
 Thomas Kennedy, Elementary Education, 1996  
 Susan La Fave, Elementary Education, 2000  
 Janet Lofgran, Elementary Education, 2004, **Co-Chair**

Nancy Mizelle, Elementary Education, 1992  
Emmett Mullins, Elementary Education, 1997  
Wendell Paisley, Middle School Education, in progress, **Chair**  
Audra Parker, Elementary Education, 2005  
Carol Pearson, Elementary Education, 2001, **Chair**  
James Reeves, Elementary Education, 1993  
Kathleen Rojek, Elementary Education, 1991  
Kathleen Thompson, Middle School Education, 1999  
Louis Warren, Elementary Education, 1993, **Chair**  
Dera Weaver, Reading Education, 1991  
Arlene Woods, Music Education, in progress  
Dayna Yaksic, Middle School Education, 2002  
Raymond Zahradnik, Elementary Education, in progress, **Chair**