

Vita
Revised March 2008

N. Suzanne Standerford, Ph.D.
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Education

Doctor of Philosophy, 1992, Michigan State University, Curriculum, Teaching, and Educational Policy, Teacher Preparation and Staff Development emphasis area, Reading cognate, additional focus areas Curriculum and Instruction, Educational Administration, and Educational Policy. Dissertation: *Improving Reading Instruction through State Policy: Two Local Stories*.

Master of Science, 1978, Indiana University, Elementary Education major, Reading emphasis.

Bachelor of Science, 1971, Ball State University, Elementary Education major, Early Childhood/Kindergarten endorsement.

Professional Work History

University Positions

Professor, August, 2000 to present, School of Education, Northern Michigan University.

Reading Programs Coordinator, responsible for restructuring, revising, and marketing graduate reading programs at Northern Michigan University.

Graduate Coordinator for the NMU School of Education, 2006-07, led efforts to assess and improve graduate programs in the School of Education.

Director, Upper Peninsula Writing Project, (a shared role with Dr. Mark Smith), 2004- present, Northern Michigan University, a site of the National Writing Project, Berkeley, CA.

Graduate Coordinator for the School of Education, Northern Michigan University, 2006—2007.

Associate Professor, August, 1996-2000, Department of Education, Northern Michigan University.

Founding Director, Upper Peninsula Writing Project, 1996-2000, Northern Michigan University, a site of the National Writing Project, Berkeley, CA.

Assistant Professor, 1992-1996, Department of Education, Northern Michigan University.

Teaching Assistant, 1991-92, Department of Teacher Education, Michigan State University.

Research Assistant, 1991-92, with Dr. Sandra Hollingsworth, at Michigan State University at an urban Professional Development School, C.W. Otto Middle School, Lansing, MI.

Clinical Reading Therapist

1980 Reading Clinic, Western Michigan University, Kalamazoo, MI,
1978 Reading Clinic, Indiana University Southeast, New Albany, IN.

K-12 Education Positions

Elementary Reading/Math Specialist, 1986-91, Title I, Hastings Area School System, Hastings, MI.
Elementary Reading Specialist, 1971, English as a Second Language, Morrison Academy, Taichung, Taiwan.

Classroom Teacher

1984-86 Hastings Area School System, Hastings, MI., Grades K, 2, 3, 4.
1981-84 Kalamazoo Academy, Kalamazoo, MI. Grade 2
1979 Coldwater Community Preschool, Coldwater, MI. Grade PK.
1977-79 Southwestern School System, Hanover, IN. Grade 2.
1975 Bretton Woods Cooperative Preschool, Lansing, MI. Grade PK.
1972-74 Tippecanoe School System, Lafayette, IN. Grade K.

University Courses and Program Development

Courses Taught at Northern Michigan University

Undergraduate Courses

ED 311: Methods and Materials of Teaching Elementary Language Arts
ED 316: Elementary Reading Instruction I
ED 318: Elementary Reading Instruction II
ED 310: Social Studies Methods

Graduate Courses

ED 570: Foundations of Teaching Reading
ED 575: Improving Reading Comprehension
ED 576: Teaching Reading for Secondary Teachers
ED 511/ED 595: Trends in Teaching Language Arts
ED 518: Seminar in Elementary and Secondary Education: Reading
ED 596: Improving Writing Instruction
ED 595 I and II: Upper Peninsula Writing Project Invitational Writing Institute
ED 595: III-VI: Upper Peninsula Writing Project Seminars
ED 615: Literacy Programs and Policies
ED 618: Seminar in Literacy: Literacy Leadership
ED 595: Upper Peninsula Writing Project Advanced Institute: Writing for Publication & Presenting with Pizzazz
ED 595: Upper Peninsula Writing Project Advanced Institute: Teacher Inquiry of Mentor Texts and Authors

Program Assessment for the School of Education, Northern Michigan University 2006-07

Member of the NCATE Accreditation Team leading efforts for national accreditation of the teacher education program.

Courses Taught at Michigan State University

Elementary Reading Methods, 1991-1992.

Program Development at Northern Michigan University

Masters and Education Specialist Degrees in Reading and Literacy Leadership, 2003-2004, Team member developed course syllabi, aligned programs with state and national accreditation standards, and prepared documentation for Michigan review of programs.

Realignment of Undergraduate Literacy Courses, 2002-2003, led revision of three literacy methods courses, preparation of paperwork, obtained necessary approvals, and piloted changes in all three courses.

Led Efforts to Revise Masters Degrees in Elementary and Secondary Education, 2003-2005, this work is continuing as our School of Education seeks to strengthen our masters programs in these areas.

Awards and Honors

Awards Received

Michigan Reading Association Teacher Educator Award, January, 2008, state award for record of excellence in teacher education in the area of literacy education.

TLC Faculty Award for Excellence in Teaching and Learning with Technology, December, 2004, Northern Michigan University.

NMU Distinguished Faculty Award, Northern Michigan University, May, 2001.

Competitive Research Sabbatical (one year), Northern Michigan University, 2001-02

Michigan Association of Governing Boards Distinguished Faculty Award, Northern Michigan University, March, 2000.

“Celebrate Literacy Award.” International Reading Association (IRA) and Marquette-Alger Reading Council (MARC), 1999, presented to myself and the other authors of *A View Inside*, a book published by the Michigan Reading Association.

Honored at a reception for faculty authors and artists by President Judith Bailey and the NMU Board of Control, 1998.

Honored by the Local Chapter of Phi Delta Kappa for my leadership in the Michigan English Language Arts Frameworks project and the Upper Peninsula Writing Project, November, 1997.

Cable Ice Award, presented to Bresnan Communications for the video which I co-produced, *Writing and Reading: Hand in Hand*, for the best educational video produced in Michigan, 1997.

IRA Celebrate Literacy Award, May, 1997, awarded by the Marquette-Alger Reading Council for exemplary work in the area of literacy instruction and programs in the Upper Peninsula.

Semi-Finalist for the National Academy of Education/Spencer Foundation Post-Doctoral Fellowship, 1996.

National Academy of Education Scholar Development Program for the Spencer Foundation Post-Doctoral Fellowship, 1995.

Outstanding Faculty Member, 1994, presented by Mortar Board, Northern Michigan University, for my work with teacher education students.

Additional Nominations

International Reading Association Outstanding Teacher Educator Award, nomination by local teachers, colleagues, and students, November, 2007.

International Reading Association Outstanding Teacher Educator Award, nomination by local teachers, colleagues, and students, November, 2006.

Northern Michigan University Distinguished Faculty Award, (nomination by colleagues), April, 2000.

Northern Michigan University Distinguished Faculty Award, (nomination by colleagues), March, 1999.

International Reading Association Outstanding Teacher Educator Award, nomination by local teachers, colleagues, and students, November, 1997.

Research Interests

The goal of my research is to explore and develop ways in which the context, pedagogy, and content of teacher education enable teachers to enact substantive instructional reform in literacy instruction. Currently, my investigations focus on issues of literacy and school reform from two broad perspectives.

One perspective includes teacher learning at both the inservice and preservice levels, i.e., what types of learning opportunities are needed for teachers to enact ambitious instructional reforms and what are the key components of those types of learning which affect teachers' capacity to change their practice? This strand includes my studies of teaching practice in both K-12 schools and in teacher education classes (graduate and undergraduate).

A second focus is looking at ways in which conditions of practice interact to influence instructional reform, i.e., cultural norms, institutional structures, bureaucratic organization, gender characteristics, and role expectations. These investigations include my dissertation study and current work in local schools. I am especially interested in tensions between women's ways of thinking and knowing and current educational reforms.

Publications

Lubig, J., Standerford, N.S., & Hendricks, C. (2007). First Seat, First Row: Teaching Lessons Learned in the Online Reading Classroom. *Language and Literacies: Pedagogies for Schools and Cultures*, Yearbook of the American Reading Forum, 2006. (electronic publication)

Standerford, N.S. (July, 2006). Winding my way to efficacy: These things have I learned. Proceedings of the Castle Conference of the Self-Study of Teacher Education Practice, a SIG of the American Educational Research Association, Herstmonceaux, England. (peer reviewed)

Standerford, N. S. & Imdieke, S., (Eds.). (2006). The window seat: Reviews of children's literature. *Michigan Reading Journal*, 38(2), 41-51.

Standerford, N. S. (2005). Six "R's" of powerful teachers and transformative teaching. *Journal of Reading Education*, 31(1), 23-32. (peer reviewed).

- Standerford, N.S. (2005). A Climate of Contradictions: The Shifting Sands of Literacy Reform. *Michigan Reading Journal*, 37(3), 32-33. (peer reviewed)
- Standerford, N.S. (2005). "Ah! I Get It Now." Learning Literacy Methods in Field-Based Courses *TEACH (Teacher Education Advisory Council Highlights)*, (Published by Northern Michigan University).
- Standerford, N.S. (2004). From telling what to understanding why: LEA for reflection in teacher education. *Language Experience Forum*, 35(1). (peer reviewed)
- Standerford, N.S. (2003). Literacy methods courses realigned. *TEACH (Teacher Education Advisory Council Highlights)*, (Published by Northern Michigan University).
- Standerford, N. S. (2003). LEA in teacher education: Developing the "3 R's" of teaching. *Language Experience Forum*. 34(1), 3-4. (peer reviewed)
- Szczepanski, S. & Standerford, N.S. (Eds.). (1999). *A View Inside: Integrating Reading and Writing Strategies*. Grand Rapids, MI: Michigan Reading Association.
- Standerford, N.S. (1999). Stepping ahead: Developing a learning club in teacher education. In S.L. Szczepanski & N. S. Standerford (Eds.). *A View Inside: Integrating Reading and Writing Strategies* (pp. 95-110). Grand Rapids, MI: Michigan Reading Association.
- Standerford, N.S. (Ed.). (1999). *A Framework for Literacy: Balancing Instruction in the Elementary Classroom*. (A customized textbook of chapters by Gail E. Tompkins). Needham Heights, MA: Pearson Custom Publishing.
- Standerford, N.S. (1999). Writing workshop: The power of language experience in the middle years. In O.G. Nelson & W.M. Linek (Eds.), *Practical Classroom Applications of Language Experience: Looking Back, Looking Forward* (pp. 214-220). Boston: Allyn and Bacon.
- English Language Arts: Content Standards and Working Draft Benchmarks*. (1998). A flipchart resource for educators, prepared collaboratively with ten educators, Grand Rapids, MI: Michigan Reading Association.
- Standerford, N. S. (1998, August). Learning to blend personal and political aspects of teaching in teacher education: Growth of one teacher educator. In A. Cole & S. Finley (Eds.), *Conversations in Community: Proceedings of the Second International Conference of the Self-Study of Teacher Education Practices* (pp. 101-104). East Sussex, England, Herstmonceaux Castle (peer reviewed).
- Standerford, N.S. (1997, March). Reforming reading instruction on multiple levels: Interrelations and disconnections across the state, district, and classroom levels. *Educational Policy*, 11(1), 58-91. (peer reviewed national journal).
- Standerford, N.S. (1997, spring). Language experience approach: An evolving definition in a changing world. *Language Experience Forum*, 27(3), 5-6.
- Standerford, N.S. (1997). Elementary Education Methods" Phase I Block Classes. *TEACH (Teacher Education Advisory Council Highlights)*, IX(1), 1,6. (Published by Northern Michigan University).
- Standerford, N.S. (1997). Update on the Upper Peninsula Writing Project. *TEACH (Teacher Education Advisory Council Highlights)*, IX(1), 10-11. (Published by Northern Michigan University).

MELAF Teacher Education Task Force (Standerford, N.S. a contributing author). (1996) *Guidelines for the professional development of teachers of English language arts*. Lansing, MI: Michigan Department of Education.

Standerford, N.S. (1996, summer). Reforming schools: Is this the direction we want to go? *Michigan Reading Journal* (peer reviewed state journal).

Standerford, N.S. (1996). Rethinking the role and practice of assessment in teacher education: Learning to assess authentically on multiple levels. *Literacy Assessment for Today's Schools*, Monograph of the College Reading Association (peer reviewed monograph).

Standerford, N.S. (1995-96, Winter). Teacher research at the preservice level: Developing a stance toward knowledge, agency, and collaboration. *Journal of Reading Education*, 21(2), 30-43. (peer reviewed journal).

Hollingsworth, S., Gallego, M. & Standerford, N.S. (1995, Summer). Integrative social studies for urban middle schools: A case of multiple literacies. *Theory and Research in Social Education*, 23(3) (peer reviewed journal).

Standerford, N.S. (1995, Spring). The Upper Peninsula MELAF Demonstration Site: Where are we? Where are we going? *Literacy Consortium Journal*, A Focused Issue from Michigan Association of Speech Communication, Michigan Council of Teachers of English, and Michigan Reading Association, 11-13 (invited article).

Standerford, N.S. (1994, Fall). Where have all the sparrows gone? A summary. *TEACH*, 6(1),1, 3-4. (Teacher Education Advisory Council Highlights published by Northern Michigan University's Department of Education) (invited article).

Hollingsworth, S. (1994). *Teacher research and urban literacy education: Lessons and conversations in a feminist key*. New York: Teachers College Press. (I authored a portion of Chapter 8).

Standerford, N.S. (1993, Fall). Where have all the sparrows gone?: Rethinking Chapter I services. *Reading Research and Instruction*, 33(1), 39-57 (peer reviewed journal).

Standerford, N.S., Hollingsworth, S., O'Meara, P. (1992, Fall). Meeting the needs of urban middle school students by integrating literacy and social studies. *Michigan Council for the Social Studies Journal*, 6(1), 3-9.

Standerford, N.S. (1990). What the new MEAP says about reading. *Michigan Reading Journal*, 23(3),17-29.

Dissertation, "Improving Reading Instruction Through State Policy: Two Local Stories," 1992, at Michigan State University. This document is copyrighted and is on file with ERIC, as well as being in the library at Michigan State University.

Video Productions

Standerford, N.S. & Szczepanski, S. (producers) (1994). *Writing Workshop: Children Thinking and Learning Through Writing*. Marquette, MI: Northern Michigan University.

Standerford, N.S. & Szczepanski, S. (senior producers) (1996). *Reading and Writing: Hand in Hand*. Marquette, MI: Bresnan Communications. Won Cable Ice Award for Best Educational Video in Michigan in 1997.

Citations and Articles Featuring My Work

My published scholarship has been cited in over 65 other scholarly publications.

Grants Awarded

Teaching and Learning Advisory Council Grant; March 2008; \$500 to support my professional development; competitive grant from the TLAC of NMU.

National Writing Project Grant to fund the Upper Peninsula Writing Project, funded March 2008, \$43,000 plus equal match; developed collaboratively with Dr. Mark Smith and the Leadership Team of the UPWP.

NMU Academic Service Learning Grant, October 2007, to fund a service project with Aspen Ridge Elementary School and NMU Methods Level students; written collaboratively with Dr. Sandra Imdieke.

National Writing Project Grant to fund the Upper Peninsula Writing Project, funded March 2007, \$45,000 plus equal match; developed collaboratively with Dr. Mark Smith and the Leadership Team of the UPWP.

National Writing Project Grant to fund the Upper Peninsula Writing Project, due January 2006, \$45,000 plus equal match; developed collaboratively with Dr. Mark Smith and the Leadership Team of the UPWP.

National Writing Project Rural Sites Network Poetry Competition Mini-Grant, \$3,000; developed collaboratively with Dr. Mark Smith and the Leadership Team of the UPWP.

National Writing Project Teacher Inquiry Communities Mini-Grant, \$4,000; developed collaboratively with Dr. Mark Smith and the Leadership Team of the UPWP.

College of Professional Studies Research Grant, November 2005, \$2500, to fund a research project on the tensions between the resources of teaching practice and female ways of thinking to be presented in England in the summer or 2006.

National Writing Project Grant to continue the work of the Upper Peninsula Writing Project, March, 2005; \$43,000 plus local matching funds of \$50,000. (written collaboratively with M. Smith, J. Sabin, & B. Holmgren)

National Writing Project Grant to continue the work of the Upper Peninsula Writing Project, April, 2001; \$25,000 plus local match funds (I wrote the grant which was successfully funded, but turned the role of Director of the Project over to a colleague at that time.)

National Writing Project Grant to continue the work of the Upper Peninsula Writing Project, April, 2000; \$25,000 plus local match funds.

National Writing Project Grant to continue the work of the Upper Peninsula Writing Project, March, 1999; \$18,000 and February, 1998; \$14,000 plus local match funds.

Cleveland Cliffs Mining Company, to support the work of the Upper Peninsula Writing Project, March, 1998, \$1,000 .

Michigan Reading Association Regional Professional Development Grant, for funding period of January-December, 1998, to the local reading council and the local Michigan English Language Arts Frameworks

(MELAF) team jointly for work on a publication to transform the MELAF standards into classroom practice. This grant was written jointly by Sue Szczepanski and myself, and we have collaboratively overseen the project throughout 1998, resulting in a book, *A View Inside*, as noted above, \$5,000,

Northern Michigan University, International Study Grant, \$3,000, to support my presenting and attending two international conferences in the summer of 1998.

Marquette-Alger Intermediate School District, to support the work of the Michigan English Language Arts (MELAF) team in the two county area as they prepare to lead professional development opportunities for their colleagues, November, 1998, \$5,000.

W.K. Kellogg Foundation, to fund a summer youth writing camp and to support an Upper Peninsula Writing Project Fine Arts Magazine, June, 1997, \$16,000 over two years .

National Writing Project Grant to continue the work of the Upper Peninsula Writing Project, \$14,000 federal funds and matching funds in excess of \$20,000 from Northern Michigan University, local school districts, Marquette-Alger Intermediate School District, and Cleveland Cliffs Mining Corporation, February, 1997.

Northern Michigan University Department of Education Alumni Fund Grant, to produce an Upper Peninsula Fine Arts magazine in which students/teachers publish writing, September, 1996, \$2,000.

Michigan Department of Education, MELAF Project, \$1,500 awarded jointly to Suzanne Standerford and Michelle Johnston, MELAF Region 1 Co-coordinators to disseminate state standards throughout upper Michigan, September, 1996.

National Writing Project Grant to begin the Upper Peninsula Writing Project, \$15,000 federal funds and matching funds of \$10,000 (Northern Michigan University), \$5,000 (Marquette-Alger Superintendents' Roundtable), \$1,000 (W.K. Kellogg Foundation), and \$1,000 (Cleveland-Cliffs Mining Company), February, 1996.

Northern Michigan University Department of Education Alumni Fund Grant, \$1,000, September, 1993, to study teacher instructional decision-making and to produce videotapes for use with undergraduate and graduate literacy classes.

Professional Presentations

International Conferences

“Puzzling on Two Levels: Fitting the Pieces Together in Teacher Education,” paper accepted to be presented at the Castle Conference of the Self-Study of Teacher Education Practice, a SIG of the American Educational Research Association, Herstmonceaux, England, August, 2008. (peer reviewed)

“Winding My Way to Efficacy: These Things Have I Learned,” paper presented at the Castle Conference of the Self-Study of Teacher Education Practice, a SIG of the American Educational Research Association, Herstmonceaux, England, August, 2006. (peer reviewed)

“LEA in the Writing Process: Articulating Experiences and Learning to Write,” Roundtable presentation at the Language Experience Meeting, a SIG of the International Reading Association, May 5, 2005, San

Antonio, TX. (peer reviewed). Accepted, but had to cancel due to family emergency. Resubmitted and presented in May 2006, at IRA, Chicago, IL.

“A Feminist Take on Professional Development: Teachers Developing in a Context of Caring and Support,” Paper presentation at the annual meeting of the American Educational Research Association, April 13, 2005, Montreal, Quebec, Canada. (peer reviewed)

“From Telling What to Telling Why,” Roundtable presentation at the Language Experience Meeting, a SIG of the International Reading Association, May 4, 2004, Reno, NV (peer reviewed).

“LEA in Teacher Education: Developing the ‘3R’s’ of Teaching.” Roundtable presentation at the Language Experience Meeting, a SIG of the International Reading Association, May 8, 2003, Orlando, Florida (peer reviewed)

“Translating the Reading Process Into a Learning Process: A Framework for Undergraduate Literacy Methods Courses,” roundtable presentation at the Organization of Teacher Educators in Reading Annual Meeting, a SIG of the International Reading Association, May 4, 2000, Indianapolis, Indiana (peer reviewed)

"Practice-Centered Learning Communities: Connecting Theory and Practice Across Roles and Contexts," roundtable presentation at the Organization of Teacher Educators in Reading Annual Meeting, a SIG of the International Reading Association, May 5, 1999, Orlando, Florida. (peer reviewed)

"Growing as Colleagues Within Communities of Practice-Centered Inquiry and Conversation," presentation at the National Council of Teachers of English Third International Conference, delivered jointly with Sue Szczepanski, teacher at Whitman Elementary, August 5, 1998, Bordeaux, France. (peer reviewed)

"Learning to Blend Personal and Political Aspects of Teaching in Teacher Education: Growth of One Teacher Educator," presentation at the Self-Study of Teacher Education Practice Second International Conference, August 17, 1998, Herstmonceaux, England. (peer reviewed)

“Teacher Researchers at the Preservice Level: Inquiry, Reflection, and Self-Assessment in a Literacy Methods Course,” International Reading Association Special Interest Group: Organization of Teacher Educators of Reading, Atlanta, GA, May 8, 1997, roundtable presentation. (peer reviewed)

“Moving from “They” to “We”: Teachers Changing Their Language and Reshaping Their Work,” International Reading Association Special Interest Group: Language and Experience: New Orleans, LA, May 1, 1996, roundtable. (peer reviewed)

“Creating Teacher Researchers at the Preservice Level Through Inquiry, Reflection, and Self-Assessment: A Teacher Researcher Approach to Teacher Education;” a works-in-progress paper presentation at the International Conference on Teacher Research at the University of California at Davis; April 14, 1995. (peer reviewed)

National Conferences

“Cycles of Comprehension: Developing Teacher Candidates’ Reading Instructional Practices.” Problems Court presentation in collaboration with Dr. Joe Lubig, Dr. Derek Anderson, Dr. Laura Reissner, Dr. K.C. Holder, and Ms. Sue Szczepanski at the American Reading Forum, Sanibel Island, Florida, December, 2007. (peer reviewed).

“Online Education: Changing the Culture of Schooling,” Problems Court presentation in collaboration with Dr. Joe Lubig and Dr. Cindy Hendricks, at the American Reading Forum, Sanibel Island, Florida, December 8, 2006. (peer reviewed).

“The Next Big Thing in Teacher Education Reading Instruction: Challenges, Directions, and Questions: The Evolution of Two Literacy Teacher Educators,” Paper presented in collaboration with Dr. Sandra Imdieke, at the American Reading Forum, Sanibel Island, Florida, December 7, 2005. (peer reviewed)

“Creating Spaces of Caring and Trust for Teacher Learning,” roundtable discussion at the American Association of Colleges of Teacher Education, January 25, 2003, New Orleans, Louisiana (peer reviewed)

"Creating Portfolios in Teacher Education," roundtable discussion leader at the National Council of Teachers of English College Conversations, November 20, 1998, Nashville, Tennessee. (peer reviewed)

“Creating Teacher Researchers at the Preservice Level: Inquiry, Reflection, and Self-Assessment,” a roundtable paper presentation at the American Educational Research Association annual meeting, San Francisco, CA, April 22, 1995. (peer reviewed)

“Using Reading and Writing Workshops to Negate the Deficit Model of Teacher Learning,” a roundtable paper presentation at the American Educational Research Association annual conference, San Francisco, CA, April 19, 1995. (peer reviewed)

“Think Alouds in Teacher Education: Redesigning the Structure and Purpose of Clinical Experiences," a paper presented at the College Reading Association annual meeting, Nov. 5, 1994. (peer reviewed)

“Reconstructing Gendered Roles in Urban Education: Pedagogies of Feminist Teacher Research,” roundtable at the American Educational Research Association (AERA) in New Orleans, LA, April 4-8, 1994 in collaboration with Dr. Sandra Hollingsworth and a group of teacher researchers from California. The presentation was published as part of a book by the same name. (peer reviewed)

“State Policy as a Means to Improved Reading Instruction: Tensions Between Organizational Routines and Priorities for Learning,” paper presented at the College Reading Association National Conference. I also chaired a session “Promoting Reflective Thinking Among Teachers through Collaborative Journals,” Nov., 1993, Richmond, VA. (peer reviewed)

“Connecting Literacy, Culture, and Disciplinary Content: Narratives from Urban Classrooms,” collaboratively presented symposium with Dr. Hollingsworth and a group of teacher researchers at the National Reading Conference in San Antonio, Texas, December 2, 1992. (peer reviewed)

“The Politics of Improving Reading Instruction: Teachers' Responses to a State Framework for Literacy,” paper presented at the National Reading Conference in San Antonio, December 4, 1992. (peer reviewed)

"Social-Literacy Project: Collaboration in a Professional Development School," paper collaboratively presented at the National Reading Conference in Palm Springs, California, December, 1991, with Dr. Sandra Hollingsworth. (peer reviewed)

State Conferences

"Using Memories to Connect Literature and Writing," invited roundtable presentation at the Michigan Reading Association, March 15, 1998, Grand Rapids, Michigan.

“Using Response to Literature to Develop Comprehension and Appreciation,” invited presentation at the Michigan Reading Association’s Summer Literature Conference, July 16, 1997, Mackinac Island, MI.

“Creating Practice-Centered Learning Communities in Teacher Education,” invited presentation of an “Exemplary Teacher Education Practice” at the Michigan Association of Colleges of Teacher Education Conference, April 11, 1997, Lansing, MI.

“Forming Partnerships: Schools/Universities, Educators/Business, and Educators/Communities,” invited presentation delivered jointly with Sue Szczepanski, 1996 Michigan Teacher of the Year, at the Michigan Writing Projects’ Leadership Conference, February 19, 1997, Saginaw, MI.

“Guidelines for the Professional Development of Teachers of the English Language Arts,” joint presentation of the MELAF Teacher Education Task Force, Michigan Council of Teachers of English, Sept. 20-21, 1996, Lansing, MI.

Regional Conferences

“Good Beginnings, Good Writing,” Upper Peninsula Reading Association Conference, October 12, 2007, Marquette, MI.

“Nurturing a Community of Writing Teachers,” Upper Peninsula Reading Association Conference, October 14, 2005, Marquette, MI, joint presentation with Jan Sabin and Mark Smith.

“Poetry All Around Us,” Upper Peninsula Early Childhood Conference, April 2, 2004, Marquette, MI. (invited presentation)

“Writing What We Know: The ‘5 R’s’ of Writing,” Upper Peninsula Reading Association Conference, October, 2003, Marquette, MI.

“The Upper Peninsula Writing Project: Literacy Lessons,” Upper Peninsula Reading Association Conference, October, 1999, Marquette, MI, joint presentation with Tom Suchenek, Teacher Consultant of the Upper Peninsula Writing Project.

“A View Inside: Classroom Practice that Meets State Standards,” Upper Peninsula Reading Association Conference, October, 1999, Marquette, MI, panel presentation by authors of *A View Inside*.

“The Upper Peninsula Writing Project: Spread the News,” Upper Peninsula Reading Association Conference, October 10, 1997, Marquette, MI, panel discussion and sharing ideas on teaching writing from the Upper Peninsula Writing Project Summer Invitational Institute.

“Dateline: Interviewing America’s Famous Explorers,” Upper Peninsula Council for the Teaching of Social Studies Conference, April 15, 1996, invited and done collaboratively with Kerstina Lanzcy and David L’Huillier, teacher education students in my methods classes.

“Shaping Children’s Reading Comprehension with Graphic Organizers,” two hour presentation at the Upper Peninsula Reading Association Conference, Oct., 1995, NMU, Marquette, MI.

“Integrate the Curriculum? But What About the MEAP?” a two hour workshop at the Seaborg Center for Math and Science Conference, October 14, 1994.

“MELAF Standards and How They Apply to Chapter I,” workshop presented at the Upper Peninsula Compensatory Education Conference, Marquette, MI, April 14, 1994, done collaboratively with Sue Szczepanski, an elementary teacher.

“Getting to the Core of the Core Curriculum: Translating Outcomes into Instruction,” workshop presented at the Upper Peninsula Reading Association Conference, Oct., 1993, NMU, Marquette, MI.

“Changes in the MEAP Reading Reporting Forms: How to Interpret and Use the Scores,” invited presentation at the Michigan Department of Education MEAP Regional Conference, November 12, 1992. I presented two sessions to educators from Upper Peninsula school districts.

Local Conferences

“Developing Preservice Teachers’ Knowledge, Skills, and Dispositions in Field-Based Literacy Methods Courses,” Teacher Education Advisory Council, March 24, 2004, Marquette, MI (invited presentation)

“Breaking Down the Barriers: Writing as a Vehicle to Engage All Students in Thinking, Learning, and Sharing,” 1996 Compensatory Education Conference, Northern Michigan University, April 23, 1996, done collaboratively with Sandra Borg, third grade teacher and Steven Ahola, student teacher.

“Changing the Contexts, the Content, and the Pedagogy of Teacher Education,” Conference on Teaching and Learning, Northern Michigan University, March 13, 1996, poster session on my teaching practice.

Cooperative Team Learning Initiative Group, Marquette-Alger Intermediate School District, and Phi Delta Kappa collaborative conference, presented talk on the national standards work detailing the organization and framework of the efforts in all subject areas and updating the work on the English Language Arts Standards, Aug. 16, 1993, NMU, Marquette, MI.

Other Professional Work

Editor

Michigan Reading Journal, Professional Book Review Column, 2006-08.

Michigan Reading Journal, Children’s Literature Book Review Column, 2005-06.

Editorial Board Member and Proceedings Paper Reviewer

Reviewed papers for the Self-Study of Teacher Education Practice Castle Conference Proceedings, 2006

Editorial Board Member, *Journal of Literacy Research*, 2001-2002

Editorial Board Member, *The Reading Teacher*, 1992-1995; 1997-1999

Editorial Board Member, *Michigan Reading Journal*, 1992-present

Editorial Board Member, *College Reading Association Yearbook*, 1993, 1994

Conference Proposal Reviewer

Self-Study of Teacher Education Practice Castle Conference, 2006, a SIG of AERA

American Educational Research Association Annual Meeting, 2005, Division K, Research on Professional Development (Section 7).

American Educational Research Association Annual Meeting, 1995, 1996, 1997, Division B, Curriculum Studies.

College Reading Association Annual Conference, 1995, Teacher Education Division.

Consulting

Consultant, Lakeview Elementary School, Negaunee, MI; “MEAP as a Genre Study,” with Jan Sabin and Paula Diedrich of the Upper Peninsula Writing Project, February 10, 2006.

Consultant, L’Anse Elementary School, “Charting the Course for Literacy,” October 8, 2004, (one-half day), L’Anse, MI.

Consultant, Engadine High School Principal and Teachers, “Writing Across the Curriculum,” November, 2003 (one-half day), campus of Northern Michigan University, Marquette, MI.

Consultant, Sandy Knoll Elementary School, “Writing: Why and How to Develop an Elementary Writing Program,” January, 2004 (one-half day), Marquette, MI.

Consultant, Upper Peninsula Center for Educational Development, Goals 2000 Grant, project that provided professional development for teacher leaders across the Upper Peninsula of Michigan who produced unit plans that apply pedagogy based on Michigan’s Teaching and Learning Standards to improve student achievement of Michigan’s English Language Arts and Social Studies Standards, 2000-2001.

Consultant for Dr. David K. Cohen, John Dewey Distinguished Professor of Education, University of Michigan, November, 1992-January, 1998, consultant for a book, *Reading Policy*, studying state reading reforms in Michigan.

Consultant for Silver-Burdett & Ginn Inc., May, 1992, prepared original draft of Chapter 2 of the Administrator’s Guide for the *World of Reading* program (copyright 1993) on staff development for implementing a new reading program.

Consultant, K-12 Educators:

Balanced Literacy Instruction, L’Anse Elementary School, 2004

Improving Reading Comprehension, Gwinn Elementary Schools, 2003.

Reading Comprehension for Elementary Teachers and Parents, Negaunee Elementary Schools, 2002.

Writing Across the Curriculum, Rudyard Area Schools, District-wide program, 2000.

Standards-Based Instruction, Calumet Elementary School, 1998, 1999;

Standards-Based Instruction, Lake Linden-Hubbell School District, 1996.

Standards-Based Instruction, Marquette-Alger Intermediate School District, 1996-97.

Improving Reading Comprehension and State Assessment Scores, Marquette Public Schools, 1993-96.

Standards-Based Instruction, Delta-Schoolcraft Intermediate School District, 1994.

Aligning Reading Instruction with State Standards, Upper Peninsula Principals Association, 1995.

Center for Research and Evaluation in the Human Services and Education (CREHSE), Northern

Michigan University, Core faculty member of this educational consulting and evaluation center, 1993-1997.

Professional Service

Michigan Department of Education

Program Reviewer for Accreditation in Reading and Language Arts Teacher Education Programs, 2003.

Michigan Reading Forums for University Teacher Educators participant, 2002 and 2001.

Upper Peninsula Coordinator for the Michigan English Language Arts Frameworks Project (1994-2000), coordinated efforts to educate upper Michigan educators about new state content standards, contributed in producing a book on professional development for Michigan educators, and developed a site where on-going study of teaching practice occurs

- Member of the State MELAF Teacher Education Task Force
- Coordinator for the U.P. MELAF Demonstration Site, 1994-1996
- Led Local MELAF Team to implement state English Language Arts Standards (1993-2000)

Michigan Department of Education's Curriculum Review Committee for Reading, 1988-1992.

Northern Michigan University

Presidential Search Advisory Committee, 2003-2004, leading to the successful selection of the thirteenth president of the university.

Dean Search Committee, 1999-2000, College of Professional Studies, leading to the successful selection of a new Dean for the college.

"Improving Teaching through University/School Collaborations," presentation to the Dean's Advisory Council, a group with members from all human service areas, 1996, with Sue Szczepanski, Michigan's 1996 Teacher of the Year, and Kim Hupy, undergraduate teacher education student, Northern Michigan University College of Behavioral Sciences, Human Services, and Education.

Marquette-Alger Professional Development School Advisory Council, 1992-1993, an alliance of community, business, university, and school people charged with identifying criteria, devising application process, and selecting a site for a Professional Development School.

University Committees

- Graduate Policies Committee, 2004-2005
- Teaching and Learning Advisory Council, 1997-2000
- College Advisory Council for the College of Behavioral Sciences, Human Services, and Education, 1998-1999
- Faculty Grants Committee, 1993-1996

College Committees

- College Advisory Council, 1996-1997

School of Education Committees

- Search Committee for Associate Dean and Head of the School of Education, NMU, 2007
- NCATE Team Member to lead the School of Education Graduate Programs in NCATE accreditation efforts, 2006-07
- Search Committee for Secondary Reading position, 2004-2005
- Executive Committee, 2003-2005
- Chair, Graduate Review Committee, 2003-2005, 2006 –present, Member 2002-2005, 1998-2001, 2005-06
- Chair, NCATE/AQIP Assessment of Elementary Programs Committee, 2002-2003
- By-Laws Committee, 1995-1998
- Evaluation Committee, 1996-1997
- Chair, Personnel Committee, 1996-1998, Member, 1995-1996
- Selection and Retention Committee for Undergraduate Students, 1992-1995, 2004

- Program Development Committee, 1992-1995
- Undergraduate Curriculum Committee, 1992-1995

Regional Education Committees

- Collaborative Sites of Practice and Inquiry Grant Steering Committee, a partnership of Northern Michigan University and Marquette Area Public Schools, 1997-2001.
- Professional Development Initiative Steering Committee, Upper Peninsula Center for Educational Development and a consortium of seven intermediate school districts, 1997-1999.
- Action in Education Summer Institute Steering Committee, Marquette-Alger Intermediate School District, 1996-1998

Professional Organizations

International and National

International Reading Association, Language Experience SIG, Executive Board Member (2003-2006), charged with reviewing program proposals, reviewing publication submissions for *The Forum*, conducting business of the SIG, and organizing annual meetings.

Teachers' Choices Project, 1992-1995, reviewed newly published children's books for inclusion in the "Teachers' Choices" lists published annually in *The Reading Teacher*.

Local

Upper Peninsula Reading Association Conference Steering Committee, 2003-2005

Marquette-Alger Reading Council, Executive Board, 1993-1994.

Phi Delta Kappa, Northern Michigan University Chapter, Secretary, 1993-1994.

Student Groups

Student Michigan Education Faculty Advisor, NMU Chapter, 1992-1996.

K-12 Educators

North Central Association Accreditation Team for Houghton-Portage School District, Houghton, MI, 1997-2001.

Community Groups

"Writing and Reading: Hand in Hand," Community Presentation to Rotary International, local chapter, with Sue Szczepanski, video co-producer and colleague, about our partnership in teacher education and school reform, 1997

Professional Memberships

Professional Organizations

American Educational Research Association

Teacher Education Division K

Educational Policy Division L

Self-Study of Teacher Education Practice SIG

Wholistic Education SIG

International Reading Association

Language Experience SIG (Executive Board Member 2003-2006)

Organization of Teacher Educators of Reading SIG

National Council of Teachers of English

National Writing Project Directors
National Writing Projects of Michigan Directors

American Association of Colleges of Teacher Education (Institutional Representative)

Michigan Reading Association

Marquette-Alger Reading Council

Honor Societies

Phi Delta Kappa International Education Honorary Society
Golden Key Honor Society, Honorary Member

Other

American Association of University Professors

Professional References

Dr. Cameron Howes, Retired Dean, College of Professional Studies, Northern Michigan University

Dr. Jim Hendricks, Professor Emeritus and former Director of the School of Education, Northern Michigan University.

Dr. Rodney Clarcken, Interim Director of the School of Education, Northern Michigan University.

Dr. David K. Cohen, John Dewey Distinguished Professor, College of Education, University of Michigan.

Dr. Gerald Duffy, Professor, University of North Carolina – Greensboro.

Contact information available upon request.