

Gina Biancarosa

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Updated: August 15, 2011

CURRENT POSITIONS

- 2009 – present Assistant Professor, University of Oregon, College of Education
2010 – present, Department of Educational Methodology, Policy, and Leadership
2009 – 2010, Department of Special Education and Clinical Sciences
2009 – present Research Associate, Center for Teaching and Learning

PRIOR POSITIONS

- 2006 – 2009 Postdoctoral Fellow, Stanford University, School of Education, Institute for Research on Education Policy and Practice

EDUCATIONAL HISTORY

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|------|--------------------------------------|-----------------------|---|
| 2006 | Harvard Graduate School of Education | Language and Literacy | Ed.D.
Thesis: <i>Reading minds: What sentence-reading rate tells us about comprehension processing</i> |
| 1999 | Harvard Graduate School of Education | Language and Literacy | M.Ed. |
| 1992 | Boston College | English Literature | B.A., <i>summa cum laude</i> |

PUBLICATIONS

Refereed Articles

- Kieffer, M. J., Biancarosa, G., & Mancilla-Martinez, J. (in press). Roles of morphological awareness in the reading comprehension of Spanish-speaking language minority learners: Exploring the moderating effects of vocabulary and reading fluency. *Applied Psycholinguistics*.
- Nese, J. F. T., Biancarosa, G., Anderson, D., Lai, C. F., & Tindal, G. (in press). Modeling Within-Year Reading Fluency with CBM: Toward Typical Growth. *Reading & Writing*. DOI: 10.1007/s11145-011-9304-0
- Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (in press). Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students. *Elementary School Journal*.
- Harn, B. A., Chard, D. C., Biancarosa, G., & Kame'enui, E. J. (in press). Coordinating instructional supports to accelerate at-risk first grade readers' performance: An essential mechanism for effective RTI. *Elementary School Journal*.
- Brasseur, I. F., Hock, M. F., Kieffer, M. J., Biancarosa, G., & Deshler, D. D. (2011). Profiling struggling adolescent comprehenders with latent class analysis. *Learning and Individual Differences, 21* (4), 438-452. DOI: 10.1016/j.lindif.2011.01.008
- Proctor, P., Dalton, B., Uccelli, P., Biancarosa, G., Mo, E., Snow, C., & Neugebauer, S. (2011). Improving comprehension online: Effects of deep vocabulary instruction with bilingual and monolingual fifth graders. *Reading and Writing, 24* (5), 517-544.

3. Mancilla-Martinez, J., Kieffer, M. J., Biancarosa, G., Christodoulou, J. A., & Snow, C. E. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the simple view. *Reading and Writing, 24* (3), 339-354.
2. Biancarosa, G., Bryk, A. S., & Dexter, E. (2010). Assessing the value-added effects of Literacy Collaborative professional development on student learning. *Elementary School Journal, 111* (1), 7-34.
1. Biancarosa, G. (2005). Speed and time, texts and sentences: Choosing the best metric for relating reading rate to comprehension. *Written Language and Literacy, 8* (2), 79-100.

Non-Refereed Articles

3. Biancarosa, G., & Bryk, A. S. (2011). Efficacy of Literacy Collaborative professional development: A summary of findings. *Journal of Reading Recovery, 10* (2), 25-32.
2. Biancarosa, G. (2005). After third grade. *Educational Leadership, 63* (2), 16-22.
1. Juel, C., Biancarosa, G., Coker, D., & Deffes, R. (2003). Walking with Rosie. *Educational Leadership, 60* (7), 12-18.

Books and Monographs

2. Deshler, D., Palincsar, A. S., Biancarosa, G., & Nair, M. (2007). *Informed choices for struggling adolescent readers: A research-based guide to instructional programs and practices*. Newark, DE: International Reading Association.
1. Noam, G., Biancarosa, G., & Dechausay, N. (2002). *Afterschool education: Approaches to an emerging field*. Cambridge, MA: Harvard Educational Publishing Group.

Reports and Other Publications

6. Carnegie Council for Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy*. New York: Carnegie Corporation of New York.
5. Berman, I., & Biancarosa, G. (2005). *Reading to achieve: A governor's guide to adolescent literacy*. Washington DC: National Governors Association Center for Best Practices.
4. Biancarosa, G., & Snow, C. E. (2004). *Reading next: A vision for action and research in middle and high school literacy: A report from the Carnegie Corporation of New York*. Washington DC: Alliance for Excellent Education.
3. Snow, C. E., Foorman, B., Kamil, M., Roderick, M., Schwartz, R., Biancarosa, G., Henriquez, A., McCombs, J. S., & Nair, M. (2004). *Issues in the field of adolescent literacy: Information and recommendations for the Carnegie Advisory Council on Reading to Learn*. Washington DC: RAND Education.
2. Snow, C. E., & Biancarosa, G. (2003). *Adolescent literacy: What do we know and where do we go from here?* New York: Carnegie Corporation of New York.
1. Noam, G., Biancarosa, G., & Dechausay, N. (2002). *Learning to Bridge – Bridging to Learn: A Model and Action Plan to Increase Engagement between Schools and Afterschool Programs in Boston*. Boston, MA: Boston's After-School for All Partnership.

EXTERNAL FUNDING

Funded

2. *Performance-based Assessment of Literacy Coaching: A Measurement Development Project*
 Spencer Foundation discretionary small grant; Dr. Edward Haertel (PI), Stanford University
 2008-2010 \$439,266 Project director; Co-authored grant proposal. PI on subcontract initiated for \$40,521 after move to University of Oregon in 2009. Funded data collection and analysis to establish the initial reliability and validity of a performance-based assessment of literacy coaching expertise. Funded for .2 FTE (12 months) September 2009 through December 2010.

1. *Reading Minds: Comprehension Processing as Revealed by Sentence Reading Speed*
 Carnegie Corporation of New York discretionary small grant; Dr. Catherine Snow (PI), Harvard Graduate School of Education
 2004-2006 \$20,000 Project director; Authored grant proposal. Funded purchase of hardware, software, and hiring of research assistants needed to collect, code, and enter data on reading fluency and comprehension for dissertation.

Unfunded

1. *A Validation of the Literacy Collaborative School Improvement Program*
 Investment in Innovation (i3) validation grant
 2010-2015 \$1,796,921 Subcontract PI on Lesley University grant proposal for \$24,640,452 (PI: Dr. Irene Fountas). Funding for collection and analysis of data from performance-based assessment of literacy coaching expertise over five years; results to be used to establish reliability and validity of measure and to serve as predictor of differential effects of program on schools, teachers, and students.

PRESENTATIONS

Peer-Reviewed International and National Presentations

24. Biancarosa, G., Baker, S., Fien, H., Park, Y., Santoro, L., Haria, P., Williams, S., & Otterstedt, J. (2011, July). *Closing the vocabulary and comprehension gap in first grade through read alouds*. Paper presented at Society for Scientific Studies of Reading, St. Pete Beach, FL. [International]
23. Biancarosa, G., & Stoolmiller, M. (2011, February). *Oral Reading Fluency Growth from First through Fifth Grade: A Growth Mixture Model Approach*. Paper presented at Pacific Coast Research Conference, Coronado, CA. [National]
22. Biancarosa, G., Bryk, A. S., Greenberg, S., Cor, K., Haertel, E., Fountas, I., Pinnell, G. S., Scharer, P., & Dexter, E. (2010, December). *Performance-based Assessment of Literacy Coaching: Development and Pilot Results*. Paper presented at National Reading Conference, Fort Worth, TX. [National]
21. Biancarosa, G., Bryk, A. S., Atteberry, A., & Hough, H. J. (2010, May). *The effects of literacy coaching on student literacy learning*. Paper presented at American Educational Research Association, Denver, CO. [National]

20. Biancarosa, G., Bryk, A. S., Greenberg, S., Cor, M. K., Haertel, E., Fountas, I., Pinnell, G. S., Scharer, P., & Dexter, E. (2010, May). *Piloting a performance-based assessment of literacy coaching*. Paper presented at American Educational Research Association, Denver, CO. [National]
19. Biancarosa, G., Bryk, A. S., Atteberry, A., & Hough, H. J. (2010, March). *Coaching in Literacy Collaborative and its effects on teachers and students*. Paper presented at Society for Research on Educational Effectiveness, Washington DC. [National]
18. Biancarosa, G. (2009, February). *The benefits of cross-classified models: A view on understanding the 'causal cascade.'* Paper presented at Pacific Coast Research Conference, Coronado, CA. [National]
17. Biancarosa, G., Bryk, A. S., & Dexter, E. (2008, December). *Assessing the value-added effects of Literacy Collaborative professional development on student learning*. Paper presented at National Reading Conference, Orlando, FL. [National]
16. Biancarosa, G., Lawrence, J., Mancilla-Martinez, J., & Snow, C. E. (2008, July). *Passage effects on oral reading fluency: A Rasch analysis of middle grades DIBELS results*. Paper presented at Society for Scientific Studies of Reading, Asheville, NC. [International]
15. Kieffer, M. J., Hock, M., Brasseur, I., Biancarosa, G., & Deshler, D. (2008, July). *Reading skill profiles of struggling readers in urban high schools*. Paper presented at Society for Scientific Studies of Reading, Asheville, NC. [International]
14. Luppescu, S., Biancarosa, G., Kerbow, D., & Bryk, A. S. (2008, July). *Testing the fluency-comprehension relationship through equating: A Rasch equating of DIBELS and Terra Nova in grades K-3*. Paper presented at Society for Scientific Studies of Reading, Asheville, NC. [International]
13. Biancarosa, G., Bryk, A. S., Dexter, E., & Kerbow, D. (2008, March). *Assessing the value-added effects of Literacy Collaborative professional development on student learning*. Paper presented at American Educational Research Association, New York, NY. [National]
12. Atteberry, A., Biancarosa, G., & Bryk, A. S. (2008, March). *Variations in the amount of coaching in Literacy Collaborative schools*. Paper presented at American Educational Research Association, New York, NY. [National]
11. Bryk, A. S., Biancarosa, G., Atteberry, A., & Dexter, E. (2007, December). *Assessing the value-added effects of Literacy Collaborative professional development on student learning*. Paper presented at National Reading Conference, Austin, TX. [National]
10. Mancilla-Martinez, J., Kieffer, M. J., Christodoulou, J. A., Biancarosa, G., & Snow, C. E. (2007, July). *The simple view grows up: Investigating the development of English reading comprehension among adolescent language minority learners*. Paper presented at Society for Scientific Studies of Reading, Prague, Czech Republic. [International]
9. Kieffer, M. J., Biancarosa, G., Christodoulou, J. A., Mancilla-Martinez, J., & Snow, C. E. (2007, April). *Shades of struggle: Heterogeneity among urban adolescent struggling readers*. Paper presented at American Educational Research Association, Chicago, IL. [National]
8. Biancarosa, G., Lesaux, N., Snow, C. E., & Harris, P. (2006, July). *Multidimensional situation model construction among school-aged readers: An experimental test of the event-indexing model*. Paper presented at Society for Text and Discourse, Minneapolis, MN. [International]

7. Biancarosa, G., Mancilla-Martinez, J., Kieffer, M. J., Christodoulou, J. A., & Snow, C. E. (2006, July). *Exploring the heterogeneity of English reading comprehension difficulties of Spanish-speaking middle school students*. Paper presented at Society for Scientific Studies of Reading, Vancouver, BC, Canada. [International]
6. Biancarosa, G. (2005, August). *Reading minds: Sentence-reading speed as an index of comprehension processing*. Paper presented at Fourth European Graduate School on Reading Research, Egmond aan Zee, Netherlands. [International]
5. Juel, C., Biancarosa, G., Coker, D., & Deffes, R. (2003, April). *Decoding instruction: How much and for whom?* Paper presented at American Educational Research Association, Chicago, IL. [National]
4. Juel, C., Biancarosa, G., Coker, D., & Deffes, R. (2002, April). *The importance of preschool and kindergarten language development in reading acquisition*. Paper presented at International Reading Association, San Francisco, CA. [International]
3. Biancarosa, G., Coker, D., & Deffes, R. (2002, February). *Take out your pencils: Effects of first grade instruction on reading comprehension*. Paper presented at Student Research Conference and International Forum, Harvard Graduate School of Education, Cambridge, MA. [National]
2. Biancarosa, G. (2001, February). *Phonological Contributions to Early Literacy: A Proposal for Research in Mumbai*. Paper presented at Student Research Conference and International Forum, Harvard Graduate School of Education, Cambridge, MA. [National]
1. Juel, C., Konold, T., Kovack, J., Morris, B., McKinnon, M., Minden-Cupp, C., & Biancarosa, G. (2000, November). *Preschool: How haunting the impact by the end of first grade?* Paper presented at National Reading Conference, Scottsdale, AZ. [National]

Invited International and National Presentations

5. Biancarosa, G., Bryk, A. S., Greenberg, S., Cor, K., Haertel, E., Fountas, I., Pinnell, G. S., Scharer, P., & Dexter, E. (2010, October). *Piloting a performance-based assessment of literacy coaching*. Paper presented at Instructional Coaching Conference, University of Kansas, Lawrence, KS. [National]
4. Biancarosa, G., Bryk, A. S., Atteberry, A., & Hough, H. J. (2010, October). *The impact of coaching on teacher and student learning in Literacy Collaborative*. Paper presented at Instructional Coaching Conference, University of Kansas, Lawrence, KS. [National]
3. Biancarosa, G., Bryk, A. S., Atteberry, A., & Hough, H. J. (2010, June). *The impact of literacy coaching on teachers' value-added to student literacy learning in Literacy Collaborative*. Paper presented at Unpacking Coaching for Teachers Symposium, Institute of Education Sciences Research Conference, Washington, DC. [National]
2. Bryk, A. S., & Biancarosa, G. (2008, March). *Evaluating program impact: A time to cast away stones, a time to gather stones together*. Paper presented at HLM Special Interest Group Business Meeting, American Educational Research Association, New York, NY. [National]
1. Biancarosa, G. (2007, February). *Advancing adolescent reading and writing*. Paper presented at Consortium on Reading Excellence, Leadership Summit, Burlingame, CA. [National]

Invited Regional Presentations

4. Biancarosa, G. (2010, July). *Moving beyond Reading Next: The role of content in reading instruction and reading coaching*. Paper presented at Oregon K-12 Literacy Framework Reading Coach Training, Lake Oswego, OR.

3. Biancarosa, G. (2009, October). *Making intensive and individualized interventions for struggling adolescent readers*. Paper presented at Moving Research into Classrooms: Adolescent Literacy Strand, Center for Teaching and Learning, Portland, OR.
2. Biancarosa, G. (2008, March). *Deconstructing fluency: What more can we learn from fluency data?* Paper presented at Wireless Generation, Brooklyn, NY.
1. Biancarosa, G. (2004, July). *Improving our bridges*. Paper presented at PlusTimeNH, Statewide After School Training Workshop, Portsmouth, NH.

Peer-Reviewed International and National Posters

9. Vagh, S. B., & Biancarosa, G. (2011, July). *Early literacy in Hindi: The role of oral reading fluency*. Poster presented at the 12th International Congress for the Study of Child Language, Montreal, Canada. [International]
8. Harn, B., Biancarosa, G., Chard, D., & Kame`enui, E. (2011, February). *Coordinating Instructional Supports to Accelerate At-Risk First Grade Readers Performance: An Essential Mechanism for Effective RTI*. Poster presented at Pacific Coast Research Conference, Coronado, CA. [National]
7. Biancarosa, G., Bryk, A. S., Atteberry, A., & Hough, H. (2010, June). *The impact of literacy coaching on teachers' value-added to student literacy learning in Literacy Collaborative*. Poster presented at Institute of Education Sciences Research Conference, Washington, DC. [National]
6. Biancarosa, G., Bryk, A. S., Atteberry, A., & Hough, H. (2009, June). *Literacy Collaborative effects on coaching and change in teacher practice and student literacy learning*. Poster presented at Institute of Education Sciences Research Conference, Washington, DC. [National]
5. Biancarosa, G. (2008, June). *A descriptive analysis of DIBELS oral reading fluency passages using vertical Rasch scaling*. Poster presented at Institute of Education Sciences Research Conference, Washington, DC. [National]
4. Kerbow, D., Biancarosa, G., Bryk, A. S., & Luppescu, S. (2007, June). *Creating a longitudinal metric for early literacy development: An IRT analysis of DIBELS in Grades K-3*. Poster presented at Institute of Education Sciences Research Conference, Washington, DC. [National]
3. Biancarosa, G. (2007, March). *Mind reading during reading*. Poster presented at Society for Research on Child Development, Boston, MA. [International]
2. Biancarosa, G. (2005, June). *Revisiting reading speed: How sentence reading speed might reveal more about students' comprehension processes*. Poster presented at Society for Scientific Studies of Reading, Toronto, ON, Canada. [International]
1. Biancarosa, G. (2004, February). *Theory of mind and the early reader*. Poster presented at Student Research Conference and International Forum, Harvard Graduate School of Education, Cambridge, MA. [National]

Invited International and National Posters

2. Nese, J. F., Biancarosa, G., & Tindal, G. (2010, May). *Modeling within-year reading growth using curriculum-based measurement: Which model fits best?* Poster presented at American Educational Research Association, New York, NY. [National]
1. Biancarosa, G., Kerbow, D., Bryk, A. S., & Luppescu, S. (2007, April). *Creating a metric for measuring early student literacy development: A Rasch analysis of DIBELS assessment data*. Poster presented at American Educational Research Association, Chicago, CA. [National]

UNIVERSITY TEACHING EXPERIENCE

University of Oregon, School of Education, Eugene, OR, Assistant Professor, Fall 2009 – present

Hierarchical Linear Models I. Taught first class in two-class sequence on multilevel modeling (MLM) in winter 2010, covering statistical foundations and rationale for MLM, and two- and three-level organizational and growth models, with brief introduction of cross-classified MLM. Students learned to formulate MLM research problems, pose and test hypotheses about MLM parameters, provide meaningful substantive interpretations of results, analyze data, and examine critically the application of MLM in light of MLM assumptions and data properties.

Statistics in Education I. Co-taught masters level class in introductory statistics in winter 2010 and 2011, covering descriptive statistics, logic of hypothesis testing, elementary inferential statistics, confidence intervals, and an introduction to one-way analysis of variance.

Statistics in Education II. Co-taught doctoral level class in introductory statistics in spring 2010 and 2011, covering one-way analysis of variance, post hoc comparisons, a priori contrasts, within-subjects and between subjects effects, 2-way and higher order designs, and interactions.

Theories and Assessment of Reading Comprehension. Taught doctoral level seminar on major theories of reading comprehension and critical approaches to its assessment in spring 2011.

Stanford University School of Education, Stanford, CA, Lecturer, Spring 2009

Application of Hierarchical Linear Models in Behavior and Social Research. Taught class on multilevel modeling (MLM) in spring 2009, covering statistical foundations and rationale for MLM, and two- and three-level organizational and growth models, and cross-classified models.

Boston College Lynch School of Education, Chestnut Hill, MA, Adjunct Professor, 2003–2004

Teaching Reading and the Language Arts. Taught required class on reading and language arts instruction for all undergraduate education majors in fall 2003 and spring 2004, covering reading and writing instruction and assessment from Kindergarten through eighth grade.

Harvard Graduate School of Education, Cambridge, MA, Teaching Fellow 2000–2005

Reading Comprehension. Assisted two different professors in spring 2005 and fall 2005 in teaching class on reading comprehension instruction and assessment that was required of all literacy specialist licensure students and was elective for other masters and doctoral students.

The Afterschool Child. Assisted professor in fall 2001 in teaching class on after-school programs as a context for positive youth development and academic intervention. Included supervision of students serving in local after-school programs.

Theory and Practice of Literacy Problems, Practicum I. Assisted professor in spring 2001 in teaching introductory class on literacy assessment and intervention that was required of all literacy specialist licensure students and was elective for other masters and doctoral students. Included supervision of students conducting one-on-one tutoring in local public schools.

Theory and Practice of Literacy Problems, Practicum II. Assisted professor in spring 2001 in teaching advanced class on literacy assessment and intervention that was required of all literacy specialist licensure students and was elective for other masters and doctoral students. Included supervision of students conducting one-on-one tutoring in local public schools.

ADDITIONAL EXPERIENCE***Research Assistantships*****Middle School Intervention Project, 2010 – 2015**

Methodologist and Content Specialist (.2 FTE, 12 months, 5 years); Principal Investigator: Scott Baker, University of Oregon, Eugene, OR

Delivery of Personalized Reading Strategies for People with Cognitive Impairments in Post-Secondary Settings, 2010 – 2015

Investigator (.15 FTE, 9 months, 2 years); Principal Investigator: Stephen F. Fickas, University of Oregon, Eugene, OR

Can Literacy Professional Development Be Improved with Web-based Collaborative Learning Tools?: A Randomized Field Trial, 2006 –2009

Research Assistant and Project Coordinator; Principal Investigator: Anthony S. Bryk, Stanford University School of Education, Palo Alto, CA

Improving Literacy Outcomes in Urban Middle Schools, 2004 –2006

Research Assistant; Principal Investigator: Catherine Snow, Harvard Graduate School of Education, Cambridge, MA

Program in Afterschool Education and Research, 2001 –2002

Research Assistant; Principal Investigator: Gil Noam, Harvard Graduate School of Education, Cambridge, MA

Longitudinal Study of Cognitive, Linguistic, and Instructional Contributions to Literacy Achievement, October 2000 – July 2003

Research Assistant; Principal Investigator: Connie Juel, Harvard Graduate School of Education, Cambridge, MA

Evaluating the Effectiveness of Model Literacy Programs, 2000-2001

Research Assistant; Principal Investigator: Lowry Hemphill, Harvard Graduate School of Education, Cambridge, MA

Transfer of Reading Skills from Spanish to English: A Study of Young Learners, 1999-2000

Research Assistant; Principal Investigator: Maria Carlo, Harvard Graduate School of Education, Cambridge, MA

Teaching: Elementary and Middle School**Fletcher Elementary School, Cambridge, MA**

Fifth/Sixth Grade Summer Program Designer and Teacher, Summer 2000

Fifth Grade After-School Teacher, October 1999 – June 2000

Mitchell Elementary School, Needham, MA

Part-time Substitute Literacy Specialist, January 2000 – June 2000

Dorchester House Charter School Summer Literacy Institute, Dorchester, MA

Literacy Tutor, Summer 1999

Harvard Literacy Lab, Harvard University Graduate School of Education, Cambridge, MA

Literacy Tutor, October 1998 – May 1999

Teaching: Miscellaneous**Phillips Brooks House, Harvard University, Cambridge, MA***Literacy Trainer, December 1999, March 2000***Harvard Adult Literacy Lab, Harvard University Graduate School of Education, Cambridge, MA***Adult Literacy Tutor, February 1999 – May 1999***Even Start Family Literacy Program, Cambridge, MA***Intern, October 1998 – January 1999***Literacy Volunteers of Massachusetts, Boston MA***Volunteer Adult Literacy Tutor, January 1998 – February 1999***The Princeton Review, Boston, MA***Test Preparation Teacher and Tutor, September 1991 – 1998***SERVICE*****National*****Reading Research Quarterly***Editorial Review Board Member, March 2010 – present***American Education Research Association***Division C, Section 1, 2008 Conference, “Reading Comprehension: Instructional Methods and Perspectives” Session, Discussant, 2008***American Education Research Association***Division C, Section 1, 2008-2009 Conferences, Executive Review Board, Member, 2007–2008***Ad Hoc Peer Reviewer for Scholarly Journals***Discourse Processes, 2007, 2008 (1 each)**Educational Evaluation and Policy Analysis, 2009, 2010 (1 each)**Journal of Educational Psychology, 2011 (1)**Language, Speech, and Hearing Services in Schools, 2009 (2)**Reading Research Quarterly, 2009 (1)**Scientific Studies of Reading, 2009 (1)***Ad Hoc Peer Reviewer for Conferences***American Education Research Association, Rasch Special Interest Group (SIG), 2007**American Education Research Association, Research in Reading and Literacy SIG, 2008, 2010, 2011**National Reading Conference, 2007**Society for Text and Discourse, 2006****Regional*****Oregon Department of Education***Literacy Leadership State Team, Member, November 2010 – present*

University

University of Oregon

University, Distinguished Service Award and Honorary Degree Committee, Member, September 2011 – present

University, Summer Research Awards Review Committee, Member, September 2010 – present

College of Education, Faculty and Staff Awards Committee, Member, January 2011 – present

College of Education, Measurement and Assessment Sub-Committee, Member, January 2011 – present

College of Education, Special Education Doctoral Program Committee, Member, October 2009 – June 2009

College of Education, Quantitative Curriculum Committee, Member, October 2009 – present

Department of Educational Methodology, Policy, and Leadership, Reading Endorsement Leadership Emphasis Coordinator, May 2011 – present

Center for Teaching and Learning, Leadership Team, Member, January 2011 – present

Center for Teaching and Learning, Adolescent Literacy Research Strand Leader, November 2010 – present

Center for Teaching and Learning, Annual Research into Practice Conference, Organizer for Adolescent Literacy Strand, April 2010 – present

Harvard Graduate School of Education

Student Research Conference and International Forum, Training Committee Co-chair, October 2002 – March 2003

Institute for Statewide Literacy Initiatives, Curriculum Consultant, March 2002 – November 2002

Colloquium Committee, Member, March 2001 – May 2002

Harvard Literacy Institute, Curriculum Consultant, October 2000 – February 2002

Consulting

National Center for Education Statistics

2012 PISA Steering Committee, Member, 2011 – 2012

Expert Panel on Eighth Grade and High School Reading Assessments, Member, May 2010

2009 PISA Steering Committee, Member, 2008 – 2009

2009 NAEP Reading Framework Alignment Expert Panel, Member, December 2007

National Center for the Study of Electronic Text, Vocabulary Online Embedded Supports Study Group

Member, November 2010 – present

Educational Policy Improvement Center, College-Readiness Performance Assessment System

Consultant on Literacy Demands of and Supports for Performance Tasks, July 2010 – February 2011

Council of Chief State School Officers, Common Core State Standards Initiative, English Language Arts Development Team, Feedback Group

Member, September 2009 – January 2010

e-Read Ohio, University of Akron

Curriculum Consultant, January 2009

SAGE Publications

Book Proposal Reviewer, November 2008

Center on Instruction, Reading Strand

Manuscript Peer Reviewer, Assessments to Guide Adolescent Literacy Instruction, March 2008

Manuscript Peer Reviewer, Improving Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction, October 2006

Renaissance Learning

Reading Roundtable Participant, May 2007

Boys and Girls Club of America

Curriculum Consultant, February 2007

Louisiana Board of Regents, Louisiana Systemic Initiatives Program: Professional Development for K-12 Teachers

Proposal Reviewer, January 2007

New York City Department of Youth and Community Development, Adolescent Literacy After-School Initiative

Professional Development Provider and Assessment Consultant, Spring 2006 – Spring 2009

Corwin Press

Ad Hoc Book Manuscript Reviewer, August 2005

Carnegie Corporation of New York, New York, NY

Advisory Council for Advancing Adolescent Literacy, Council Coordinator, 2004 – 2007

Adolescent Literacy Funders Forum, Meeting Planner and Note-taker, 2003 – 2005

Adolescent and Pre-adolescent Literacy Meeting, Note-taker and Report Writer, 2002

American Institutes for Research

Expert Research Proposal Review Panel Member, December 2004 – January 2005

RAND Corporation, Arlington, VA

Report on Adolescent Literacy Programs, Writer, 2004

Tom Snyder Productions, Watertown, MA

Research Guide Writer, 2004

Cambridge Public School, 21st Century Community Learning Center Office

School-Community Collaboration Consultant, 2004

Center for Applied Linguistics

Assisted Catherine Snow, Lily Wong-Fillmore, and Carolyn Adger in Preparation, Presentation, and Compilation of Improving America's Schools Materials, 1999 – 2001

HONORS & AWARDS

Participant Selected through Competitive Peer-review Process, Fourth European Graduate School on Reading Research, 2005

Spencer Research Training Grantee, Harvard Graduate School of Education, 2002-2005

Roy E. Larsen Award, Harvard Graduate School of Education, 2000-2001

Golden Key National Honor Society, 1989

Phi Beta Kappa, 1989

Gasson Scholar, Boston College, 1987

PROFESSIONAL MEMBERSHIPS

Society for Research on Educational Effectiveness, 2010 – present

Society for Research in Child Development, 2006 – present

Society for Text and Discourse, 2006 – present

Society for the Scientific Study of Reading, 2005 – present

American Educational Research Association, 2003 – present

International Reading Association, 2003 – present