

**Curriculum Vitae
February 2010**

**Michelle Commeyras
Professor
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EDUCATION

- Ph.D. 1991 University of Illinois at Champaign/Urbana (Literacy and Language)
Dissertation: Dialogical-thinking reading lessons: Promoting critical thinking among “learning-disabled” students [DAI 52-07A: 2480]
- M.A. 1986 University of Massachusetts/Boston (Critical and Creative Thinking)
Thesis: Hilda Taba’s Inductive Teaching Model: A pioneering effort in teaching for thinking.
- B.A. 1979 University of Massachusetts/Boston (History)

Academic Positions:

- 2004-Present Professor, Language and Literacy Education Department, University of Georgia
- 2004-2006 Program Coordinator Reading Education in Language and Literacy Education Department
- 1991-2004 Professor, Department Reading Education, University of Georgia
- 1995-2004 Graduate Coordinator, Department of Reading Education, University of Georgia.
- 1997-2003 Associate Professor, Department of Reading Education, University of Georgia
- 1997 - 1998 Fulbright Lecturer, University of Botswana
- 1991-1997 Assistant Professor, Department of Reading Education, University of Georgia
- 1990 Instructor, Developmental Studies, Parkland Community College, Champaign, Illinois

Honors

- 2009 Fulbright Hays Award (English Language Specialist in South Africa Oct. 7 – 23)
- 2005 Ira E. Aaron Award for Teaching Excellence and Collegiality
- 2001 4th Distinguished Lecturer (First woman lecturer) at Adeniran Ogunsanya College of Education, Lagos, Nigeria
- 1997/1998 Fulbright Lecturer in Gender and Education, University of Botswana, Southern Africa
Graduate [EMCD 711] Introduction to Gender in Education (U. of Botswana - Fall 1997)

- Graduate [EMCD 712] Gender, Health and Development Issues in Education (U. of Botswana – Spring 1998)
- Graduate [EMAD 720] Special Topics in Educational Administration (U. of Botswana – Fall 1997)
- Graduate [EMCD 720] Special Topics in Curriculum Development (U. of Botswana – Spring 1998)
- 1993 Recognized for Outstanding Leadership in Literacy Research by the International Reading Association.
- 1993 Invited to Participate in the Behavioral Research's Faculty Mentoring Program, University of Georgia

Courses taught

- Undergraduate (READ 3420), Reading Instruction for Young Children (Fall 1998; Spring 2000; Fall 2001, Fall 2003, Fall 2005)
- Undergraduate (READ 3430), Reading Assessment and Teaching Young Children (Spring 1999; Fall 2000; Spring 2002, Fall 2003; Fall 2006)
- Undergraduate (READ 4010), The Teaching of Reading (Fall 2008)
- Graduate (READ 6010) Foundations of Reading Education (Summer 1992; Spring 2008, Fall 2008)
- Graduate (LLED 6010E) Foundations of Reading Education Online (Spring 2010)
- Graduate (READ 6020), Children with Reading Problems (Spring 2001, Spring 2003, Spring 2004, Spring 2005; Spring 2006, Spring 2007, Spring 2008, Spring 2009)
- Graduate (READ 6420) Literacy Development and Instruction in Early Childhood (Spring 2000)
- Graduate (READ 7020) Clinical Practicum in Reading (Fall 2005; Fall 2006, Fall 2007)
- Graduate (READ 7800) Sociopolitical Perspectives in Literacy Education (Fall 1998; Fall 1999; Fall 2000, Fall 2002, Fall 2004)
- Graduate (READ 8990), Research Seminar in Reading Education (Fall 1999; Spring 2000, Fall 2002, Spring 2005)
- Graduate (READ 9010), Teachers as Readers and Readers as Teachers (Fall 2001)
- Graduate (READ 9010) The History of Reading Education in the U.S. (Fall 2007, Spring 2009)

SCHOLARLY ACTIVITIES

Publications on Literacy around the World

Hu, R. & Commeyras, M. (2008) A Case Study: Emergent Biliteracy in English and Chinese of A Five-year Old Chinese Child with Wordless Picture Books. Reading Psychology, 29(1), 1-30

Commeyras, M., & Inyega, H. N. (2007). An Integrative Review of Teaching Reading in Kenyan Primary Schools. Reading Research Quarterly, 42(2), 258-281.

Commeyras, M., Mazile, B., & Sullivan A. M. (2004). Educating through imagination: Poetics of life in another country on another continent. In A. Ojo (Ed.), Vocalizing Africa: Perspectives

on governance, education, resource management and health. (pp. 35-47). California: Platform Press Communications.

Commeyras, M., Sullivan, A., & Monsti, M. with Mazile, B., Dunne, I., Monsti, T., Yorke, D. (2003) Nothing Else But to be a Woman: The Poetics of Gender in Southern Africa. In M. K. Rummel & E. Quintero (Eds.), Becoming a teacher in the new society: Bringing communities and classrooms together. (pp. 98-117) New York: Peter Lang.

Mannathoko, C., Mazile, B., & Commeyras, M. (Eds.) (2002). Gender Tales in Southern Africa. Nairobi, Kenya: United Nations Children's Fund.

Yoon, J. C., Park, M., & Commeyras, M. (2002). Salt peddler and shinbone: A comparative study of symbolic reading. Current Issues in Education [On-line], 5 (2). Available: <http://cie.edu.asu.edu/volume5/number2>

Commeyras, M. (2001). Promoting a culture of reading. Lagos, Nigeria: Adeniran Ogunsanya College of Education. ISBN: 978-35719-5-8

Commeyras, M., & Mazile, B. (2001 September/October). Imagine life in another country on another continent: Teaching in the age of globalization. The Social Studies, 92(5) 198-204.

Commeyras, M. (2001) The pleasures and dangers of benevolence: Remembering Rosinah. Marang, Vol 12-13, 2-26.

Commeyras, M., & Chilisa, B. (2001). Assessing Botswana's first national survey of literacy with Wagner's proposed schema for surveying literacy in the "Third World." International Journal of Educational Development, 21(5), 433-446.

Publications on Critical Thinking/Reading/Inquiry

Aaron, J., Bauer, E. B., Commeyras, M., Cox, S., Daniell, B., Elrick, E., Fecho, B., Hermann-Wilmarth, J., Hogan, B., Hernandez, A., Roulston, K., Siegel, A., & Vaughn, H. (2006). No deposit, no return: Enriching literacy teaching and learning through critical inquiry pedagogy. Newark, DE: International Reading Association.

Fecho, B., Commeyras, M., Bauer, E. B., Font, G. (2000). In rehearsal: Complicating authority in undergraduate critical inquiry classrooms. Journal of Literacy Research, 32(4), 471-504.

Commeyras, M. (1994). Exploring critical thinking from a feminist standpoint: Limitations and potential. In C. K. Kinzer & D. J. Leu (Eds.), Multidimensional Aspects of Literacy Research, Theory, and Practice Forty-third Yearbook of the National Reading Conference (pp. 459-464). Chicago, IL: National Reading Conference.

Commeyras, M. (1993). Promoting critical thinking through dialogical-thinking reading lessons. The Reading Teacher, 46(6), 486-494.

Commeyras, M. (1990). Analyzing a critical-thinking reading lesson. Teaching and Teacher Education, 6(3), 201-214.

Commeyras, M. (1989). Using literature to teach critical thinking. Journal of Reading, 32(8), 703-707.

Publications on Student Posed Questions

Commeyras, M., Daniell, B. M., & Mushonga, A. (2004 - 2006). Students' questions about "Kapitau" An African Folktale. Journal of African Children's & Youth Literature. Special Issue Guest Editors: Robert Muponde & Pippa Stein, 15-16 (pp. 38-48).

Commeyras, M., & Sumner, G. (1998). Literature questions children want to discuss: What teachers and students learned in a second-grade classroom. Elementary School Journal, 99, 129-152.

Commeyras, M., Sherrill, K., & Wuenker, K. (1996). Trusting students' questions about literature: Stories across contexts. In J. F. Almasi & L. B. Gambrell (Eds.) Lively discussions: Fostering engaged reading (pp. 73-86). Newark, DE: International Reading Association.

Commeyras, M., & Guy, J. (1995). Parole officers and the King's guards: Challenges in understanding children's thinking about stories. Language Arts, 72, 512-516.

Commeyras, M. (1995). What can we learn from students' questions? In P. Oldfather (Guest Editor) Theory into Practice - Learning from Student Voices, 34, 101-106.

Commeyras, M. (1994). Were Janell and Neesie in the same classroom?: Children's questions as the first order of reality in storybook discussions. Language Arts, 71(7), 517-523.

Publications on Teachers as Readers

Commeyras, M., Bisplinghoff, B. S., & Olson, J. W. (Eds.) (2003). Teachers as readers: Perspectives on the importance of reading in teachers' classrooms and lives. Newark, DE: International Reading Association.

Commeyras, M. (2003). We laughed often: We readers as teachers. In M. Commeyras, B. S. Bisplinghoff, & J. Olson (Eds.), Teachers as Readers: Perspectives on the importance of reading in teachers' classrooms and lives. (pp. 9-24) Newark, DE: International Reading Association.

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

Commeyras, M., & Kelly, K. (2002, October). A found poem from a reading odyssey. Adolescent and Adult Literacy, 46(2) pp. 100-102.

Commeyras, M. (2001). Pondering the ubiquity of reading: What can we learn? Journal of Adolescent and Adult Literacy, 44, 520-524.

Publications on Literacy, Gender and Feminism

Biakolo, E., Bolaane, M., & Commeyras, M. (2001). Women in conversation with an African man on gender issues. Jouvert: Journal of Postcolonial Studies (<http://social.chass.ncsu.edu/jouvert/v5i2/comey.htm>)

Commeyras, M., & Montsi, M. (2000). What if I woke up as the other sex? Batswana youth perspectives on gender. Gender and Education 12, 327-346.

Commeyras, M. (1999). How interested are literacy educators in gender issues?: Survey results from the United States. Journal of Adolescent and Adult Literacy, 42, 352-362.

Anders, P. L., & Commeyras, M. (1998). A feminist commentary on four science education vignettes. In B. J. Guzzetti & C. Hynd (Eds.), Theoretical perspectives on conceptual change. (pp. 133-144) Mahwah, NJ: Lawrence Erlbaum.

Alvermann, D. E. & Commeyras, M. (1998). Feminist poststructuralist perspectives on the language of reading assessment: authenticity and performance. In C. Harrison & T. Salinger (Eds.) International perspectives on reading assessment: Theory and practice. (pp. 50-60). London: Routledge.

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.

Commeyras, M., Orellana, M. F., Bruce, B. C., & Neilsen, L. (1996). What do feminist theories have to offer literacy, education, and research? Reading Research Quarterly, 31, 458-468.

Commeyras, M., & Alvermann, D. E. (1996). An analysis of the content on women in world history textbooks: A call for reading subtextually and resistantly. Gender and Education, 8, 31-48. [will be reprinted in Taking Sides: Clashing Views on Controversial Issues in Gender Studies, First Edition Dushkin/McGraw-Hill]

Alvermann, D., & Commeyras, M. (1994). Gender, text, and discussion: Expanding the possibilities. In R. Garner & P. Alexander (Eds.), Beliefs about text and about instruction with text pp. (pp. 183-199). Hillsdale, NJ: Lawrence Erlbaum.

Commeyras, M. & Alvermann, D. E. (1994). Messages that textbooks convey: Challenges for multicultural literacy. The Social Studies, 85(6), 268-274.

Alvermann, D. E., & Commeyras, M. (1994). Inviting multiple perspectives: Creating opportunities for student talk about gender inequalities in texts. Journal of Reading, 37(7), 566-571.

Publications on Literacy Assessment

Stephens, D., Pearson, P. D., Gilrane, C., Roe, M., Stallman, A. S., Shelton, J., Weinzerl, J., Rodriguez, A., & Commeyras, M. (1995). Assessment and decision making in schools: A cross-site analysis. Reading Research Quarterly, 30, 478-499.

Bruce, B. C., Osborn, J., & Commeyras, M. (1994). The content and curricular validity of the 1992 NAEP Reading Framework. In R. Glaser and R. Linn (Eds.), The trial state assessment: Prospects and realities: Background studies (pp. 187-216). Stanford, CA: National Academy of Education.

Commeyras, M., Osborn, J., & Bruce, B. (1994). What do classroom teachers think about the 1992 NAEP in reading? Reading Research and Instruction, 34(1), 5-18.

Bruce, B., Osborn, J., & Commeyras, M. (1993). Contention and consensus: The development of the 1992 National Assessment of Educational Progress in Reading. Educational Assessment, 1(3), 223-253.

Commeyras, M., Osborn, J., & Bruce, B. (1992). The reactions of educators to the Framework for the 1992 NAEP for Reading. In C. K. Kinzer & D. J. Leu (Eds.), Literacy research, theory, and practice: Views from many perspectives. Forty-first Yearbook of the National Reading Conference (pp. 137-152). Chicago, IL: National Reading Conference.

Valencia, S. V., Stallman, A. C., Commeyras, M., Pearson, P. D., & Hartman, D. K. (1991). Four measures of topical knowledge: A study of construct validity. Reading Research Quarterly, 26(3), 204-233.

Publications on Being a Literacy Educator

Commeyras, M. (2009) Drax's Reading in Neverwinter Nights: With a Tutor as Henchman. E-Learning Vol. 6, No. 1, 43-53 Available: <http://dx.doi.org/10.2304/elea.2009.6.1.43>

Commeyras, M. (2007, January). Scripted Reading Instruction? What's a Teacher to Do?" Phi Delta Kappan, 33(5), 404-407

Commeyras, M. (2002). Provocative questions that animate my thinking about teaching. Language Arts, 80(2), pp. 129-133.

Commeyras, M., with Johnson, D., Hubbard, B., Irwin, L., Leitner, S., Norton, L., Killmaster, C., Courtet, B. Ro, J. M. (2002, May). The improvisational in teaching reading. Reading Online, 5(9). Available: http://www.readingonline.org/articles/art_index.asp?HREF=commeyras2/index.html

Commeyras, M. (2000, March). Commentary: On choosing to be a literacy animator. <http://www.readingonline.org/articles/commeyras/>

Commeyras, M. & DeGroff, L. (1998). Literacy professionals' perspectives on professional development and pedagogy: A national survey. Reading Research Quarterly, 33, 434-472.

Sumner, G., Mathis, J., & Commeyras, M. (1998). Keeping students at the center of teacher research. In B. Shockley-Bisplinghoff & J. A. Allen (Eds.), Engaging Teachers. (pp. 35-42) Portsmouth, NH: Heinemann.

Stanulis, R., Hankins, K., Commeyras, M., & DeGroff, L. (1997). Literacy professionals' stories of how really seeing students influenced teacher knowledge and change. In C. K. Kinzer, K. A. Hinchman & D. J. Leu (Eds.), Inquiries in literacy theory and practice Forty-sixth Yearbook of The National Reading Conference (427-437). Chicago, IL: National Reading Conference.

Burford, T., Terry, S., Commeyras, M., & Allen, J. (1994/1995). Connecting, integrating, and collaborating in teacher education: Highlighting two prospective teachers. Georgia Journal of Reading, 20(1), 16-21.

Commeyras, M., Reinking, D., Heubach, K., & Pagnucco, J. (1993). Looking within: A study of an undergraduate reading methods course. In D. J. Leu & C. K. Kinzer (Eds.), Examining central issues in literacy research, theory, and practice. Forty-second Yearbook of the National Reading Conference (pp. 297-304). Chicago, IL: National Reading Conference.

Stallman, A. C., Commeyras, M., Kerr, B. M., Meyer-Reimer, K., Jimenez, R., Hartman, D. K., & Pearson, P. D. (1990). Are "new" words really new? Reading Research and Instruction, 29(2), 12-29.

Invited Publications such as columns/articles:

Commeyras, M. (2002). Critical reading. In B. Guzzetti (Ed.) Literacy in America: An encyclopedia Santa Barbara, CA: ABC CLIO, pp. 113-115

Commeyras, M., & Faust, M. (2002). Resistive reading. In B. Guzzetti (Ed.), Literacy in America: An encyclopedia Santa Barbara, CA: ABC CLIO pp. 552-553.

Commeyras, M. (1998 Fall Edition). Learning about gender in Botswana. The Africanist, 11(1), 9-11.

Commeyras, M., Mathis, J., & Sumner, G. (1997). Elementary and middle school partnerships: The centrality of relationships in literacy learning. Connections, 34(1), 16-22.

Commeyras, M., Hankins, K., Stanulis, R. & DeGroff, L. (1996). What do teachers in the United States think about book clubs and multicultural literature? Georgia Journal of Reading, 21(2), 21-24.

Commeyras, M., & Sumner, G. (1996). Student questioning during literature discussions. The Reading Teacher: National Reading Research Center's Column, 50, 262-265.

DeGross, L., Stanulis, R., Commeyras, M., & Hankins, K. (1996). Getting to know about our ways of knowing: A preliminary report from a national survey. Georgia Journal of Reading, 21(1), 10-14.

Commeyras, M. (1995, May). Tracing the evolution of research: From critical thinking to literacy partnerships. NRRC Newsletter. Athens, GA: University of Georgia.

Commeyras, M. (1992). Two commercially available performance-based assessments. The Reading Teacher, 45(6), 468-470.

Published Commentary:

Commeyras, M. (1992). Afterwords. Educational Theory, 42(3), 369.

Published Book Reviews:

Commeyras, M. (2005). Literate lives in the information age: Narratives of literacy from the United States. Journal of Curriculum Studies, 37(6), 735-738.

1999/2000 University of Georgia Doctoral Seminar in Reading Education with S. A. Stahl & M. Commeyras (2001). Reading reading research: A multi-vocal review. Reading Research Quarterly, 36(1), 74-85.

Commeyras, M., & Park, M. (2000). Finding inspiration in real and imagined lives of girls and women. Reading Online.

Hartman, D. K., Rowe, D. W., Jimenez, R. T., & Commeyras, M. (1991). A review of the *Handbook of Reading Research* Vol II. Journal of Reading Behavior, 23(3), 370-384.

Published Bulletins, Reports & Proceedings:

Bowles, S. N., Commeyras, M., Möller, K. J., Payne, C. & Rush, L. S. (2001). Identifying ideologies through reflective portraits. Conference Proceedings for Interdisciplinary Qualitative Studies, Athens, GA.

http://www.coe.uga.edu/quig/proceedings/Quig01_Proceedings/bowles.html

Commeyras, M., DeGross, L., Stanulis, R., & Hankins, K. (1997). Literacy professionals' ways of knowing: A national survey. (Research Report No. 86). Athens, GA: NRRC, Universities of Georgia and Maryland College Park.

Alvermann, D. E., Commeyras, M., Young, J., Randall, S., & Hinson, D. (1996). Interrupting gendered discursive practices in classroom talk about texts: Easy to think about, difficult to do

(Research Report No. 54). Athens, GA: NRRC, Universities of Georgia and Maryland College Park.

Alvermann, D. E., Commeyras, M., Young, J., Hinson, D., & Randall, S. (1996). The gendered language of texts and classrooms: Teachers and students exploring multiple perspectives and interpretations. (Instructional Resource No. 23). Athens, GA: NRRC, Universities of Georgia and Maryland College Park.

Commeyras, M., & Sumner, G. (1995). Questions children want to discuss about literature: What teachers and students learned in a second-grade classroom. (Research Report No. 47). Athens, GA: NRRC, Universities of Georgia and Maryland College Park.

Commeyras, M., Mathis, J., & Sumner, G. (1995). Elementary and middle school partnerships: The centrality of relationships in literacy learning. National Reading Research Center (Instructional Resource No. 10). Athens, GA: National Reading Research Center.

Commeyras, M., & Sumner, G. (ND). Student posed questions for literature-based discussions. (Instructional Resource No. 6). Athens, GA: National Reading Research Center.

Stephens, D., P. David Pearson, Gilrane, C., Roe, M., Stallman, A., Shelton, J., Weinzierl, Rodriguez, A., & Commeyras, M. (1995). Assessment and decision making in schools: A cross-site analysis (Technical Report No. 614). Champaign-Urbana: Center for the Study of Reading.

Alvermann, D. E., & Commeyras, M. (1994). Gender, text, and discussion: Expanding the possibilities (Research Perspective No. 3). Athens, GA: National Reading Research Center.

Stephens, D., Pearson, P. D., Stallman, A., Shelton, J., Commeyras, M., Roe, M., Rodriguez, A., Moll, J., & Gilrane, C. (1993). Assessment and decision making in Alpha (Technical Report No. 589). Champaign-Urbana: Center for the Study of Reading.

Weinzierl, J., Stephens, D., Stallmann, A., Pearson, P. D., Shelton, J., Rodriguez, A., Roe, M., Commeyras, M., Clark, C., Moll, J., & Gilrane, C. P. (1993). Assessment and decision making in Beta. (Technical Report No. 590). Champaign-Urbana: Center for the Study of Reading.

Stephens, D., Rodriguez, A., Commeyras, M., Stallman, A., Shelton, J., Pearson, P. D., Roe, M., Weinzierl, J., & Gilrane, C. P. (1993). Assessment and decision making in Delta. (Technical Report No. 591). Champaign-Urbana: Center for the Study of Reading.

Shelton, J., Stephens, D., Stallman, A., Commeyras, M., Pearson, P. D., Roe, M., Rodriguez, A., Kondrot, J., Weinzierl, J., & Gilrane, C. P. (1993). Assessment and decision making in Gamma. (Technical Report No. 592). Champaign-Urbana: Center for the Study of Reading.

Bruce, B. C., Osborn, J., & Commeyras, M. (1993). The content and curricular validity of the 1992 National Assessment of Educational Progress in Reading. (Technical Report No. 569). Champaign-Urbana: Center for the Study of Reading.

Commeyras, M., Osborn, J., & Bruce, B. (1993, March). What do classroom teachers think about the 1992 NAEP in Reading? (Technical Report No. 571). Champaign-Urbana: Center for the Study of Reading, University of Illinois.

Commeyras, M., Pearson, P. D., Ennis, R. H., Garcia, G., & Anderson, R. C. (1992). Dialogical-thinking reading lessons: Promoting critical thinking among "learning-disabled" students. (Technical Report No. 553). Champaign-Urbana: Center for the Study of Reading, University of Illinois.

Valencia, S. V., Stallman, A. C., Commeyras, M., Pearson, P. D., & Hartman, D. K. (1990). Four measures of topical knowledge: A study of construct validity. (Technical Report No. 501). Champaign-Urbana: Center for the Study of Reading, University of Illinois.

Commeyras, M. (1989). Analyzing a critical-thinking reading lesson. (Technical Report No. 464). Champaign-Urbana: Center for the Study of Reading, University of Illinois.

Stallman, A. C., Commeyras, M., Kerr, B. M., Meyer-Reimer, K., Jimenez, R., Hartman, D. K., & Pearson, P. D. (1989). Are "new" words really new? (Technical Report No. 471). Champaign-Urbana: Center for the Study of Reading, University of Illinois.

Creative Contributions other than Formal Publications:

Friedman, A., & Commeyras, M. (1987). Literature is for thinking: Call it courage [Curriculum]. Littleton, MA: Sundance Publishers.

Valencia, S. V., Pearson, P. D., Reeve, R., Shanahan, T., Commeyras, M., Clapp, E., Greer, E., Hartman, D., Stallman, A., & Stewart, S. (1988). Illinois Goal Assessment Program for Reading - grades 3, 6, & 8 [Tests]. Springfield, IL: Illinois State Board of Education.

Valencia, S. V., Pearson, P. D., Reeve, R., Shanahan, T., Commeyras, M., Greer, E., Hartman, D., & Stallman, A. (1987). Illinois Goal Assessment Program for Reading - grades 3, 6, 8, & 10 [Tests]. Springfield, IL: Illinois State Board of Education.

Grants Received:

External:

Fulbright-Hays Award, *Michelle Commeyras to give keynote address at the Reading Association of South Africa conference and to do workshops/seminars in Durban, Pretoria, Johannesburg and Cape Town, South Africa.* October 6 – 23, 2009, \$8,950.00.

International Reading Association, *A Review of the Languages of Literacy Education in Botswana.* July 2007-July 2008(with Lone Olebile), \$5,000, Co-principal Investigator.

Georgia Department of Education, *Evaluation of Reading First in Georgia: Impact and Implementation*. May 2004 – June 2007 (with Donna Alvermann and Dottie Harnish) Total \$1,173,929, Co-principal Investigator.

International Reading Association, *An Integrative Review of Research on Teaching Reading, in Kenyan Primary Schools*, July 1, 2004 – July 1, 2005 (with Hellen Inyega), \$5,000, Co-principal investigator.

The Spencer Foundation, *A Research Community for Teacher Educators and K-12 Teachers*, August 1, 2001 – July 31, 2003, (with Robert Fecho and Eurydice Bauer) \$49,700, Co-Principal investigator.

U. S. Department of Education, Office of Educational Research and Improvement (as part of the National Reading Research Center), *Literacy professionals' ways of knowing: The national perspective*, 1995-1997 (with Linda DeGroff & Randi Stanulis), \$175,056, Co-Principal investigator.

U. S. Department of Education, Office of Educational Research and Improvement (as part of the National Reading Research Center), *A study of how teachers come to know and alter inequalities in classroom talk about texts*, 1994-1995, (with Donna Alvermann), \$ 68,427, Co-investigator.

U.S. Department of Education, Office of Educational Research and Improvement (as part of the National Reading Research Center), *Infusing critical thinking into beginning reading instruction*, 1993-1994, \$42,435, Principal investigator.

International Reading Association, Elva Knight Research Grant, *A study of the process of transferring responsibility to elementary students for elements of dialogical thinking reading lessons*, 1993, \$4,250, Principal investigator.

Internal:

UGA, College of Education, Summer Research Grant, *University of Georgia and University of Botswana—International Collaborative Study and Research Grant Writing*, 2000, \$4,235.

UGA, College of Education, Summer Research Grant, *Two projects on gender issues in Southern Africa*, 1999, \$3,722.

Editorial Board Memberships

Editorial Advisory Board, *Reading Research Quarterly*, 1994-2002

Editorial Advisory Board, *Journal of Literacy Research*, 1995-2001

Editorial Advisory Board, *The Reading Teacher*, 1995-1997

Editorial Advisory Board, *Journal of Reading Behavior*, 1992-1994

Editorial Advisory Board, *Yearbook of the National Reading Conference*, 1993-1997

Editorial Advisory Board, *National Reading Research Center Publications*, 1992-1997

Editorial Advisory Board, *Action in Teacher Education*, 1994-1997

Editorial Advisory Board, *International Qualitative Research Conference Proceedings*, 1994; 1996

Co-Editor, *National Reading Conference Newsletter*, 1992.

Guest Reviewer, *Research in the Teaching of English*, 2000-2001

Guest Reviewer, *Teacher Education Quarterly*, 2002

Guest Reviewer *Research in the Teaching of English*, 2007

CONVENTION PAPERS/PRESENTATIONS/WORKSHOPS

Outside the United States of America

Commeyras, M. (2009 November 24). Developing a Culture of Reading by Developing Teachers as Readers. Reading Association of Botswana, Gaborone, Botswana

Mazile, B. M. & Commeyras, M. (2009 November 18). On Teachers as Readers in Botswana. Seminar series for the Department of Educational Foundations, University of Botswana.

Commeyras, M. (2009 October 21) Research on Teaching Reading in African Primary Schools. University of Cape Town, Cape Town, South Africa.

Commeyras, M. (2009 October 21). Teaching Critical Reading. Cape Town University of Technology. Cape Town, South Africa.

Commeyras, M. (2009, October 20). Teaching Vocabulary and Comprehension with Graphic Organizers. University of Pretoria, Pretoria, South Africa.

Commeyras, M. (2009, October 19). Teaching Reading for Meaning through Strategic Instruction. University of Pretoria, Pretoria, South Africa.

Commeyras, M. (2009, October 17) The Ubuntu of Reading and Writing for Literacy Education. Keynote Address at Reading Association of South Africa, Johannesburg, S.A.

Commeyras, M. (2009 October 15). The Five Domains of Reading. University of Wits. Johannesburg, South Africa.

Commeyras, M. (2009, October 15). How to Teach and Assess English Spelling. University of Wits. Johannesburg, South Africa.

Commeyras, M. (2009 October 14). Teaching Critical Reading. University of South Africa (UNISA), Pretoria, South Africa.

Commeyras, M. (2009 October 14). Developing a Culture of Reading by Developing Teachers as Readers. University of Pretoria, Pretoria, South Africa.

Commeyras, M. & Mazile, B. M. (2009 October 13). Teachers as Readers in Botswana. University of Wits. Johannesburg, South Africa.

- Commeyras, M. (2009 October 13). Teaching Reading for Meaning through Strategic Instruction. University of Wits. Johannesburg, South Africa.
- Commeyras, M. (2009, October 12). Teaching Vocabulary and Comprehension with Graphic Organizers. Molteno Institute, Johannesburg, South Africa.
- Commeyras, M. (2009, October 8). The Umbuntu of Reading and Writing for Literacy Instruction. University of KwaZulu-Natal, Durban, South Africa.
- Commeyras, M. (2009 October 7). Methods for Teaching English Reading and Writing. Durban University of Technology, Durban, South Africa.
- Commeyras, M. (2009, October 7). Teaching Reading for Meaning through Strategic Instruction. University of KwaZulu-Natal, Durban, South Africa.
- Mazile, B. & Commeyras, M. (2008, July) Teachers as Readers AND Readers as Teachers: Creating Young Readers and Writers Workshop at four primary schools in Botswana (Baratani in Otse; Boswa in Gaborone; Matebele in Matebele; and Molefe in Kopong).
- Olebile, L. & Commeyras, M. (2007, July) The languages of literacy education in Botswana: A review. 12th Biennial Bolewana International Symposium on Educational Research, Roma, Lesotho.
- Hu. Ran & Commeyras, M. (2007, May). Assessment processes for emergent biliteracy in English and Chinese. The 5th International Conference on English Language Teaching in China. Beijing, China.
- Inyega, H. N. & Commeyras, M. (2005, August). An integrative review of research on teaching reading in Kenyan Primary Schools. 4th Pan African Reading Conference, Ezuwini, Swaziland.
- Commeyras, M. (2004, August). Teachers' as Readers. Egerton University, Njoro, Kenya.
- Commeyras, M., Mushonga, A., & Daniell, B.(2002, June). A reader response exploration of *Kaptiau and the magic whistle*. 1st Conference on the Research and Study of Children's Literature in Africa. Gaborone, Botswana.
- Commeyras, M. (2001, October). Do you want a teacher who does not like or choose to read? Promoting a culture of reading in teacher education. 2nd Pan African Reading Conference, Abuja, Nigeria.
- Commeyras, M. (2001, October). Promoting student-posed questions: Democratic participation in making meaning. 2nd Pan African Reading Conference, Abuja, Nigeria.
- Commeyras, M., & Mazile, B. (2001, July). Poetic-Photographic Juxtaposition: Imagining life in another country on another continent. Boleswa 2001, Gaborone, Botswana.

Yoon, J-C., Park, M., & Commeyras, M. (2001, July). Salt peddler and shinbone: A comparative study of symbolic reading. World Council of Comparative Education Societies, Seoul, Korea.

Sullivan, A. & Commeyras, M. (2000, July). Does arts-based research make possible culturally relevant qualitative research for South Africa? Qualitative Research in Education Conference, Rand Afrikaans University, Johannesburg South Africa.

Sullivan, A. M., & Commeyras, M. (1999, July). Representing gender perspectives through poetry. Gender and Development in Southern Africa Course. Gaborone: University of Botswana.

Commeyras, M., & Sullivan, A. M. (1999, July). From data to poetry: Exploring an alternative form of data analysis. Qualitative Research in Education Conference. Rand Afrikaans University, South Africa.

Sullivan, A. M. & Commeyras, M. (1999, February). In the promise and the peril: A poet and researcher collaborate. Advances in Qualitative Methods, University of Alberta, Canada.

Commeyras, M. (1998, January). Sex/Gender Theories: An Overview. Guest Lecture in [EMPE 705] Guidance and Counseling for the Teacher, University of Botswana.

Commeyras, M. (1998, January). Sex/Gender Theories. An Overview. Guest Lecture in [CED 513/4] Practicum in Community Counseling , University of Botswana.

Commeyras, M. (1998, January). Sex/Gender Theories: An Overview. Guest Lecture in [EFP 420] Guidance and Counseling for Nursing Education, University of Botswana.

Commeyras, M. (1998, February). Are You a Feminist? Gender and Development Training. Women's Affairs Department, Ministry of Labour and Home Affairs in collaboration with Swedish International Development Agency. Kagiso Center Mogodishane, Botswana.

Commeyras, M. (1998, February). Continuum of Sex/Gender Theories. Gender and Development Training. Women's Affairs Department, Ministry of Labour and Home Affairs in collaboration with Swedish International Development Agency. Kagiso Center in Mogodishane, Botswana.

Commeyras, M. (1998, March). Gender Issues in Setswana Culture. Guest Lecture in Introduction to Home Economics, University of Botswana.

Commeyras, M., & Austin, N. (1998, March). Gender Issues in Science Education. Guest Lecture in Teaching Primary Science, University of Botswana.

Commeyras, M. (1998, March). Gender Issues in Primary Education. Guest Lecture in [EPI 338] Learning Experiences for Young Children, University of Botswana.

Commeyras, M. (1998, April). Research Paradigms in Studies of Gender and Education. Gender in Education Conference: Curriculum and Research. University of Botswana, Botswana.

Commeyras, M. (1998, April). Explaining Feminist Research Methodology: A Classroom Based Study on Gendered Discursive Practices. Botswana Educational Research Association. University of Botswana.

Chilisa, B. & Commeyras, M. (1998, June). Assessment issues in literacy surveys: A case of Botswana. Botswana Literacy Survey Dissemination Seminar. Ministry of Finance and Development Planning, Gaborone, Botswana.

Commeyras, M. (1997, September). Gender and Education in Developing Countries. Guest Lecture at the International Programme of Population and Sustainable Development, University of Botswana.

Commeyras, M. (1997, September). Feminist Research Methodology. Presentation at a Workshop for the Student Life Interest Group. Sponsored by the Department of Secondary Education in the Botswana Ministry of Education, Gaborone Sun Conference Center.

Commeyras, M. (1997, September). Feminism and Gender. Presentation at the Gender and Development Workshop for Botswana Cooperatives. Sponsored by Center for Inservice and Continuing Education, Botswana College of Agriculture.

Commeyras, M. (1997, October). Seminar on Gender. Francistown Teacher Training College, Francistown, Botswana.

Commeyras, M. (1997, October). Seminar on Gender. Serowe College of Education, Serowe, Botswana.

Commeyras, M. (1997, November). Gender Equity in Education: Teaching Students to be Resistant Readers. Gender and Education Awareness Workshop. Tonota College of Education, Botswana.

Commeyras, M. (1997, November). Gender and Counseling. YWCA Sponsored Workshop for Trainers of Peer Counselors. President's Hotel, Gaborone, Botswana.

Commeyras, M. (1997, December). Feminist Perspectives on Educational Management. Guest Lecture in Organization and Management of Education, University of Botswana.

Alvermann, D. E., & Commeyras, M. (1995, May-June). Reading assessment: Feminist perspectives on gender. Paper presented at New Paradigms in Reading Assessment. University of Nottingham, Nottingham, UK.

Sumner, G. & Commeyras, M. (1994, May). Elementary/Middle school literacy partners. In A. P. Sweet (Chair), Becoming a community of researchers: The school research consortium at the

National Reading Research Center. Paper presented at the annual convention of the International Reading Association, Toronto, Canada.

Commeyras, M. & Sumner, G. (1994, May). Becoming a community of thinkers: A year of exploration through storybook discussions. In P. Koskinen & M. Commeyras (Co-Chairs) Engaging classroom communities: Perspectives from the National Reading Research Center. Pre-convention institute conducted at the International Reading Association, Toronto, Canada.

In the United States of America

Commeyras, M. (2008 July 10). Reading Drax Reading Neverwinter Nights Games+Learning+Society 4.0, Madison, WI.

Commeyras, M., Evers, A. J., & Lang, Lisa (2008, May 25). Writing for Wikipedia in a Graduate Seminar on the History of Reading Instruction. Computers and Writing, Athens, GA.

Commeyras, M., Miller, J., Smith, P., Sumner, A. E., Woodward, D. C., & Hasty, J. E. (2007, November 28) Tutoring reading with Neverwinter Nights (A role playing computer video game). National Reading Conference, Austin, TX.

Commeyras, M., & Olebile, L. E. (2007, November 28) A review of the languages of literacy education in Botswana. National Reading Conference, Austin, TX.

Commeyras, M. (2006, November). A Constructed Dialogue on Men's Thinking about the Gender Equity Movement in Africa. African Studies Association. San Francisco, CA.

Commeyras, M., Holbrook, T., McLean, C., Rezak, A. T., & Waugh, K. (2006, May). Improv, literacy and status. Pedagogy and Theatre of the Oppressed. Chapel Hill, NC.

Mallozzi, C. A., Waugh, K. T., Commeyras, M., Bottoms, L., Edwards, N. A., Hu, R., McClean, C. A., Ruston, H., Alvermann, D. E., & Proctor, K. (2005 Nov. 30-Dec. 3). Insights on professional development from seventy literacy coaches in Georgia. 55th National Reading Conference. Miami, FL.

Inyega, H. & Commeyras, M. (2005, Dec 2). Integrative review of research on reading in Kenyan primary schools. 55th National Reading Conference. Miami, FL.

Hu, Ran & Commeyras, M. (2005, October 5-7) A Case Study: Emergent Biliteracy in English and Chinese of a Five-year old Chinese Child with Wordless Picture books. 16th Annual International Conference of the SINO-American Education Consortium. Kennesaw State University, GA.

Commeyras, M. (Chair 2004) Exploring the Interface of Technology and Tutoring for Literacy Learning. National Reading Conference, San Antonio, TX.

Commeyras, M., Fecho, B., Roulston, K., Aaron, J., Bauer, E., Cox, S., Vaughn, H. E., Elrick, E., Daniell, B. M., Pintaone-Hernandez, A. M. & Siegel, A. (2003, January). Teachers exploring

a variation on descriptive review process. 16th Annual Conference on Qualitative Studies, Athens, GA.

Fecho, B., & Commeyras, M. (2002, December). Taking a critical inquiry stance on reflection. National Reading Conference, Miami, FL.

Faust, M., & Commeyras, M. (2002, November). Presenters at Is there madness in our methods? New directions for the English methods course. National Council of Teachers of English, Atlanta, GA.

Hermann-Wilmarth, J., Daniell, B., & Commeyras, M. (November 2002). Risks in implementing critical inquiry. National Council of Teachers of English – PreConvention Atlanta, GA.

Sullivan, A. M., Butler-Kisber, L., Commeyras, M., Mazile, B., & Stewart, M. (2002, April). Constructing data poems: a hands-on experience. AERA Pre-Conference Workshop, New Orleans, LA.

Commeyras, M., Roe, M. F., Bauer, E. (2001, December). Sending preservice teachers on a reading odyssey. National Reading Conference, San Antonio, Texas.

Mazile, B., Commeyras, M., Simon, K., & Bridges, S. (2001, January). Photo-poetic juxtaposition: Exploring ourselves in response to the perceptions of teacher candidates in Botswana, Africa. Qualitative Research in Education Conference, Athens, Georgia.

Bowles, S. N., Commeyras, M., Möller, K. Rush, L. S., & Payne, C. (2001, January). Identifying ideologies through reflective portraits. Conference on Interdisciplinary Qualitative Studies, Athens, Georgia.

Commeyras, M., Simon, K., Bridges, S., & Mazile, B. (2000, November). Photo-poetic juxtaposition: Exploring ourselves in response to perceptions of teacher candidates in Botswana Africa. Second Arts Based Educational Research SIG Conference, Austin, Texas.

Commeyras, M. (2000, January). The dangers of benevolence: Tribute to Tawana. Ethnography for the Twenty-First Century: Alternatives and Opportunities, St. Pete Beach, Florida.

Sullivan, A. M., & Commeyras, M. (1999, December). Reading the poetics of qualitative research: Exploring a new comprehension terrain. American Reading Forum, Sanibel Island, Florida.

Commeyras, M. (1999, November). What kind of teacher am I? Perennial challenges of a literacy animator. Teacher Education Division's Featured Session, College Reading Association, Hilton Head, South Carolina.

Commeyras, M., & Sullivan, A. (1999, January). From the data to the poem: A researcher and a poet collaborate. Conference on Qualitative Research in Education. University of Georgia, Athens, GA.

Commeyras, M., DeGross, L., Stanulis, R., & Hankins, K. (1997, May). Teachers across the United States give their opinion on new trends in literacy education. In Nancy Mizelle (Chair) Engaging readers: News from the National Reading Research Center. International Reading Association, Atlanta, GA.

Commeyras, M., Sumner, G., & Mathis, J. (1997, May). Cross-age literacy partnerships. In Betty Shockley Bisplinghoff & Jean R. Frey (Co-Chairs) Engaging teachers: Researching literacy learning. Pre-convention institute conducted at the International Reading Association, Atlanta, GA.

Commeyras, M., Alvermann, D. E., DeGross, L., Stanulis, R., & Hankins, K. (1997, March). Educators' stances toward gender issues in literacy. . In B. J. Guzzetti (Chair), Gender as an influence in personal literacy development and professional literacy teaching: Multiple perspectives. Paper presented at the annual meeting of the American Educational Research Association Annual Conference, Chicago, IL.

Stanulis, R., Commeyras, M., DeGross, L., & Hankins, K. (1997, January). "Letting go": Stories of knowing in literacy. Paper presented at the Qualitative Research in Education Conference, Athens, GA.

Alvermann, D. E., & Commeyras, M. (1996, December). Feminist perspectives on the language of reading assessment. Paper presented at the National Reading Conference, Charleston, SC.

Commeyras, M., DeGross, L., Stanulis, R., & Hankins, K. (1996, December). Literacy professionals' stories about knowing and changing. Paper presented at the National Reading Conference, Charleston, SC.

Commeyras, M. (1996, December). Understanding grades: History and issues. In Sherry Guice (Chair) Perspectives on grading symposium. National Reading Conference, Charleston, SC.

Alvermann, D. E., & Commeyras, M. (1996, October). Feminist poststructuralist perspectives on the new reading assessments: Authenticity and performance. Paper presented at the Journal of Curriculum Theory and Classroom Practice Conference. Monteagle, TN.

Alvermann, D. E., Commeyras, M., & Young, J. P. (1996, April). Revealing the researcher: A feminist approach to constructing participant profiles. Paper presented at Reading Research '96 at the annual convention of the International Reading Association. Anaheim, CA.

Alvermann, D. E., Commeyras, M., Young, J., Randall, S., & Hinson, D. (1995, January). Understanding how we are caught up in power relationships: A workshop on feminist action research. Conference on Qualitative Research in Education. University of Georgia: Athens, GA.

Commeyras, M. (1995, May). "We need to ask questions and we need to do it all by ourselves sometimes": A Study of literature discussions based on second graders' questions. Paper

presented at Reading Research '95 at the annual convention of the International Reading Association. Anaheim, CA.

Commeyras, M. (1995, May). Relinquishing control versus transferring responsibility in text-based discussions. Paper presented at annual convention of the International Reading Association, Anaheim, CA.

Alvermann, D. E., Commeyras, M., Young, J. P., & Hinson, D. (1995, April). Identifying discursive practices in classroom talk about texts. Paper presented at the meeting of the American Educational Research Association. San Francisco, CA.

Commeyras, M. (1995, December). The challenges and complexities in using gender as a category of analysis. Paper presented at the National Reading Conference. New Orleans, LA.

Commeyras, M., & Alvermann, D. E. (1994, January). How are women positioned in world history?: An analysis of three secondary school textbooks. Paper presented at the Qualitative Research in Education Conference, Athens, GA.

Commeyras, M., & Alvermann, D. E. (1994, February). Analyzing how gendered discursive practices are manifested in text-based classroom discussions. Shultz, J., & Christman, J. (Discussants), Data Analysis Session. 15th Annual Ethnography in Education Research Forum. Philadelphia, PA.

Alvermann, D. E., & Commeyras, M. (1994, April). Discursive practices in classrooms. In R. Garner (Chair), Beliefs about text. Paper presented at the annual meeting of the American Educational Research Association Annual Conference, New Orleans, LA.

Commeyras, M. (1994, December). Refutational texts, feminist stories, and conceptual change: Believing versus Understanding. In B. Guzzetti & P. Anders (Chairs) Diverse perspectives on conceptual change: Stories, interpretations and conversations. Paper presented at alternative session, National Reading Conference. San Diego.

Commeyras, M., & Heubach, K. (1994, December). Second grade children's storybook questions and discussions: A qualitative analysis. Paper presented at the National Reading Conference, San Diego, CA.

Commeyras, M., & Guy, J. (1993, December). An analysis of critical thinking dispositions and abilities. In M. Commeyras (Organizer), Multiple approaches to analyzing thoughtful story discussions. Paper presented at the National Reading Conference, Charleston, SC.

Alvermann, D. E., & Commeyras, M. (1993, December). Pervasive (but hidden) role of gender in literacy research. In J. Myers & D. Deegan (Organizers), Research workshops. National Reading Conference, Charleston, S.C.

Commeyras, M. (1993, December). Critical thinking: Limitations and potential. In D. Alvermann (Organizer), Expanding the possibilities: How feminist theories inform traditions

and positions in reader response, classroom discussion, and critical thinking. Paper presented at the National Reading Conference, Charleston, SC.

Heubach, K. M., Pagnucco, J., Commeyras, M., & Reinking, D. (1992, December). Looking within: An exploratory study of efforts to improve a reading methods course. Paper presented at the National Reading Conference, San Antonio, TX.

Osborn, J., Bruce, B., Farstrup, A., Aldrich, P., Commeyras, M., & Kapinus, B. (1992, May). The 1992 NAEP for Reading. Paper presented at the 37th Annual Convention of the International Reading Association, Orlando.

Commeyras, M. (1992, December). A feminist perspective on critical reading. In M. Commeyras, S. P. Norris, & L. Phillips (Co-presenters), Critical reading: Examining the construct and identifying needed research. Paper presented for an Alternative Format Session at the meeting of the National Reading Conference, San Antonio, TX.

Commeyras, M. (1992, July). Promoting critical thinking within a literacy context with students of all abilities. Presentation at the World Congress on Reading, Maui.

Commeyras, M. (1991, December). Results of a survey questionnaire based on the content of the Reading Framework. Paper presented at the National Reading Conference, Palm Springs, CA.

Commeyras, M. (1991, December). Effects of multiple correct answer format. Paper presented at the National Reading Conference, Palm Springs.

Pearson, P. D., Stephens, D., Valencia, S. V., Scharer, P., Stallman, A., Commeyras, M., Shelton, J., & Roe, M. (1990, April). Assessment and Decision-Making in the Schools. Paper presented at the annual convention of the International Reading Association, Atlanta, GA.

Commeyras, M., & Pearson, P. D. (1990, December). A study of dialogical teaching with seven "learning disabled" fifth graders. Paper presented at the National Reading Conference, Miami, FL.

Commeyras, M., Johnston, B., Rogers, T., Scharer, P., Roe, M., Rodriguez, A., Shelton, J. K., & Stallman, A. C. (1989, December). Decision-making from a variety of perspectives. Paper presented at the National Reading Conference, Austin, TX.

Commeyras, M., & Roe, M. (1988, December). Current standardized measures of reading: A theory of reading or atheoretical reading assessment. Paper presented at the National Reading Conference, Tucson, AR.

Stallman, A. C., Commeyras, M., Hartman, D. K., Jimenez, R., Kerr, B. M., & Meyer-Reimer, K. (1987, December). Vocabulary control in basal reading materials. Paper presented at the National Reading Conference, St. Petersburg, FL.

Valencia, S. V., Stallman, A. C., Commeyras, M., & Greer, E. A. (1987, December). Three methods of assessing prior knowledge: A validation study. Paper presented at the National Reading Conference, St. Petersburg, FL.

Regional and Georgia conventions:

Commeyras, M., & Woodward, C. (2008, February 8). Tutoring reluctant readers with Neverwinter Nights (A role playing video game). Georgia Council of Teachers of English, Callaway Gardens.

Commeyras, M., & Alvermann, D. E. (1993, October). How "third world" nations are positioned in secondary school world history textbooks. Paper presented at "Literacy in a Multicultural Society." University of Georgia Reading Conference, Athens, GA.

Commeyras, M. (1992). Dialogical-thinking reading lessons: Promoting critical thinking in reading instruction. Georgia Council of the International Reading Association, Atlanta, GA.

Conference Activity other than papers or workshops:

Commeyras, M., & McCartney A. (2006, July). Literacy in 4-5 Education in Georgia. Workshop at Literacy Teacher Education in Georgia Summit for Higher Education, Athens, GA.

Commeyras, M. (1996, December). Discussant In C. Rucinski (Organizer) Professors' perspectives on professor-teacher collaboration. An Alternative Format at the National Reading Conference. Charleston, SC.

DeGroff, L., Commeyras, M., & Hankins, K. (1996, April). Composing our lives as literacy teachers: Sharing stories that have influenced teaching practice. Facilitated focus group discussions, International Reading Association, New Orleans.

Commeyras, M. (1995, December). Taffy E. Raphael's Learning opportunities for diverse students participating in literature-based reading discussion. Discussant at symposium, National Reading Conference, New Orleans.

Commeyras, M. (1994, December). Literacy professionals' ways of knowing: A research strand in the National Reading Research Center. Organizer and Chair, Alternative Format, National Reading Conference. San Diego.

Commeyras, M. (1994, December). Lorri. Neilsen's More than a feeling: How gender influences our academic work, Discussant, National Reading Conference. San Diego.

Commeyras, M., Sumner, G. (1993, February). Examining second graders' willingness to consider alternative conclusions regarding a central story issue. Presentation made at the meeting of the National Reading Research Center Conference, Athens, GA.

Commeyras, M. (1993, April). Reading lesson formats that call for critical thinking. In P. S. Koskinen & J. F. Baumann (Co-chairs), Helping students become engaged readers: Perspectives from the National Reading Research Center. Presentation at Pre-convention Institute conducted at the International Reading Association, San Antonio.

Commeyras, M. (1993, October). Where we are and where we are going with alternative assessment. Panelist at 23rd Annual Clemson Reading Conference. Clemson University, South Carolina.

Anderson, R. C., Chinn, C., Stallman, A., Waggoner, M., Commeyras, M., & Wilkinson, I. (1992, December). The reflective thinking project. Chair, National Reading Conference, San Antonio, TX.

Commeyras, M. (1986, May). You can lead children to reading and writing and you "can" make them think. Presentation at Teaching for Thinking: A conference for K-12 teachers and administrators, University of Hartford, Ct.

Commeyras, M. (1985, March). Teaching for thinking: A developmental model for the infusion of thinking skills into mainstream instruction. Presentation at the Connecticut Thinking Skills Conference, Choate-Rosemary Hall, CT.