



Thesis and Dissertation (Title, School, Year Completed and Advisor):

Instructional Procedures for Teaching Reversible Passive-Voice and Clause Constructions to Three Mildly Handicapped Children. Master's Thesis, University of Oregon, 1977, Dr. Douglas W. Carnine. Published in The Exceptional Child, 1980, 27(1), 27-40.

Investigating the Comprehension of Intersentence and Intrasentence Syntactic Pronoun Constructions by Fourth Grade Students in Expository and Narrative Passages with Variation in the Presence or Absence of Pronoun Constructions and Placement of Comprehension Questions. Doctoral Dissertation, University of Oregon, 1980, Dr. Douglas W. Carnine. Published in Reading Research Quarterly, 1982, 17(4), 556-580.

#### NOTABLE INVITATIONS

- Invited by White House to host and facilitate a round-table discussion with Mrs. Laura Bush at William Walker Elementary School, Beaverton, OR, May 19, 2004.
- Invited speaker, The White House, Conference on Preparing Tomorrow's Teachers, March 5, 2002, Spotlight on Teaching Reading. "The Teaching of Reading: Beyond Vulgar Dichotomies to the Science of Causality."
- Invited keynote, *Los Angeles Times* Reading By 9 Conference, Reading Takes You Beyond, April 6, 2002. "Reading and the Smell of Mortality: How We Read and Why." (Keynote with California Governor Gray Davis; 5,000+ in attendance)
- Invited presenter and panel member at Mayor Daley's Reading Round Table, Chicago, IL, April 5, 2001.
- Mary Ann Alia Distinguished Lecture, California State University, Los Angeles, Charter College of Education, Los Angeles, September 20, 2000. "Educational Research as Impermissible Aberration: What Standards of Evidence, Joe?"
- Invited paper presented at The National Dyslexia Research Foundation: The Extraordinary Brain Series, Crete, June 25, 2000. "The Use of Fluency-Based Measures in Early Identification and Evaluation of Intervention Efficacy in Schools."
- Committee Member, National Academy of Sciences, National Research Council, Committee on the Prevention of Reading Difficulties In Young Children, Division on Education, Labor, and Human Performance, Commission on Behavioral and Social Sciences and Education, February 1996-March 1998.

PROFESSIONAL EXPERIENCE

Time Span, Position, Setting, and Supervisor

September 15, 2007-present	<b>Dean-Knight Professor of Education</b> Department of Educational Leadership College of Education University of Oregon Eugene, Oregon (Dr. Michael Bullis, Dean)
September 1, 2008-present	<b>Associate Dean, Research &amp; Outreach</b> College of Education University of Oregon Eugene, Oregon
September 15, 1995-present	<b>Director</b> Institute for the Development of Educational Achievement (IDEA) & Center on Teaching & Learning (CTL) College of Education University of Oregon Eugene, Oregon
September 1, 2007-August 31, 2008	<b>Associate Dean, Curriculum &amp; Academic Programs</b> College of Education University of Oregon Eugene, Oregon
July 1, 2005-July 1, 2007	(Founding) <b>Commissioner</b> National Center for Special Education Research (NCSEER) Institute of Education Sciences (IES) Washington, DC (Grover R. Whitehurst, Director)
September 15, 1995-July 1, 2007	<b>Professor of Education</b> Special Education Area College of Education University of Oregon Eugene, Oregon
August 10, 1992 - August 13, 1995	<b>Associate Dean</b> Division of Learning and Instructional Leadership College of Education University of Oregon Eugene, Oregon (Dr. Martin J. Kaufman, Dean)
September 16, 1990-September 14, 1995	<b>Associate Professor of Special Education</b> Division of Learning and Instructional Leadership Special Education Area, College of Education University of Oregon, Eugene, Oregon
August 22, 1989-August 1, 1991	<b>Area Coordinator, Special Education</b> Mildly Handicapped Area College of Education, Teacher Education Division, University of Oregon
September 1, 1988-	<b>Assistant Professor of Special Education</b>

September 15, 1990	College of Education Teacher Education Division Mildly Handicapped Area University of Oregon, Eugene, Oregon (Dr. Judith Grosenick, Associate Dean)
March 3, 1989- March, 1990	<b>Expert Consultant</b> Office of Special Education Programs. Office of Special Education & Rehabilitative Services, U. S. Department of Education, Washington, D.C. (Dr. Martin J. Kaufman, Director, Division of Innovation and Development, OSERS)
September 1, 1987- July 31, 1988	<b>Education Research Specialist and Research Project Officer</b> Division of Innovation and Development, Office of Special Education Programs, Office of Special Education & Rehabilitative Services, U. S. Department of Education, Washington, D.C. (Dr. Martin Kaufman, Director, DID).
June 1, 1987- August 24, 1987	<b>Acting Chair</b> Special Education Section Department of Education Purdue University, West Lafayette, Indiana (Dr. Robert Kane, Head).
August, 1986- August 24, 1987	<b>Associate Professor of Education</b> Department of Education, Special Education Section Purdue University, West Lafayette, IN
August, 1983- August, 1986	<b>Assistant Professor of Education</b> Department of Education Special Education Section Purdue University, West Lafayette Indiana (Dr. Lyle L. Lloyd, Chair).
June, 1984- August, 1984	<b>Visiting Teacher and Research Consultant</b> Kamehameha Educational Research Institute, Center for Development of Early Education, Honolulu, Hawaii (Dr. Kathryn Hu-Pei Au, Director)
August, 1983- August, 1986	<b>Director</b> Purdue Achievement Center Department of Education, Purdue University, West Lafayette, Indiana.
November, 1981- May, 1983	<b>Educational Consultant</b> Independent Contractor, Comprehensive Developmental Center (CDC), Missoula Office, T-214 Fort Missoula, MT. (Mr. Mike Morris, Director).
September, 1980- August, 1983	<b>Assistant Professor of Special Education</b> Department of Administration, Supervision, Curriculum, Psychological

Services and Foundations, School of Education,  
University of Montana, Missoula,  
Montana (Dr. John Pulliam, Dean).

June, 1980-  
August, 1980

**Research Associate**  
Direct Instruction Model, Follow Through  
Project, University of Oregon, Eugene,  
Oregon (Dr. Douglas W. Carnine, Director)

June, 1980-  
August, 1980

**Visiting Instructor**  
Division of Special Education and  
Vocational Rehabilitation, College of  
Education, University of Oregon, Eugene,  
Oregon (Dr. Robert Schwarz, Assoc. Dean).

August, 1977-  
August, 1980

**Coordinator of Applied Research**  
Direct Instruction Model, Follow Through  
Project, University of Oregon, Eugene,  
Oregon (Dr. Douglas W. Carnine, Director).

June, 1977-  
August, 1977

**Teacher & Consultant**  
Sunburst Youth Homes, Neillsville,  
Wisconsin, (Mr. Gale Wolf, Director).

March, 1976-  
June, 1977

**Education Project Aide II & Data Analyst**  
Social Withdrawal Program, Center at  
Oregon for Research in the Behavioral  
Education of the Handicapped (CORBEH)  
University of Oregon, Eugene, Oregon  
(Dr. Hill Walker, Director; Dr. Charles  
Greenwood, Project Director).

August, 1971-  
June, 1975

**Special Education Teacher**  
Sunburst Youth Homes, Neillsville, Wisconsin  
(Mrs. Kathy Howe, Director).

August, 1970-  
June, 1971

**Houseparent**  
Sunburst Youth Homes: A Residential  
Treatment Center for Emotionally  
Disturbed Children, Neillsville, Wisconsin  
(Mr. Donald Clemens, Director).

## AWARDS & HONORARY POSITIONS

April, 2006

**Distinguished Special Education Researcher Award**  
**Special Education Research Group**  
**American Educational Research Association**  
San Francisco, California

May, 2001-May, 2005

**Founding Member, Scientific Advisory Board of Directors**  
**The Haan Foundation for Children**  
San Francisco, California

October, 1999- May, 2005

**Advisory Board Member**  
**Between the Lions**  
WGBH Public Television  
Boston, Massachusetts

September, 1999- May, 2005	<b>National Advisory Board Consortium on Reading Excellence, Inc. (CORE)</b> Emeryville, California
October, 1998- May, 2005	<b>Advisory Panel The Reading Project</b> WETA Learning Project Arlington, Virginia
May, 1997- May, 2005	<b>Consultant and Member, Reading Design Team Voyager Expanded Learning</b> Dallas, Texas
August 2001- May, 2005	<b>Member, Technical Assistance Network on Secondary Curriculum, Instruction, and Assessment</b> National Center on Secondary Education and Transition University of Minnesota
August, 2001-January, 2003	<b>Chair, Assessment Group Reading First Initiative</b> U. S. Department of Education Office of Elementary and Secondary Education
January, 2000-2002	<b>Advisory Board International Dyslexia Association</b> Baltimore, Maryland
November, 1995-2000	<b>Research Advisory Team American Initiative on Reading and Writing, Read*Write*Now &amp; America Read Challenge</b> U.S. Department of Education
July 28, 1999-June, 2000	<b>Instructional Policy Development Advisory Committee Los Angeles Unified School District (LAUSD)</b> Dr. Liliam Castilio, Deputy Superintendent
October, 1998-December, 1999	<b>Senior Policy Analyst Packard Humanities Institute</b> Los Altos, California
July 12-26, 1997	<b>Invited Visiting Research Fellow Faculty of Education, University of Western Sydney - Macarthur,</b> Campbelltown, New South Wales, Australia
February 7, 1996-March, 1998	<b>Committee Member National Academy of Sciences, National Research Council, Committee on the Prevention of Reading Difficulties In Young Children, Division on Education, Labor, and Human Performance, Commission on Behavioral and Social Sciences and Education</b>
December 9, 1993	<b>Distinguished Guest Faculty</b> Applied Behavior Analysis Program Ohio State University Columbus, Ohio

March 19-20, 1992

**Invited Minority Scholar**  
**College of Education**  
University of Wisconsin-Madison

LICENSING/CERTIFICATION

State of Montana, Secondary Education, English Literature

State of Oregon, Mildly Handicapped

MEMBERSHIP IN ACADEMIC, PROFESSIONAL, SCHOLARLY SOCIETIES

American Educational Research Association, Division of Learning and Instruction

American Psychological Association, Associate Member, Division of Educational Psychology

Association for Children and Adults with Learning Disabilities

Council for Exceptional Children

International Dyslexia Association

International Reading Association

National Reading Conference

Society for the Scientific Study of Reading

EDITORIAL APPOINTMENTS

Editorial Board, *Journal of Learning Disabilities*, 1991-1995; 2003-2005

Editorial Advisory Board, *The California Reader*, 2000-2005

Editorial Review Board, *Learning Disabilities Research and Practice*, 1998-2005

Editorial Review Board, *Reading Research Quarterly*, 1991-2005

Editorial Board, *Journal of Special Education*, 1996-2005

Editorial Board, *Education and Treatment of Children*, 1995-2005

Editorial Board, *Journal of Reading and Writing Quarterly*, 1994-2005

Editorial Board, *Journal of Behavioral Education*, 1993-2005

Editorial Board, *Learning Disabilities Forum*, 1991-2005

Editorial Advisory Board, *Research in Rural Education*, 1990-2005

Editorial Advisory Board, *The Reading Teacher*, 1988-1992; 1995-1999

Editorial Board, *Scientific Study of Reading*, 1995-2002

Editorial Advisory Board, *Yearbook of the National Reading Conference*, 1990-1991; 1993-94; 1994-95; 1995-2005

Editorial Advisory Board, *Journal of Reading Behavior*, 1986-1991

Guest Reviewer, *Journal of Educational Psychology*, 1999-2005

Guest Reviewer, *Exceptional Children*, 1985-2005

Reviewer, *The Reading Teacher*, 1988-1992, 1995-1999

Reviewer, *Journal of Reading Behavior*, 1985-1991

Guest Reviewer, *Education and Treatment of Children*, 1981-84

Associate Editor for Research, Association for Direct Instruction, 1982-1992

Publications Committee Member, International Reading Association, 1989-1992

Reviewer, Merrill Publishing Company, Columbus, Ohio, 1984-1994

Program Reviewer, National Reading Conference, 1986-1994

Program Reviewer, American Educational Research Association, Vocabulary Special Interest Group, 1987- 1992

Guest Reviewer, Methuen & Co. Ltd., Associated Book Publishers, London, England, 1985-1988

International Board of Advisors, C.C. Publications, Inc. 1984-1987

GRANTS AWARDED

● FEDERAL GRANT AWARDS (1984 TO 2008)

<u>Title/Principal Investigators</u>	<u>Funding Period</u>	<u>Agency</u>	<u>Amount/Grant Number</u>
Western Region Reading First Technical Assistance Center Principal Investigator & Director (2003-2005)	10/01/03-9/30/08	U.S. Department of Education/RMC Corporation	\$8,436,102
Project Vanguard: Leadership Preparation in Literacy and Positive Behavior Support Co-Principal Investigator (2003-2005): Robert Horner	10/01/03-9/30/07	U. S. Department of Education	\$400,000 H325D030039
Project READ: An experimental analysis of the effect of isolated word recognition practice and repeated reading on the oral reading fluency rate of children identified as at risk for reading difficulties Student Investigator: Sarah Mc Donagh	09/01/02-08/32/03	U.S. Department of Education	\$18,559 H324B020090
Project CIRCUITS: Center for Improving Reading Competence Using Intensive Treatments Schoolwide Co-Principal Investigator (2002-2005): Deborah C. Simmons	01/01/02-12/31/07	U.S. Department of Education	\$4,999,995 H324X010014
Project Stepping Stone: Developing Critical Reading Skills for Children at Risk of Reading Disability During the Summer Between Kindergarten and First Grade Student Investigator: Michael Coyne	5/01/01-4/30/02	U.S. Department of Education	\$19,984 H324B000064
Project ALTER: Accelerating Literacy Trajectory in Early Readers. Co-PI: Deborah C. Simmons	1/1/01-9/30/03	U.S. Department of Education	\$539,997 H324D000049
Accelerating Children's Competence in Early Reading and Literacy-Schoolwide: Project ACCEL-S Co-PI: Deborah C. Simmons	10/01/98-9/30/02	U.S. Department of Education	\$598,897 H324M980127
Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability Co-PI: Deborah C. Simmons	10/01/98-9/30/03	U.S. Department of Education	\$899,970 H023C980156
The Effect of Three Levels of Curricular Modifications on the Vocabulary Knowledge and Comprehension of Students with Learning Disabilities in Content-Area Classrooms	10/01/96-09/30/98	U.S. Department of Education	\$16,944 H023B60043



Student Investigator: Carrie Thomas

Project BRIDGE: Bridging Research and Instruction Through Dynamic and Grounded Exchange Co-PI: Sue McNair Gallup and Scott Baker	09/1/95- 06/15/00	SSD/U.S. Department of Education	\$302,200 H023G50021
National Center To Improve the Tools of Educators (NCITE) Co-PI: Douglas W. Carnine	09/29/96- 05/31/02	U. S. Department of Education (OSERS)	\$2,548,218 HS96013001
Project Vocabulary: Understanding Early Growth and Remediation Effects for Students with Disabilities or At-Risk of Reading Failure Co-PI: Deborah C. Simmons	10/01/95- 9/30/98	U. S. Department of Education, Field- Initiated Research (Pt. C, OSERS)	\$526,623 H023C50121
Project BRIDGES: Preparation of Leadership Personnel: Bridging Learning and Leadership through Anchored Apprenticeships Co-PI: Deborah C. Simmons	9/01/97- 6/15/02	U. S. Department of Education (Pt. G, OSERS)	\$524,376 H023G50021
An Examination of the Effect of Three Spanish Reading Approaches on the Reading Achievement of Limited English Proficient (LEP) Students With Learning Disabilities and LEP Students At Risk of Learning Disabilities Student Investigator: Judith Plasencia-Peinado Co-PI: Mark Shinn	9/15/95- 9/14/96	U. S. Department of Education, Student- Initiated Research (Pt. B, OSERS)	\$14,930 H023B50036
Preceptor Project Leadership Program in Special Education Co-PI: George Sugai and Jerry Tindal	9/1/95- 8/31/00	U.S. Department of Education, Preparation of Leadership Personnel (Pt. D, OSERS)	\$610,720 H029D40054
Effects of an Instructional Efficacy Intervention on the Perceived and Actual Instructional Efficacy of Teachers and Reading Achievement of Students with Learning Disabilities and At-Risk for Reading Failure Student Investigator: David Chard	9/01/93- 2/28/95	U. S. Department of Education, Student- Initiated Research (Pt. B, OSERS)	\$14,723 H023B30035
An Investigation of the Effectiveness of an Integrated Reading and Writing Instructional Approach on the Ability of Students with Learning Disabilities to Comprehend and Produce Compare/Contrast Text Structures Student Investigator: Shirley Dickson	9/01/93- 2/28/95	U. S. Department of Education, Student- Initiated Research (Pt. B, OSERS)	\$10,524 H023B30036
Project PRIME: Promoting Responsible Integration of Mathematics Education for Students with Disabilities Principal Investigator & Director	10/1/92- 9/30/98	U. S. Department of Education, Special Projects (Pt. K, OSERS)	\$475,541 H029K20045
Developing Instructional Leadership Personnel (DILP)	9/1/92- 8/31/95	U. S. Department of Education,	\$276,162 H029D20071

Principal Investigator & Director

Principal Investigator & Director		Preparation of Leadership Personnel (Pt. D, OSERS)	
National Center To Improve the Tools of Educators (NCITE) Co-PI: Douglas W. Carnine	10/1/91-9/30/96	U. S. Department of Education (OSERS)	\$2,646,601 H180M10006
Project PREPARE: Promoting Responsible, Empirical, and Proactive Alternatives in Regular Education for Students with Behavior Disorders Co-PI: George Sugai	8/1/91-12/31/96	U. S. Department of Education (OSERS)	\$485,225 H029K10092
A Preceptor Model to Leadership Training in Special Education: Three Program Options Co-PI: Jerry Tindal and George Sugai	8/1/91-7/31/94	U.S. Department of Education, Preparation of Leadership Personnel (Pt. D, OSERS)	\$240,630 H029D10090
Improving the K-8 Mathematics Curriculum to Benefit Handicapped Students Co-PI: Douglas Carnine	10/1/89-9/30/92	U.S. Department of Education, Research (OSERS)	\$840,000 H023D90007
Computer Networking and School-Based Formative Evaluation Co-PI: Douglas Carnine and John Woodward	1/1/88-12/31/90	U.S. Department of Education, Instructional Technology (Pt. B, OSERS)	\$105,267 H180C00009
The Componential Analysis of Analogical Reasoning Processes of Learning Disabled Children: A Comparative and Descriptive Investigation Student Investigator: Deborah Simmons	8/1/85-7/31/86	U.S. Department of Education, Student-Initiated Research (Pt. B, OSERS)	\$7,207 G008530243
Preparation of Special Educators: A Graduate Program to Meet the Needs of Special Students Principal Investigator & Director	8/1/84-7/31/87	U.S. Department of Education, Personnel Preparation (Pt. D, OSERS)	\$195,978 G0080401290

● STATE AND PRIVATE FOUNDATION GRANTS

Coordination, Consultation, and Evaluation Center (CCE)/Oregon Reading First Principal Investigator & Director	1/1/04- 12/31/04	Wisconsin Center for Education Research, University of Wisconsin-Madison	\$28,000
State of Oregon, Reading First Grant Co-Principal Writers: Scott Baker and Deborah C. Simmons	9/01/02- present	Reading First, Title I, Pt. B, U. S. Department of Education	\$5,000,000
The Bethel Project (Project Optimize) Principal Investigator & Director	11/21/01- present	Washington Mutual Foundation	\$50,000
PacificCorps (Project Optimize) Co-PI: Deborah C. Simmons	4/19/02- present	PacificCorps	\$293,163
State of Hawaii "Reading First" Initiative: Building, Implementing, and Sustaining a Statewide Scientifically Based Beginning Reading Model Co-Principal Writer: Deborah C. Simmons	07/01/01- 06/30/04	Reading Excellence Program U. S. Department of Education	\$17,196,564
Technical Assistance to Goals 2000 and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Co-PI: Deborah C. Simmons	01/01/01- 06/30/01	Oregon Department of Education	\$139,219
A Schoolwide Beginning Reading Institute Co-PI: Deborah C. Simmons	11/27/00- 8/31/01	Hawaii State Department of Education	\$96,000
Bethel Early Reading and Behavior Support Project Co-PI: Carl Cole, George Sugai	9/01/00- 8/31/03	Bethel School District, Eugene, OR	\$539,964
Project BRIDGE Extension Springfield, OR School District Principal Investigator & Director	2/1/00- 6/01/00	Springfield School District, Springfield OR	\$15,813
Follow-up to Institute on Beginning Reading Co-PI: Deborah C. Simmons	9/21/99- 9/30/00	Oregon Department of Education	\$151,250
Institute on Beginning Reading Co-PI: Deborah C. Simmons	6/14/99- 6/30/99	Oregon Department of Education	\$88,011
Oregon Reading Plan Co-PI: Deborah C. Simmons	02/01/99- 06/30/99	Oregon Department of Education	\$76,234
Open Court Implementation Study Co-PI: Barbara Gunn	11/1/98- 7/31/99	Packard Humanities Institute	\$83,332
Reading/Language Arts and English-as-a-Second Language Curriculum Framework Contract Co-PI: Deborah C. Simmons	03/06/98- 12/31/98	California Department of Education	\$14,266
Synthesis of K-12 Mathematics Research Co-PI: Douglas W. Carnine	07/01/97- 12/31/97	California Department of Education	\$62,026

- ◆ \$44,589,215 total research, training, and professional development grant dollars in collaboration with colleagues (\$2,247,866 in six training grants; \$32,969,104 in twenty-four research grants; \$936,143 in nine professional development grants)

- UNIVERSITY INTERNAL GRANT AWARDS

Undergraduate Research Trainee Grants, Purdue University. Funded for each of the following years: 1983-84; 1984-85; 1985-86; 1986-87.

David Ross Summer Research Grant, Purdue University, 1984. Named as Alternate.

Research Assistant Grant, Department of Education, Purdue University, 1985-1986. Doctoral Student Funded: Deborah C. Simmons. *The Componential Analysis of Analogical Reasoning Processes of Learning Disabled Children: A Comparative and Descriptive Investigation*. Specially Awarded Departmental Grant. \$6600.

David Ross Research Grant, Purdue University, 1986-1987. Doctoral Student Funded: Cynthia Griffin. *An Investigation of the Effectiveness of Spatial Learning Strategies with Learning Disabled Adolescents: An Applied Juxtaposition of Theoretical Models of Text Comprehension and the Design of Instruction*. \$6600.

Faculty Development Grant. June 1, 1981. University of Montana. \$295.

Visiting Scholar Grant. April 14, 1982. University of Montana. \$1000.

#### DOCTORAL STUDENTS AND DISSERTATION TITLES

Simmons, D. C. *The componential analysis of analogical reasoning processes of learning disabled and normal achieving children: A comparative and descriptive investigation*. November 20, 1986, Purdue University. (Currently Professor with tenure, College of Education, Texas A&M University)

Griffin, C. C. *Investigating the comprehension, recall, and transfer of factual information in social studies texts by fifth grade students with variation in the presence or absence of graphic representations and explicitness or implicitness of instruction*. August 5, 1987, Purdue University. (Currently Professor with tenure at University of Florida)

Jitendra, A. *An investigation of third-grade students mathematical word problem solving utilizing dynamic assessment*. July 8, 1991, University of Oregon. (Currently Rodney Wallace Professor for the Advancement of Teaching and Learning, University of Minnesota)

Dickson, S. *An examination of the effects of an integrated reading and writing instructional approach on the ability of middle school students to produce and comprehend compare/contrast prose*. August 8, 1994, University of Oregon. (Currently, Independent Literacy Consultant)

Chard, D. *An observational study of low-performing readers' responses in first-grade reading instruction*. July 21, 1995, University of Oregon. (Currently Leon Simmons Endowed Dean of the Annette Caldwell ... of Teaching and Learning at Southern Methodist University)

Gunn, B. *An investigation of three approaches to teaching phonological awareness to first-grade students and the effects on word recognition*. July 13, 1996, University of Oregon. (Currently Research Scientist at the Oregon Research Institute)

Thomas, C. L. *The effects of three levels of curricular modifications on the vocabulary knowledge and comprehension of regular education students and students with learning disabilities in content-area classrooms*. May 22, 1998, University of Oregon. (Currently Director, Center on Teaching and Learning (CTL) Reading Clinic, University of Oregon)

Lee, D.-S., *A meta-analysis of mathematics interventions reported for 1971-1998 on the mathematics achievement of student identified with learning disabilities and students identified as low achieving*. February 11, 2000,

University of Oregon. (Currently Associate Professor, Inchon National University of Education, Inchon, Republic of Korea)

Oudeans, S. M. K. *Integration of letter-sound correspondences and phonological awareness skills of blending and segmenting: An examination of the effects of instructional sequence on word reading for kindergarten children with low phonological awareness.* July 5, 2000, University of Oregon. (Currently Department Chair, Special Education Department/ Teacher Education Program, Silver Lake College, Manitowoc, Wisconsin)

Coyne, M. D. *Kindergarten intervention in beginning reading: Inoculation or insulin?* September 8, 2001, University of Oregon. (Currently Associate Professor, Department of Educational Psychology, University of Connecticut, Storrs, Connecticut)

Mc Donagh, S. H. *Developing automaticity at the component skill levels of letter-sound correspondence, letter combinations, word reading and connected text: An analysis of outcomes for children at risk for reading difficulties in grades two and three.* November 19, 2003, University of Oregon. (Currently Lecturer in Special Education, School of Teacher Education, Charles Sturt University, Bathurst, Australia)

Mac Connell, K. *The effect of phonic redundancy in text on increasing the reading fluency of second grade children at risk for reading disabilities.* August, 2005, University of Oregon. (Currently Assessment Director, The International School Nido de Aguilas, Santiago, Chile)

Burns, D. *Examining the effect of an overt transition intervention on the reading development of at-risk English-language learners in first grade.* May 6, 2011, University of Oregon. (Currently Director, HILL, Boston, Massachusetts).

#### UNDERGRADUATE RESEARCH

University of Oregon

- 1998-present     **Creator and Director**  
Undergraduate Research Fellowship (URF) Program  
Supports three to four undergraduate student research projects per year providing full paid tuition for three terms to the qualified students.  
Approximately 40 students have been supported thus far.

#### PUBLICATIONS

- STATE CURRICULUM FRAMEWORK  
Simmons, D. C., & Kame'enui, E. J. (1998). *Reading/Language Arts Curriculum Framework K-12.* Sacramento, CA: California Department of Education.
- INVITED GOVERNMENT DOCUMENTS  
Kame'enui, E. J., & Gersten, R. (1997). *The national evaluation of Project Follow Through: A brief description and summary of results.* Paper invited by the Committee on the Prevention of Reading Difficulties, National Research Council, National Academy of Sciences, March 10, 1997.  
Kame'enui, E. J., & Simmons, D. C. (1997). *Activities for reading and writing fun.* Booklet prepared for America Reads Challenge: Read\*Write\*Now!, U. S. Department of Education, Office of the Under Secretary Planning and Evaluation Service.  
Kame'enui, E. J., & Simmons, D. C. (1998). *Compact for literacy: Standards and learning objectives for grades K-3.* Booklet prepared for U. S. Department of Education, Office of Planning and Evaluation Service.

Simmons, D. C., Kame'enui, E. J., Lee, D-S., Wallin, J., & Carnine, D. W. (1998). *Evaluation of research on educational approaches (EREA)*. Eugene, OR: University of Oregon, National Center to Improve the Tools of Educators. Prepared for U. S. Department of Education, Office of Special Education.

Simmons, D. C., Kame'enui, E. J., & Cornachione, C. (2000). *A practical guide to reading assessments*. Washington, DC: U.S. Department of Education.

- COLLEGE TEXTBOOKS

Kame'enui, E. J., & Baumann, J. F. (in press). *Reading vocabulary instruction: Research to practice* (2<sup>nd</sup> ed.). New York: Guilford Press.

Coyne, M. D., Kame'enui, E. J. & Carnine, D. W. (2011). *Effective teaching strategies that accommodate diverse learners* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Coyne, M. D., Kame'enui, E. J. & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Carnine, D. W., Silbert, J., Kame'enui, E. J., Tarver, S. G., & Jungjohann, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Carnine, D., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2004). *Direct instruction reading* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Baumann, J. F., & Kame'enui, E. J. (2004). *Reading vocabulary instruction: Research to practice*. New York: Guilford Press.

Darch, C. B., & Kame'enui, E. J. (2004). *Instructional classroom management: A proactive approach to behavior management* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Kame'enui, E. J., Carnine, D. W., Simmons, D. C., Dixon, R., & Coyne, M. D. (2002). *Effective teaching strategies that accommodate diverse learners* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Kame'enui, E. J., & Simmons, D. C. (1999). *The architecture of instruction: Towards successful inclusion of students with disabilities*. In Mini library on adapting curricular materials for the inclusive classroom: Vol. 1 of 3. Reston, VA: Council for Exceptional Children.

Simmons, D. C., & Kame'enui, E. J. (1998). *What reading research tells us about children with diverse learning needs: Bases and basics*. Mahwah, N. J.: Lawrence Erlbaum.

Kame'enui, E. J., & Carnine, D. W. (1998). *Effective teaching strategies that accommodate diverse learners*. Columbus, OH: Merrill Publishing Company.

Lloyd, W. J., Kame'enui, E. J., & Chard, D. (Eds.) (1997). *Issues in educating students with disabilities*. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading*. (3rd Ed.). Columbus, OH: Merrill/Prentice Hall Publishing Company.

Kameenui, E. J., & Darch, C. (1995). *Instructional classroom management: Proactive approach to behavior management*. White Plains, NY: Longman, Inc.

Carnine, D. W. & Kameenui, E. J. (Eds.). (1992). *Higher order thinking: Designing curriculum for mainstreamed students*. Austin, Texas: Pro-Ed.

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- Simmons, D. C., Kame'enui, E. J., Good III, R. H., Harn, B. A., Cole, C., & Braun, D. (2000). Building, implementing, and sustaining a beginning reading model: School by school and lessons learned. *Oregon School Study Council Bulletin*, 43(3), 3-30.
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- Kame'enui, E. J., & Simmons, D. C. (1998). Beyond effective practice to schools as host environments: Building and sustaining a school-wide intervention model in beginning reading. *Oregon School Study Council Bulletin*, 41(3), 3-24.
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- Kameenui, E. J. (1992). Toward a scientific pedagogy: A sameness in the message. In D. W. Carnine and E. J. Kameenui (Eds.), *Higher order thinking: Designing curriculum for all students*, (pp. 247-267). Austin, TX: PRO-ED.
- Kameenui, E. J. (1991). Publishing in research journals: Guarding against the false and fashionable. In J. F. Baumann and D. D. Johnson (Eds.), *Publishing Professional and Instructional Materials in Reading and Language Arts*, (pp. 17-28). Newark, DE: International Reading Association.
- Kameenui, E. J. & Baumann, J. F. (1991). Issues in vocabulary instruction: What does it mean to know a word? In L. Korinek (Ed.), *Best practices: Challenges for the nineties*, (pp. 8-12). Virginia Council for Learning Disabilities Monograph.
- Kameenui, E. J. & Simmons, D. C. (1991). The GIST of special education: Designing the generic instructional set (GIST). In L. Korinek (Ed.), *Best practices: Challenges for the nineties*, (pp. 40- 44). Virginia Council for Learning Disabilities Monograph.
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- Kameenui, E. J., & Carnine, D. W. (1990). A curriculum model for analyzing mathematics materials and instruction: Overview OF a three-year project. In G. Tindal (Ed.), *The Oregon Conference Monograph*, (pp. 142-145). Eugene, OR: University of Oregon.
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Kameenui, E. J. (1989). The regular education initiative: Realigning policy, pedagogy, and practice inspecial education. In G. Tindal (Ed.), *Oregon Conference Proceedings*, (pp. 10-13). Eugene, OR: University of Oregon.

Kameenui, E. J., Dixon, R., & Carnine, D.W. (1987). Issues in the design of vocabulary instruction. In M.G. McKeown and M.B. Curtis (Eds.), *The nature of vocabulary acquisition*, (pp. 129-145). NJ: Lawrence Erlbaum.

Kameenui, E. J. (1986). Main idea instruction for low performers: A direct instruction analysis. In J. F. Baumann (Ed.), *Teaching main idea comprehension*, (pp. 239-276). Newark, DE: International Reading Association.

- BOOK REVIEWS

Kameenui, E. J. (1984). [Review of *Comprehension instruction: Perspectives and suggestions.*] *Reading Psychology*, 5, 173-176.

Kameenui, E. J. (1994). *World myths: Pele and Hiliaka*. Austin, TX: Steck-Vaughn.

- EDUCATIONAL CURRICULA

Simmons, D. C., & Kame'enui, E. J. (2002). *Early reading intervention*. Glenview, IL: Scott Foresman.

Howe, D., & Kameenui, E. J. (1983). *Action express: Paragraph and story- writers*. Stoelting Company: Chicago, Illinois. Catalog Number: 33620M.

- PUBLICATIONS: TRANSLATING RESEARCH INTO PRACTICE

Kameenui, E. J. & Coladarci, T. (1984). Asking instructionally specific questions in teacher effectiveness research. *Association for Direct Instruction News*, 3, 7-10.

Kameenui, E. J. (1981). Maintaining the scientific spirit in direct instruction: A comment and a case study. *Association for Direct Instruction News*, 1, 15.

- EXPERT WITNESS/LEGISLATIVE TESTIMONY

Expert witness testimony, *State of Oregon vs. Mark Pinnell*, Circuit Court, Washington County, case No. 851106, Criminal Subpoena C88026CR, April 3, 1992.

Invited testimony, Los Angeles Unified School District on research on beginning reading; May 19, 1997.

Invited testimony, National Reading Panel, Portland Oregon, June 5, 1998.

Invited testimony, Senate Education Committee, Oregon State Legislature, April 14, 1999.

Invited testimony, House Interim Committee on Health and Human Services, Oregon State Legislature, November 30, 2000.

#### FEDERAL GOVERNMENT ACTIVITIES (1987-1988)

Gave keynote address for Madeleine Will, Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS). Invited Keynote Address, *The detriangulation of special education*. The



Third Annual New England Special Education Resource Teaching Conference, Lesley College Graduate School, Cambridge, Massachusetts, October 16, 1987.

Gave keynote address with Madeleine Will, Assistant Secretary, OSERS. *The regular education initiative: A shared responsibility*. National Association of School Psychologist (NASP), Chicago, Illinois, April 8, 1988.

Gave presentation with Patricia McGill Smith, Deputy Assistant Secretary, OSERS. *The regular education initiative: Questions and answers*. Council for Exceptional Children (CEC) Conference, Washington, D.C., April 1, 1988.

Gave presentation to the Office of Special Education Programs (OSEP) staff. *The Regular Education Initiative*. April 27, 1988.

Gave keynote address for Madeleine Will, Assistant Secretary, OSERS. *Educating students with learning problems: Affecting every teacher*. Pennsylvania State Education Association, Philadelphia, Pennsylvania, May 6, 1988.

Wrote speech for Madeleine Will, Assistant Secretary, OSERS. Invited keynote address to Council for Great City Schools Conference, October 15, 1987, Seattle, Washington.

Wrote article for Madeleine Will, *Educating students with learning problems and the changing role of the school psychologist*, published in the *School Psychology Review*.

Competition Manager for School Based Models for Educating Children with Handicaps in the General Education Setting Competition (84.023F), April 18-20, 1988. (6 awards, \$900,000/ year for four years).

Wrote Request for Proposal (RFP) for the Center for Educating Students with Handicaps in the Regular Education Setting (CESHIRES). Contract Manager, May 31, 1988. (1 award, \$900,000/ 3 years)

Project Officer for 32 research projects in the Directed Research Branch, Division of Innovation and Development of OSEP. Administered, supervised, and evaluated 23 continuation proposals.

#### SELECTED INVITED KEYNOTE PRESENTATIONS

- *Dyslexia: Why the Words Matter*. Invited keynote speaker, State of our Children and Dyslexia: A Portland Perspective on a National Issue, Boys & Girls Clubs of Portland, OR Metropolitan. October 25, 2007.
- *An Exploded View of Reading First in the Classroom: Capturing the Intricacies of Instruction (or Ode to Miss Piggy)*. Invited keynote speaker, 1st Annual National Reading First Conference, Minneapolis, MN, July 13, 2004.
- *The Administrators' Role in Leading Reading Instruction*. Invited speaker, Los Angeles Unified School District Elementary Principals' Organization Citywide Meeting, June 5, 2003.
- *Spotlight on Teaching Reading*. Invited speaker, The White House Conference on Preparing Tomorrow's Teachers, March 5, 2002.
- *Reading and the Smell of Mortality: How We Read and Why*. Invited keynote, LA Times Reading By 9 Conference, Reading Takes You Beyond, April 6, 2002.
- *A Symposium on the National Reading Panel Report and Teacher Preparation*. Sponsors: University of California, California State University, UCLA Extension, Los Angeles Unified School District, and the California Reading Profession Development Program, October 27, 2001.

- *Reading Success for Each and All: Seven Elements of a Schoolwide Beginning Model*. Invited presentations, United States Department of Education Improving American Schools (IAS) Conference, Mobile, Alabama [10/17/01]; Reno, Nevada [11/13/01]; San Antonio, Texas [12/17/01]. Co-presenters: Deborah Simmons, Roland Good, University of Oregon; Drew Braun, Carl Cole, & Rhonda Wolter, Bethel School District, Eugene, Oregon.
- *Accommodating Diverse Learners: Understanding Two Complex Systems*. Governor's Reading Professional Development Institutes, Los Angeles, CA, April 20-21, 2001.
- *Accommodating Diverse Learners*. Invited presentation, Alliance Principals Meeting, Los Angeles, CA, April 19, 2001.
- Invited presenter and panel member at Mayor Daley's Reading Round Table, Chicago, IL, April 5, 2001.
- *Science, the Alphabetic Writing System, and the Prevention of Reading Failure: Crossing the Pali*. Commissioner's Reading Day, Austin Convention Center, Austin, TX, February 20, 2001.
- *Science, the Alphabetic Writing System, and the Prevention of Reading Failure: Ode to Feynman*. Consortium on Reading Excellence (CORE) Leadership Meeting, Seattle, WA, February 5, 2001.
- *The Science of Reading: Crossing the Pali*. Class-Size Reduction Conference, Honolulu, HI, January 16, 2001.
- *All Reading in 540 Days: The Promises, Premises, and Practices of Complex Systems*. Making Connections, Third Annual Conference, Vancouver, BC, November 2, 2000.
- *Educational Research as Impermissible Aberration: What Standards of Evidence, Joe?* Mary Ann Alia Distinguished Lecture, California State University, Los Angeles, Charter College of Education, Los Angeles, September 20, 2000.
- *The Use of Fluency-Based Measures in Early Identification and Evaluation of Intervention Efficacy in Schools*. Invited paper presented at The National Dyslexia Research Foundation: The Extraordinary Brain Series, Crete, June 25, 2000.
- *School-Wide Models in Beginning Reading: Effective Practice and Research*. Invited presentations, United States Department of Education Improving American Schools (IAS) Conference, Tampa, Florida [10/7/99]; Salt Lake City, Utah [11/9/99]; Chicago, Illinois [12/16/99]. Co-presenters: Deborah Simmons, Roland Good, University of Oregon; Drew Braun, Carl Cole, Cheri Cornachione, & Rhonda Wolter, Bethel School District, Eugene, Oregon.
- *The National Research Council's Report on Preventing Reading Difficulties in Young Children and the Process of Dubitation*. Invited keynote address, Australian Association of Special Education, National Conference, Sydney, Australia, September 28, 1999.
- *California Standards and Language Arts Framework*. Invited keynote presentation, *Los Angeles Times* Reading by 9 Conference, Los Angeles, CA, September 18, 1999.
- *Shakespeare, Keats, and Beginning Reading: The Readiness Is All*. Invited keynote presentation at the Governor's Institute for Educator Partnerships on Reading, Lebanon Valley Colleges, Annville, PA, August 2, 1999.
- *Beginning Reading Success*. Invited keynote address, Oregon Department of Education Reading Summit, Portland, OR, April 7, 1999.
- *Challenges of Education in the 21st Century*. Invited keynote speaker, Pihana Na Mamo: The Native Hawaiian Special Education Project Third Biennial Conference, Hui Na Imi Kukui, Volcano, Hawaii, July 21, 1998.

## CONFERENCE PRESENTATIONS

- INTERNATIONAL (Selected)

Kame'enui, E. J.

---- (1) *Science and the alphabetic writing system: Ten steps to preventing reading failure*; (2) *The nuts and bolts of building and sustaining a schoolwide reading improvement model*; (3) *Schools as complex host environments: All reading in 540 days*. British Columbia International Dyslexia Association, Vancouver, BC, October 19, 2001. Co-presenter: D. Simmons.

---- *Building and sustaining a schoolwide beginning reading model*. Invited presentation at Making Connections, Third Annual Conference, Vancouver, BC, November 3, 2000.

---- *The use of fluency-based measures in early identification and evaluation of intervention efficacy in schools*. Invited paper presented at The National Dyslexia Research Foundation: The Extraordinary Brain Series, Crete, June 25, 2000. Co-Authors: D. Simmons, R. Good, & B. Harn.

---- *What works in special education: Matching academic instruction with state-mandated curricula*. Paper presented at CEC Annual Convention and Expo, Vancouver, B.C. April 8, 2000, Co-presenters J. W. Lloyd, & J. D. Meier.

---- *Improving opportunities in elementary school through reading instruction and positive behavioral supports*. Paper presented at CEC Annual Convention and Expo, Vancouver, B.C., April 7, 2000, Co-presenters G. Sugai & R. Horner.

---- *Overview of a systems approach to instructional and behavioral support*. Paper presented at CEC Annual Convention and Expo, Vancouver, B.C., April 7-8, 2000, Co-presenter G. Sugai.

---- *Effective early reading instruction*. Paper presented at CEC Annual Convention and Expo, Vancouver, B.C., April 7-8, 2000.

---- *Optimizing and sustaining early reading and vocabulary growth for at-risk kindergarten students*. Paper presented at CEC Annual Convention and Expo, Vancouver, B.C., April 8, 2000, Co-presenters Thomas-Beck, C. L., & Simmons, D. C.

---- *The National Research Council's report on Preventing Reading Difficulties in Young Children and the process of dubitation*. Invited keynote address, Australian Association of Special Education, National Conference, Sydney, Australia, September 28, 1999.

---- *Beyond effective practice to schools as host environments: Building and sustaining a school-wide intervention model in reading*. Featured presentations at the Australian Association of Special Education National Conference, Sydney, Australia, September 26 and 27, 1999. Co-Author: D. Simmons.

---- *Overview of research in special education at the federal and state levels*. Invited faculty seminar given at University of Western Australia - Macarthur, Campbelltown, New South Wales, July 25, 1997.

---- *Instructional classroom management*. Invited workshops given to the Student Welfare Directorate of Department of Education of New South Wales, Sydney, New South Wales, July 22-23, 1997.

---- *Literacy instruction and the principles of good practice*. Invited feature presentations at the Successful Learning Conference at University of Western Australia - MacArthur, Campbelltown, New South Wales, July 18, 1997.

---- *Diverse learners and the tyranny of time: How to fix the leaky roof.* Invited keynote address to the Successful Learning Conference at University of Western Australia - MacArthur, Campbelltown, New South Wales, July 18, 1997.

---- *Strategies for supporting diverse learners in the secondary school.* Invited keynote address to the Successful Learning Conference at University of Western Australia - MacArthur, Campbelltown, New South Wales, July 17, 1997.

---- *Instructional design and educational diversity.* Invited presentations given to the Special Education Directorate of Department of School Education of New South Wales, Sydney, New South Wales, July 16-17, 1997.

- NATIONAL (Selected)

Kame'enui, E. J.

----*The Challenges of Teaching All and Each to Read: Ode to Pluto (and other minor stars),* Standing on the Shoulders of Giants - 21st ALTA Annual Conference, Dallas, TX, April 28, 2007.

---- *A Descriptive Analysis of a Three-Tier Prevention Model.* Invited presentation at The International Dyslexia Association 55th Annual Conference, Philadelphia, PA, November 4, 2004.

---- *Building and Implementing a School-wide Reading Model for EACH and ALL in K-3: Ode to Goethe, Feynman, and Miss Piggy.* Invited presentation at Academy School District Twenty Summer Institute, Colorado Springs, CO, August 5, 2004.

---- *System-wide Implementation of Evidence-based Practices: Lessons Learned.* 2004 OSEP Research Project Directors Conference, Washington, D. C., July 16, 2004. Co-presenter: George Sugai.

---- *K-3 Reading and Behavior Interventions Projects.* Group presentation by representatives from the coordination center and the six intervention centers. 2004 OSEP Research Project Directors Conference, Washington, D. C., July 15, 2004.

---- *Building and Implementing a School-wide Reading Model for EACH and ALL in K-3: Ode to Goethe, Feynman, and Miss Piggy.* Invited presentation at 21st Annual Midwest Educational Leadership Conference, Breckenridge, CO, June 21, 2004.

---- *The Science of Beginning Reading.* Invited keynote speech at the 17th Annual Conference of the Illinois Branch of the International Dyslexia Association, Oakbrook Terrace, IL, October 23, 2003.

---- *Sampling, designing, analyzing & interpreting longitudinal research.* Invited presentation at OSEP Research Project Directors Meeting, Washington D. C., July 10, 2003. Co-presenters: Deborah C. Simmons and Mike Stoolmiller.

----*Reading - The foundation for success in school and life (reading overview).* Invited keynote presentation at 2003 Summer Institutes of the Office of Superintendent of Public Instruction, Washington State, Spokane, WA, June 25, 2003.

----*Research on Phonemic Awareness and Fluency.* Invited presentation at 2003 Summer Institutes of the Office of Superintendent of Public Instruction, Washington State, Spokane, WA, June 25, 2003.

----*Principles on the design of instruction: The simple architecture behind the teaching of complex concepts.* Invited presentation at the Behavior Institute 2003, Louisville, KY, June 23, 2003.

----*Early Reading.* Invited presentation at the Behavior Institute 2003, Louisville, KY, June 23, 2003.

----*Developing a framework for Reading First assessments.* Invited presentation to 100+ State Directors of Reading First, Washington, DC, September 23, 2002.

---*Beginning Reading Failure and the Quantification of Risk: Behavior as the Supreme Index.* The Ohio State University, Focus on Behavior Analysis in Education Conference, September 22, 2002.

---*Developing a framework for Reading First assessments.* Invited presentation to 30+ State Directors of Reading First, San Francisco, CA, September 13, 2002.

--- *An "exploded view" of five essential steps to preventing reading difficulties in young children.* Invited presentation at the Lake Tahoe Institute 2002, Stateline, NV, June 19, 2002.

--- *The seven essential elements of intensive reading instructional support.* Invited presentation LA Times Reading By 9 Conference, Reading Takes You Beyond, Los Angeles, CA, April 6, 2002.

--- *Fluency at the intersection of accuracy and speed: Organizing the code.* Invited presentation, 52nd Annual Conference of the International Dyslexia Association, Albuquerque, NM, October 24, 2001, Co-presenter: D. Simmons.

--- Strand Leader and Member of the Program Committee, Council for Learning Disabilities, 23rd International Conference on Learning Disabilities, Charlotte, NC, October 18-20, 2001.

--- *What kind of research should we be doing on universal design?* Invited presentation at OSEP Research Project Directors Meeting, Washington D. C., July 13, 2001.

--- *A research-based program for teaching morphemic and contextual analysis to intermediate students.* Invited presentation at the 46th Annual Convention of the International Reading Association, New Orleans, LA. Co-presenters: J. Baumann, G. Font, S. Olejnik, C. Tereshinski, April 30, 2001.

--- *Project OPTIMIZE: A summary of critical features and effects.* Presentation at The Oregon Conference 2001, Eugene, OR, Co-presenters: D. Simmons, B. Harn, March 1, 2001.

--- *Challenging the tyranny of time: Interventions designed to reduce reading difficulties.* Presentation at the Ninth Annual Pacific Coast Research Conference, La Jolla, CA. Co-presenters: S. Vaughn, R. Good, D. Simmons, February 2, 2001.

--- *The effects of instructional emphasis and specificity on the early reading development of kindergarten children in prevention-based reading programs.* Presentation at the Pacific Coast Research Conference, Co-presenters: D. Simmons and R. Good, February, 2001.

--- *The science of reading: Crossing the Pali.* Presentation at the Class-Size Reduction Mid-Year Conference, Honolulu, HI, Co-presenter: D. Simmons, January 16, 2001.

--- *Teaching morphemic and contextual analysis to fifth-grade students.* Paper presented at the NRC 50th Annual Meeting: Linking Literacies of Yesterday and Today to Literacies of Tomorrow, Scottsdale, Arizona, Co-presenter: Dr. James F. Baumann, November 29-December 2, 2000.

--- *The nuts and bolts of building and sustaining a schoolwide reading improvement model.* Presentation at the Oregon Branch of The International Dyslexia Association: Literacy 2000 Conference, Portland, OR, Co-presenter, D. Simmons, September 29, 2000.

--- *Science and the alphabetic writing system: Ten steps to preventing reading failure.* Keynote address at the Oregon Branch of The International Dyslexia Association: Literacy 2000 Conference, Portland, OR, Co-presenter: D. Simmons, September 29, 2000.

--- *Schools as complex host environments: All reading in 540 days.* Presentation at Oregon Branch of The International Dyslexia Association: Literacy 2000 Conference, Portland, OR, Co-presenter: D. Simmons, September 29, 2000.

--- *Beginning Reading: Why a successful start is critical to success.* Presentation given at The Reading Challenge, August 9, 2000.

--- *Building and sustaining a reading initiative: Toward a schoolwide model.* Invited presentation at the Alabama Department of Education 2000 Summer MEGA Conference, Mobile, Alabama, Co-presenter: Dr. Deborah C. Simmons, July 19, 2000.

--- *The role of scientific evidence in preventing reading failure.* Presentation at the Minnesota Educational Policy Seminar, University of Minnesota, Minneapolis, MN, May 15, 2000.

--- *The California Reading/Language Arts Framework: The big picture, the architectural details and a schoolwide model.* Presentation at The Elementary Principals Organization (EPO) Meeting, Los Angeles, CA, Co-presenter, Simmons, D., May 3, 2000.

--- *Beginning reading and the tyranny of time: Challenges and opportunities.* Presentation at the Sixth Annual Tutorial Conference, Office of Hawaiian Affairs (OHA), April 12, 2000.

--- *Principles for improving student performance in beginning reading.* Presentation at CASP Convention 2000, Monterey, CA, Co-presenter: Simmons, D., March 8, 2000.

--- *Building and sustaining a successful reading initiative: Towards a schoolwide model.* Presentation/video teleconference at Horizons: Building Local Capacity Conference, Harrisburg, PA, Co-presenter: Simmons, D., March 1, 2000.

--- *Beginning reading, the tyranny of time and why reading the words is so important.* Presentation at Presentation at CASP Convention 2000, Monterey, CA, March 8, 2000.

--- *What factors affect implementation and scalability of know-effective interventions.* Paper presented at Panel discussion at the Eighth Annual Pacific Coast Research Conference, La Jolla, CA, Co-presenters S. McConnell, C. Greenwood, D. Simmons, & C. Utley, February 3, 2000.

--- *Building a successful reading initiative.* Presentation at the California Department of Education Special Education Division, Sacramento, CA, Co-presenter: Simmons, D., February 7, 2000.

--- *Beginning reading: The tyranny of time, the terror of instruction, and the smell of mortality.* Presentation at the 19th Annual CARS+ Convention: Crossroads 2000, Los Angeles, February 25, 2000.

--- *Beginning reading as economine and contronym.* Keynote speech at the 19th Annual CARS+ Convention: Crossroads 2000, Los Angeles, February, 25, 2000.

--- *School-wide models in beginning reading: Effective practice and research.* Invited presentations, United States Department of Education Improving American Schools (IAS) Conference, Tampa, Florida [10/7/99]; Salt Lake City, Utah [11/9/99]; Chicago, Illinois [12/16/99]. Co-presenters: Deborah Simmons, Roland Good, University of Oregon; Drew Braun, Carl Cole, Cheri Cornachione, & Rhonda Wolter, Bethel School District, Eugene, Oregon.

--- *The big picture: Connecting the Standards, Framework, and reading curriculum and instruction to student performance.* Presentation at the Los Angeles Unified School District Valley Principals Summit, Woodland Hills, CA, December 2, 1999.

--- *Beginning reading: The tyranny of time and the terror of instruction.* Invited keynote presentation, 33rd Annual California Reading Association Conference, Long Beach, CA, November 4, 1999.

--- *Schools as host environment for effective beginning reading assessment and instruction: Got a minute?* Invited keynote presentation, The International Dyslexia Association, 50th Annual Conference, Chicago, November 3, 1999.

--- *Direct instruction as contronym and economine.* Invited keynote presentation, The 25th Carmel Direct Instruction Conference, Carmel, October 28, 1999.

---- *Hamlet, beginning reading, and the tyranny of time: Why the words are so important.* Presentation at the Learning Disabilities Association of California, Concord, CA, October 21, 1999.

---- *California Standards and Language Arts Framework. Los Angeles Times Reading by 9 Conference,* Los Angeles, CA, September 18, 1999. Co-presenter: Deborah Simmons, University of Oregon.

---- *Shakespeare, Keats, and beginning reading: The readiness is all.* Invited keynote presentation at the Governor's Institute for Educator Partnerships on Reading, Lebanon Valley Colleges, Annville, PA, August 2, 1999.

---- *Strand D: Teaching beginning reading (K-3): Establishing and sustaining an effective school-wide instructional support system.* Presentation at the Annual Conference of the Council for Exceptional Children, Charlotte, North Carolina, April 16-17, 1999. Co-leader: Deborah C. Simmons, University of Oregon

- Kame'enui, E. J. *Description of the school-wide instructional support system.* Presenter: Deborah C. Simmons.
- Simmons, D. C. *The importance and big ideas of beginning reading.* Presenters: Edward J. Kame'enui and Lana Edwards, University of Oregon.
- Cornachione, C. *Assessing and monitoring the big ideas in beginning reading.* Presenter: Deborah C. Simmons.
- Kame'enui, E. J. *School based examples.* Presenters: Deborah C. Simmons, Lana Edwards, Mike Coyne, University of Oregon.
- Hodge, J. H. *Effective tools for improving beginner reading performance.* Presenter: Pamela M. Stecker, Clemson University

---- *Shakespeare, Keats, and beginning reading: The readiness is all.* Invited keynote speaker, Elk Grove Unified School District Saturday Seminar on the Design and Development of Effective Instructional Practices in Beginning Reading, Sacramento CA, January 30, 1999.

---- *Six curriculum principles for improving student performance in reading.* Invited speaker, Elk Grove Unified School District Saturday Seminar on the Design and Development of Effective Instructional Practices in Beginning Reading, Sacramento CA, January 30, 1999.

---- *Shakespeare, Keats, and beginning reading: The readiness is all.* Invited keynote speaker, A Gathering of Professionals, Region XIV Education Service Center, Twelfth Annual Special Educators' Conference, Abilene, KS, December 11, 1998.

---- *Challenges of education in the 21st century.* Invited keynote speaker, Pihana Na Mamo: The Native Hawaiian Special Education Project Third Biennial Conference, Hui Na Imi Kukui, Volcano, Hawaii, July 21, 1998.

---- *An examination of the new state standards and framework for language arts and reading.* Invited presentation, Los Angeles Reading Conference, *Los Angeles Times*, Los Angeles, California, October 10, 1998.

---- *Connecting the California Standards and the Reading/Language Arts Curriculum Framework K-12 to school practice.* Invited presenter, Standards, Students, and Success, California County Superintendents Educational Services Association, Fresno, CA, September 30, 1998. Co-Presenter: Deborah C. Simmons.

---- *Connecting the California Standards and the Reading/Language Arts Curriculum Framework K-12 to school practice.* Invited presenter, Standards, Students, and Success, California County Superintendents Educational Services Association, Irvine, CA, September 29, 1998. Co-Presenter: Deborah C. Simmons.

- *Connecting the California Standards and the Reading/Language Arts Curriculum Framework K-12 to school practice.* Invited presenter, Standards, Students, and Success, California County Superintendents Educational Services Association, Sacramento, CA, September 28, 1998. Co-Presenter: Deborah C. Simmons.
- *Six principles of effective beginning reading to maximize achievement for diverse learners.* Invited presenter, State of California 14th Annual Achieving Schools Seminar, Irvine, CA, May 20, 1998.
- *Early vocabulary learning and later cognitive development: The tyranny of time, experience, and contexts.* Invited presentation at the Commissioner's Reading Day Texas Reading Challenge, Austin, TX, February 25, 1998.
- *Diverse learners, the tyranny of time, and the architecture of big ideas: A case for strategic parsimony.* Invited presentation at the Research Symposium on Reading, Sacramento, CA, January 13, 1998.
- *What reading research tells us about children with diverse learning needs: Bases and basics.* Invited presentation at the Annual Education Conference, Anaheim, CA, December 6, 1997.
- *Surgical strikes - Principles and practices for preventing reading failure.* Paper presented at the Eighteenth International Conference on Learning Disabilities, Nashville, TN, November 1, 1996. Co-presenters: Deborah C. Simmons, Scott K. Baker, Carrie Thomas, Sylvia Smith, University of Oregon.
- *A dynamic assessment of experts' and novices' error patterns in solving word problems.* Poster session presentation at the 18th International Conference on Learning Disabilities, Nashville, TN, November 1, 1996. Co-Presenter: Asha Jitendra, Lehigh University.
- *Classroom word recognition instruction: Implications for students at-risk for reading failure.* Paper presented at the Third Annual Meeting of the Society for the Scientific Study of Reading, New York, NY, April 13, 1996. Co-presenter: David J. Chard, Boston University.
- *Big Ideas and surgical strikes: Principles and practices to address early reading failure.* Paper presented at the annual convention of The Council for Exceptional Children, Orlando, FL, April 3, 1996. Co-presenters: Deborah C. Simmons, David J. Chard, Boston University.
- *Priorities and principles for beginning reading instruction.* Paper presented at the Oregon Conference, Eugene, Oregon, February 2, 1996. Co-presenters: Deborah C. Simmons, Scott K. Baker, University of Oregon.
- *Panel discussion on the future of LD at the 17th International Conference on Learning Disabilities,* Chicago, IL, October 27, 1995. Co-panelists: Lee Swanson, Marilyn Friend, and Don Hammill.
- *Effective strategies for teaching beginning reading: When evidence isn't enough.* Paper presented at the meeting of the Council for Learning Disabilities, Chicago, IL, October 28, 1995. Co-presenters: Deborah C. Simmons, David J. Chard, University of Oregon.
- *What we know about beginning reading.* Invited presentation at the annual Office of Special Education Programs, Division of Innovation and Development, Project Directors' Meeting, Washington, D.C., July 14, 1995. Co-presenter: Deborah C. Simmons, University of Oregon.
- *Phonological awareness: Is there evidence of translation of research into practice?* Paper presented at the Annual conference of the American Educational Research Association, San Francisco, April 22, 1995. Co-presenter: Deborah C. Simmons, University of Oregon.
- *Enhancing the quality of reading materials for students with diverse learning needs.* Paper presented at the Annual conference of the Council for Exceptional Children, Indianapolis, Indiana, April 7, 1995. Co-presenter: Deborah C. Simmons, University of Oregon.



---- *Applying curriculum design principles to basal reading programs: In search of evidence of phonological awareness.* Paper presented at the Pacific Coast Research Conference, La Jolla, California, February, 10, 1995. Co-presenter: Deborah C. Simmons, University of Oregon.

---- *Effects of an Integrated Reading/Writing Curriculum in an Inclusionary Classroom: Insights and Obstacles.* Paper presented at the Annual Conference of the American Educational Research Association, New Orleans, Louisiana, April 6, 1994. Co-presenter: Deborah C. Simmons, University of Oregon.

---- *Applying curriculum design principles across text structures.* Paper presented at the Pacific Coast Research Conference, La Jolla, California, February, 12, 1994. Co-presenters: Deborah C. Simmons, Scott K. Baker, Barbara Gunn, University of Oregon.

---- *Big ideas in beginning reading research.* Paper presented at the Oregon Conference, Eugene, Oregon, February 4, 1994. Co-presenter: Deborah C. Simmons, University of Oregon.

---- *Integrating reading and writing instruction.* Paper presented at the 16th International Conference on Learning Disabilities, San Diego, CA., November 11, 1994. Co-presenters: Deborah C. Simmons, University of Oregon.

---- *Applying curriculum design principles across text structures: A sameness analysis and proposal.* Paper presented at the Pacific Coast Research Conference, LaJolla, California, February, 1994. Co-presenters: Deborah C. Simmons, Barbara Gunn, Scott Baker, University of Oregon.

---- *Methods and approaches for academic instruction.* Paper presented at the National Reading Conference, Charleston, South Carolina, December 3, 1993. Co-presenter: Deborah C. Simmons, University of Oregon.

---- *Integrating reading comprehension and writing instruction for all learners.* Paper presented at the National Reading Conference 43rd Annual Meeting, Charleston, South Carolina, December, 1993. Co-presenters: Deborah C. Simmons, David Chard, University of Oregon.

---- *Methodological issues in integrating reading and writing.* Invited presentation, OSEP Research Project Directors' Conference, Washington, DC, July 14, 1993.

---- *A curriculum-based analysis of the adequacy of instructional materials for students with reading disabilities.* Paper presented at the annual conference of the American Educational Research Association, Atlanta, Ga, April 14, 1993. Co-presenter: Deborah C. Simmons, University of Oregon

---- *Designing quality tools of literacy for students with diverse learning and curricular needs.* Paper presented at the International Reading Association 38th Annual Convention, San Antonio, Texas, April, 1993.

---- *Teacher perceptions of quality in educational tools: A descriptive analysis.* Paper presentation, American Educational Research Association (AERA) Annual Meeting, Atlanta, Georgia, April 14, 1993.

---- *A curriculum-based examination of the adequacy of instruction for students with reading disabilities.* Paper presentation, American Educational Research Association (AERA) Annual Meeting, Atlanta, Georgia, April 13, 1993. Co-presenter: Deborah Simmons, University of Oregon.

---- *NCITE: Work in progress to improve the quality of educational tools for students with disabilities.* Paper presented at the Council for Exceptional Children Annual Convention, San Antonio, Texas, April 9, 1993.

---- *Responding to the NCTM curriculum standards: Expanding and enriching the mathematics curricula to accommodate students with different needs and interests.* Paper presented at the ASCD Annual Conference, Washington, D. C., March, 1993.

---- *Optimizing the understanding of content materials in the regular classroom setting: Policy and programmatic issues.* Invited keynote address, Eighth Annual Learning Disorders Conference, Harvard Graduate School of Education and the Institute for Learning and Development, Cambridge, MA, November 6, 1992.

---- *Measurably superior instructional practices in measurably inferior times: Reflections on Twain and Pauli.* Invited keynote address, Ohio State University Conference, Behavior Analysis in Education, Columbus, Ohio, September 18, 1992.

---- *Educational disabilities and school reform: Testing Pauli's law.* Invited minority scholar lecture, University of Wisconsin, Madison, March 19, 1992.

---- *Three examples of translating research on instructional textbook programs into effective practice for all students.* Invited discussant, 41st Annual Meeting of the National Reading Conference, Palm Springs, California, December 7, 1991.

---- *Manageable and meaningful measurement: Procedures for aligning what we measure and teach.* Paper presentation, 13th International Conference on Learning Disabilities, Minneapolis, Minnesota, October 12, 1991. Co-presenters: Richard Parker, Texas A&M University and Asha Jitendra, Texas Tech University.

---- *Importance of theory in research.* Invited presenter, Office of Special Education Programs (OSEP) Research Project Director's Annual Conference, Washington, D.C., July 18, 1991.

---- *The hidden agenda in reading comprehension: Designing instruction to prevent failure.* Paper presentation, 12th International Council on Learning Disabilities, Austin, Texas, October 5, 1990. Co-presenter: Deborah C. Simmons, Vanderbilt University.

---- *Best practices in reading and written expression.* Invited paper, 12th International Conference on Learning Disabilities, Austin, Texas, October 6, 1990.

---- *Comprehension instruction for at-risk populations: Emerging trends.* Paper presented at the National Reading Conference, Austin, Texas, November 29, 1989. Co-Presenters: Cynthia Griffin, Univ. of Florida, & Deborah Simmons, Vanderbilt U.

---- *The effects of graphic organizers on students with learning disabilities: Acquisition and retention of science content.* Poster session presentation at the International Conference on Learning Disabilities, Denver, Colorado, October 27, 1989. Co-Presenter: Deborah Simmons, Vanderbilt U.

---- *Publishing in research journals: An author's view.* Invited paper presented at a Preconvention Institute: Publishing Professional and Instructional Materials in Reading and Language Arts, Thirty-third Annual Convention of the International Reading Association, Toronto, Ontario, May 1-2, 1988.

---- *Effective instruction.* Invited Keynote address, Council for Exceptional Children (CEC) Academy Training, Philadelphia, Pennsylvania, April 12, 1988.

---- *The componential analysis of analogical reasoning abilities of learning disabled and normal achieving elementary-aged children: A comparative and descriptive investigation.* Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, April 9, 1988.

---- *Direct instruction and the great twitch: Why DI or di is not the issue.* Paper presented at the 37th Annual National Reading Conference, St. Petersburg, Florida, December 4, 1987.

---- *Direct instruction as the impermissible aberration: The St. Petersburg Debate four years later.* Chair, Symposium presented at the 37th Annual National Reading Conference, St. Petersburg, Florida, December 4, 1987.

---- *Investigating the comprehension of social studies texts by fifth grade students with variation in the presence or absence of graphic organizers and explicitness and implicitness of instruction.* Paper presented at the 37th Annual National Reading Conference, St. Petersburg, Florida, December 3, 1987. Co-presenters: Cynthia C. Griffin & Linda Duncan Malone, Purdue University.

---- *An analysis of ten and twelve year old learning disabled and normal achievers' vocabulary knowledge: Motorized birds and round pokey things.* Paper presented at the 37th Annual National Reading Conference, St. Petersburg, Florida, December 2, 1987. Co-presenter: Deborah C. Simmons, Bowling Green State University.

---- *Increasing recall from reading materials.* Paper presented at the Council for Exceptional Children, Chicago, Illinois, April 23, 1987. Co-presenters: Cynthia C. Griffin & Linda Duncan Malone, Purdue University.

---- *Investigating the effectiveness of pre and post graphic organizer instruction on sixth graders' comprehension of science text.* Paper presented at the National Reading Conference, Austin, Texas, December 3, 1986. Co-presenters: Deborah C. Simmons & Cynthia C. Griffin, Purdue University.

---- *Issues in vocabulary learning.* Chair, Symposium presented at the American Educational Research Association, San Francisco, California, April 19, 1986.

---- *Elementary grade students' comprehension of fables.* Paper presented at the American Educational Research Association, San Francisco, California, April 20, 1986. Co-presenters: Patrick Shannon & James F. Baumann, Purdue University.

---- *A developmental study of children's ability to comprehend character motives.* Paper presented at the National Reading Conference, San Diego, California, December 6, 1985. Co-presenters: Patrick Shannon & James F. Baumann, Purdue University.

---- *Learning disabled children's comprehension of selected textual characteristics: Proximity of critical information.* Paper presented at the National Reading Conference, San Diego, California, December 4, 1985.

---- *Teaching critical reading skills to learning disabled children: A direct instruction approach.* Paper presented at the Eleventh Annual Meeting of Association for Behavior Analysis, Columbus, Ohio, May 24, 1985.

---- *Varying conceptions of Direct Instruction: Implications for research and teaching. An analysis of reading comprehension: The direct instruction approach.* Symposium presented at the National Reading Conference, St. Petersburg, Florida, November 28, 1984.

---- *Training of textual dimensions related to text-based inferences.* Paper presented at the Tenth Annual Convention, Association for Behavior Analysis, Nashville, Tennessee, May 29, 1984.

---- *Improving reading comprehension through direct instruction: A select research review.* Paper presented at the Twenty-eighth Annual Convention of the International Reading Association, Anaheim, CA., May 5, 1983.

---- *Inquiry and direct and instruction approaches towards teaching legal concepts and applications to high school students.* Symposium presented at the American Educational Research Association Annual Meeting, Montreal Canada, April 13, 1983. Co-presenters: Glen Fielding, Oregon State ED, & Russell Gersten, University of Oregon.

---- *Instructional specificity and research on teaching.* Paper presented at the American Educational Research Association Annual Meeting, Montreal, Canada, April 13, 1983. Co-presenter: Theodore Coladarci, University of Maine at Orono.

---- *Direct instruction: Analysis of reading comprehension.* Symposium presented at the Eighth Annual Convention of Association for Behavior Analysis, Milwaukee, Wisconsin, May 29, 1982.

---- *An overview of research in direct instruction.* Invited paper-Symposium presented at the Seventh Annual Association for Behavior Analysis, Milwaukee, Wisconsin, May 29, 1981.

---- *Teacher training in university settings: A direct instruction approach.* Invited paper- Symposium presented at the Seventh Annual Association for Behavior Analysis, Milwaukee, Wisconsin, May 29, 1981.

---- *A direct instruction methodology for teaching reading comprehension: Applied classroom research.* Paper presented at the Thirteenth Annual Association for the Advancement of Behavior Therapy, San Francisco, California, December 24, 1979.

- LOCAL / REGIONAL

---- *No Child Left Behind and Reading First Initiative Programs: A Federal Perspective:* Invited presentation to Oregon Speech-Language & Hearing Association (OSHA), Eugene, OR, October 11, 2003.

---- *The Oregon Reading First model: A blueprint for success:* Invited presentation to the Oregon Department of Education Special Education Fall Conference, Eugene, OR, September 17, 2003.

---- *Science, the alphabetic writing system, and the prevention of reading failure: Ode to Feynman.* Invited Tutorial Presentation to the California State Board of Education, Sacramento, CA, May 2001.

---- *Accommodating diverse learners: Understanding two complex systems.* Invited presentation, California Governor's Reading Initiative, Los Angeles, CA, April 20-21, 2001.

---- *Building a beginning reading initiative: Schools as host environments,* Invited presentation, Compensatory Education Conference, Idaho Department of Education, Boise, ID, April 4, 2001.

---- *Establishing and sustaining a schoolwide beginning reading model: Failure is not an option,* Presenter and Coordinator of the Hawaii Reading Summit for the Hawaii Department of Education, Honolulu, HI, November 28, 2000.

---- *Shakespeare, Keats, and beginning reading: The readiness is all.* Invited presentation, Governor's Institute for Educator Partnerships on Reading, Lebanon Valley College, Annville, PA, August 2, 1999.

---- *Implementation of the reading/language arts framework.* Presentation at the Sonoma County Office of Education, Santa Rosa, California, May 11, 1999. Co-Presenter: Deborah Simmons, University of Oregon.

---- *Six curriculum principles for improving student performance in reading.* Invited presentation, Quarterly Research Symposia on Reading, Los Angeles County Office of Education in partnership

with the *Los Angeles Times*, Lakewood, CA, May 10, 1999. Co-Presenter: Deborah Simmons, University of Oregon.

---- *Shakespeare, Keats, and beginning reading: The readiness is all*. Invited presentation, Quarterly Research Symposia on Reading, Los Angeles County Office of Education in partnership with the *Los Angeles Times*, Lakewood, CA, May 10, 1999. Co-Presenter: Deborah Simmons, University of Oregon.

---- *When one size doesn't fit all: Assessing and addressing the acquisition of early reading skills*. Presentation at Oregon Department of Education Reading Summit, Portland, OR, April 7th, 1999. Presenter: Deborah Simmons, University of Oregon.

---- *The big ideas for improving student performance in beginning reading*. Invited presenter, Santa Clara County Office of Education, CA, January 23, 1999.

---- *Shakespeare, Keats, and beginning reading: The readiness is all*. Invited presentation, 1999 Annual Utah Mentor Teacher Academy Conference Agenda, Provo, Utah, January 14, 1999.

---- *SMART Reading and Reading Smarts*. Invited presenter, SMART Conference, University of Oregon, September 14, 1998.

---- *Beyond the basics: A national agenda and perspective*. Invited presenter, University of Oregon Chapter of Phi Delta Kappa and Bethel School District #52, Eugene, OR, March 12, 1998. Co-Presenters: Douglas Carnine, Deborah Simmons, University of Oregon.

---- *Diverse learners, the tyranny of time, and the architecture of big ideas: A case for strategic parsimony*. Invited speaker, Research Symposium on Reading, Sacramento, CA, January 13, 1998.

---- *Direct instruction as contronym and eponym*. Invited keynote, Direct Instruction conference, Madison Wisconsin, August 12, 1993.

---- *Research on vocabulary instruction: Ode to Voltaire*. Paper presented at the Oregon Conference, Eugene, Oregon, February 15, 1991.

---- *Educational reform as dubitation, aberration, and metamorphosis: Ode to Samaras*. Invited keynote address, Illinois Council for Learning Disabilities Regional Conference, Chicago, Illinois, January 18, 1991.

---- *The regular education initiative: It smells of mortality*. Invited lecture, Northern Illinois University, DeKalb, Illinois, January 17, 1991.

---- *Issues in the design of instruction*. Invited Graduate School Colloquium, Northern Illinois University, DeKalb, Illinois, January 17, 1991.

---- *A curriculum model for analyzing mathematics materials and instruction: Overview OF a three-year project*. Paper presented at the Oregon Conference, Eugene, Oregon, February 17, 1990. Co-Presenter: Doug Carnine, University of Oregon.

---- *Analysis of a grade 3-5 elementary math curriculum for production of valid math tests: Works in progress*. Paper presented at the Oregon Conference, Eugene, Oregon, February 17, 1990. Co-Presenters: Richard Parker, David Evans, University of Oregon.

---- *The regular education initiative: It smells of mortality*. Invited presentation, Oregon Association of Central Office Administrators, Eugene, Oregon, February 15, 1990.

---- *The romance of best practices: Special education as fundamental ambiguity and felt need*. Invited keynote address, Oskosh, Wisconsin, February 10, 1990.

---- *The regular education initiative: It smells of mortality*. Invited keynote address, First Southern Oregon Conference, Ashland, Oregon, October 13, 1989.

---- *The regular education initiative: Who is initiating what and why?* Invited paper presented at the Council for Exceptional Children, Oregon. Federation Spring Conference, Newport, Oregon, March 11, 1989.

---- *The regular education initiative: Realigning the policy, pedagogy and practice in education.* Invited keynote address at the Oregon Department of Education-Division of Special Student Services, February 22, 1989.

---- *The regular education initiative and the detriangulation of special education: Realigning pedagogy, policy, and practice.* Paper presented at the Oregon Conference, Eugene, Oregon, February 17, 1989.

---- *Strategies for improving the comprehension of textbook prose: Visual mapping, purposeful probing, and direct instruction.* Paper presented at the Tenth Southeastern Regional IRA Conference, Lexington, Kentucky, November 9, 1984.

---- *Learning disabilities and reading comprehension: Selected direct instruction strategies for preventing failure.* Paper presented at the Tenth Annual Indiana Conference on Learning Disabilities, November 2, 1984.

---- *Generalized compliance training: A direct instruction approach to managing severe behavior problems.* Invited paper presented at the ED/B Connection Conference, Minneapolis, Minnesota, May 2, 1984.

---- *The exceptional child as merciless empiricist: How to teach noncomparatives, comparatives, and noun concepts.* Paper presented at the Indiana Federation Council of Exceptional Children, Indianapolis, Indiana, February 17, 1984.

---- *The mechanics of prompting: Problems and procedures.* Paper presented at the Fourth Annual Montana Symposium on Early Education and The Exceptional Child, Billings, Montana, April 28, 1983.

---- *b/d, m/n, pliers & scissors: Teaching strategies for avoiding and reversing the irreversible.* Paper presented at the Ninth Far West Regional Reading Conference, International Reading Association, Spokane, Washington, March 19, 1983.

---- *Curriculum analysis and design.* Paper presented at the Montana Education Association Conference in Missoula, Montana, October 22, 1982.

---- *Generalized compliance training.* Invited paper presented at the First Conference: Educating the Emotionally Disturbed in Montana, Northwest CASE Consortium, Kalispell, Montana, September 17, 1982.

---- *The exceptional child as feature extractor: How to teach single dimension and multiple dimension concepts.* Paper presented at the Third Annual Montana Symposium on Early Education and the Exceptional Child, Billings, Montana, April 18, 1982.

---- *General case programming for teaching the severely handicapped learner: Beyond Baer, Fredericks, and Boogiemmen.* Paper presented at the Montana Conference on the Severely Handicapped and Autistic, Billings, Montana, March 12, 1982.

---- *Direct instruction procedures for teaching reading comprehension skills: Research and instruction.* Paper presented at the Twelfth Annual 5-Valley Reading Conference, Missoula, Montana, October 3, 1981.

---- *Special education: Beyond a nosology of short necks and flat foreheads.* Invited paper presented at the Pediatric Seminar, Western Montana Health Education Council, Missoula, Montana, December 3, 1980.

---- *The future and quality of education.* Invited paper presented at the Eta Chapter of Delta Kappa Gamma Meeting, Missoula, Montana, November 8, 1980.

---- *A direct instruction methodology for teaching reading comprehension: Applied classroom research.* Paper presented at the Oregon Conference, Eugene, Oregon, March 1, 1980.

---- *A point system approach to classroom management.* Paper presented at the Council for Exceptional Children Conference, LaCrosse, Wisconsin, April 1975.

## SELECTED TRAINING PRESENTATIONS

*Institute on Beginning Reading*, Hawaii Department of Education and Institute for the Development of Educational Achievement, University of Oregon, Honolulu, HI, September 16-20, 2002. Conducted daily professional development sessions involving 28 schools and approximately 700 teachers, administrators, and state level personnel. Co-directed with Deborah C. Simmons.

*The seven essential elements of a beginning reading model for preventing reading failure*. Presentation at the Special Education Summer Academy, Mobile, AL, July 16, 2002, Co-directed with Deborah C. Simmons.

*K-3 School Reform: Building and Sustaining a Schoolwide Reading Improvement Model*, Invited staff development, Stanislaus County Office of Education, Modesto, CA, May 11, 2001.

*Schools as complex host environments: All reading in 540 days*, Idaho Title I Conference "Soaring to Success," Boise, ID, April 4, 2001. Co-directed with Deborah C. Simmons.

*Institute on Beginning Reading*, Hawaii Department of Education and Institute for the Development of Educational Achievement, University of Oregon, Honolulu, HI, February 12-15, 2001. Co-directed with Deborah C. Simmons.

*Institute on Beginning Reading*, Orange County Department of Education and Institute for the Development of Educational Achievement, University of Oregon, Costa Mesa, California, February 7, 2001. Co-directed with Deborah C. Simmons.

*Ten Steps to Preventing Reading Difficulties*, Invited presentation to Pleasant Hill School District, Pleasant Hill, OR, January 23, 2001.

*Hawaii Reading Summit* (over 350 participants), Hawaii Department of Education, Honolulu, HI, November 28, 2000.

*Institute on Beginning Reading*, Orange County Department of Education and Institute for the Development of Educational Achievement, University of Oregon, Costa Mesa, California, July 24-27, 2000. Co-directed with Deborah C. Simmons.

*Institute on Beginning Reading*, Alabama Department of Education, Southeast Regional Resource Center (SERRC), and Institute for the Development of Educational Achievement, University of Oregon, Mobile, Alabama, July 18-21, 2000. Co-directed with Deborah C. Simmons.

*Institute on Beginning Reading*, Oregon Department of Education and Institute for the Development of Educational Achievement, University of Oregon, Eugene, Oregon, June 28-July 1, 1999. Co-directed with Deborah C. Simmons.

*What children who have learning difficulties can teach us about curriculum and instruction*. Invited presentation, LeCompton School District, LeCompton, Kansas, March 7, 1996.

*Direct instruction and its implications for Hawaiian students*. Invited presentation, Pihana Na Mamo Project, Volcano, Hawaii, August 16, 1994.

*Beginning reading: Research and issues*. Invited presentation to parents and teachers. Echo, Oregon, June 2, 1994.

*Integrating reading and writing*. Invited presentation, University of Wisconsin, Madison, August 12, 1993.

*Designing direct instruction teaching sequences: Why the GIST is Important*. Invited presentation, University of Wisconsin Oshkosh, February 10, 1990.

*An overview of two research projects on curriculum analyses in mathematics*. Presentation to students and faculty at Peabody College, Vanderbilt University, Nashville, Tennessee, December 15, 1989.

*The regular education initiative: An insider's view*. Invited presentation to the Special Education faculty, University of Maine, Orono, Maine, July 18, 1989.

*Classroom management as instruction, not assertive discipline: Why lemon juice, yelling, and tough talk won't work.* Northwest Ohio Special Education Regional Resource Center, Dana Center, Medical College of Ohio, Toledo, Ohio. August 15-16, 1988.

*Classroom management within the context of instruction.* Invited presentation, Auburn University, Auburn Alabama. April 8, 1988.

*Preparing grant applications to the Office of Special Education and Rehabilitative Services.* Invited presentation to Auburn University faculty, Auburn, Alabama, April 7, 1988.

*Remediating reading problems: Elements of optimal instruction.* Murdock Elementary School, Lafayette, Indiana. December 9, 1986.

*Direct instruction reading: A follow up session.* Northeastern Minnesota Educational Cooperative Service Unit, Virginia, Minnesota. February 14, 1986.

*Remediation of reading comprehension problems: A direct instruction approach.* Northeastern Minnesota Educational Cooperative Service Unit, Virginia, Minnesota. November 8, 1985.

*Remediating reading problems: A direct instruction approach.* Northeastern Minnesota Educational Cooperative Service Unit, Virginia, Minnesota. November 7, 1985.

*Language and expressive writing instruction: A direct instruction approach.* Anchor Point Elementary School, Anchor Point, Alaska. October 25-26, 1985.

*Service delivery models for resource teachers and speech/language specialties.* Kenai Peninsula Borough School District, Soldotna, Alaska. October 24, 1985.

*Examining the verbal-performance discrepancy of low-performing children.* Greater Lafayette Area Special Services, West Lafayette, Indiana. May 7, 1985.

*Components of effective instruction: Examples and nonexamples.* Northeastern Educational Service Unit, Virginia, Minnesota. April 11, 1985.

*Direct instruction in special education: Strategies that work.* Cloquet Area Special Education Cooperative, Cloquet, Minnesota. August 30, 1984.

*Direct instruction of complex cognitive skills: Principles and procedures.* Kamehameha Early Education Program, Center for the Development of Early Education, Honolulu, Hawaii. June 12, 1984.

*Motivating the unmotivated child: Part II.* North Newton School Corporation, Roselawn, Indiana. April 20, 1984.

*Managing the unmotivated child.* North Newton School Corporation, Roselawn, Indiana. April 19, 1984.

*Buttressing against failure in the classroom: A direct instruction approach.* Northeastern Educational Service Unit, Virginia, Minnesota. March 20-21, 1984.

*Motivating the unmotivated child.* North Newton School Corporation, Roselawn, Indiana. February 7, 1984.

*Designing and using an instructional supervisory recording form.* Missoula Area Special Education Cooperative, Missoula, Montana. June 3, 1983.

*Strategies for comprehending content-area texts: A direct instruction analysis.* Lewis and Clark School, Missoula, Montana, School District #1. March 8, 1983.

*Ecological assessment.* Southwestern Montana Educational Cooperative, Drummond, Montana. February 28, 1983.

*Direct instruction and precision teaching: A case for a cooperative model.* Great Falls-Skyline Special Education Center, Great Falls, Montana. January 11-12, 1983.



*Traditional diagnosis: Limitations and alternatives.* The Regional In- service Training Consortium (RITC), Missoula, Montana. November 19, 1982.

*Law and special education.* Invited paper presented, Eighth Annual Direct Instruction Conference, Eugene, Oregon, August 20, 1982.

*Public Law 94-142: Current issues and instructional implications.* Libby Public Schools, Libby, Montana. March 30, 1982.

*Classroom management: 13 easy steps to structuring failure in the classroom.* Lewis and Clark School, Missoula, Montana, School District #1. February 18, 1982.

*Modifying meaning-emphasis reading programs.* Libby Public Schools, Libby, Montana. December 9, 1981.

*Controlling the details of instruction for the low performer.* Lewis and Clark School, Missoula Montana, School District #1. December 3, 1981.

*Curriculum modification for the learning disabled student.* Thompson Falls High School, Thompson Falls, Montana. Sanders County Special Education Cooperative, February 24, 1981.

*Remediation of reading deficits.* Plains High School, Plains, Montana. Sanders County Special Education Cooperative. February 19, 1981.

## PROFESSIONAL ACTIVITIES

### ● UNIVERSITY OR DEPARTMENTAL SERVICE

#### University of Oregon

- University appointed, Member, Committee of Committees, Fall, 2009-present
- University-Elected Member, Intercollegiate Athletic Committee (IAC), University of Oregon, Fall 2009 to present
- University-Elected Member, Faculty Advisory Council to University of Oregon President Dave Frohnmayer, Fall 2004-2006
- Doctoral Committee, Special Education, 1988-2005; Chair, 2009-2010
- University-elected Member, Intercollegiate Athletic Committee, Fall 2002-Spring, 2004
- University-Elected Member, Faculty Advisory Council to University of Oregon President, Dave Frohnmayer, Fall, 2000-Spring 2002
- Member, Executive Committee for the Center on Diversity and Community, Fall, 2001-Spring, 2002
- Member, Status of Women Committee, Fall, 2001-Spring, 2002
- Member, President's Planning Committee for the Center for Social Change, Fall, 2001-Spring, 2002
- University Faculty Personnel Committee, University-elected position, June 16, 1998-June 15, 2000
- Personnel Tenure and Review Committee, College of Education, University of Oregon, 1991-1992; 1996-1998
- Committee on Distinguished Service Awards and Honorary Degrees, University appointment, 1996-1997
- Campus Planning Committee, University appointment, 1994-1996.
- Chair, Design Subcommittee, 1995-1996.
- Council for Minority Education, University appointment, 1993-1995.

- Academic Affairs Recommendation Team, Provost of Academic Affairs, University of Oregon, December, 1992-1993.
- Committee Member, Future College Committee, University of Oregon (Appointed by Academic Provost), 1991
- Executive Council, Division of Teacher Education, University of Oregon, 1989-1991
- Mildly Handicapped Learner Endorsement Committee, Special Education, Teacher Education Division, University of Oregon, 1988-1989
- 5th Year Graduate Program in Elementary Education Committees, Teacher Education Division, 1988-1989

### Purdue University

Establishing a School of Education, Ad hoc Committee, Department of Education, Purdue University, 1986-87.

Women & Minorities Committee, Purdue University, 1985-1987.

Teacher Education Council, Purdue University, 1986-1987.

Graduate Committee, Department of Ed., Purdue University, 1986-1987

Special Education Search Committee, Purdue University, Chairman, 1984-1986.

Reading Search Committee, Purdue University, 1984.

### University of Montana

Research Advisory Council, School of Education Representative, Graduate School, University of Montana, 1981-1983.

Master's and 6th Year Committee, School of Education, University of Montana, 1980-1983; Chairman, 1982-1983. School Psychology Committee, School of Education, University of Montana, 1980-1983; Co-Chairman, 1982-1983. Psychology Graduate Program Review Team, Graduate School, University of Montana, 1982-1983.

Small Grants Award Committee, Graduate School, University of Montana, 1982-1983.

Research Planning Committee, Graduate School, University of Montana, 1982-1983.

### ● PUBLIC, GOVERNMENTAL, CONSULTATION SERVICE

Invited Consultant to Heartland Area Education District Agency 11, Johnston, Iowa, March 12, 2001.

Invited consultant to U.S. DOE Office of Special Education Programs Projects on improving reading and behavior in schools, January 8, 2001.

Advisory Panel Member, The Reading Project, WETA, Arlington, Virginia, 1999-present.

Instructional Development Policy Development Advisory Committee, Los Angeles Unified School District (LAUSD), Dr. Lilliam Castillo, Deputy Superintendent, 1999-present.

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) Advisory Board member, 1999-present.

American Educational Researchers Association, Division C, Affirmative Action Officer  
1996-1998.

Subcommittee on Special Service Award, International Reading Association, 1998-1999.

Dina Feitelson Research Award Committee, International Reading Association, 1997-1998.

Consultant to Research Projects at Auburn University (1988-present); Peabody College, Vanderbilt University, 1988; Clemson University, 1997-present.

Consultant, Resource Panel on Disability and Special Education, Early Childhood Longitudinal Study, Stanford Research Institute, Washington D.C., February 27-28, 1996.

Consultant, Center for Minority Special Education, Hampton University, Hampton, Virginia, Proposal Writing Workshop, Tuskegee University, Tuskegee, Alabama, October 12-14, 1995.

National Agenda Conference on Achieving Better Results for Children and Youth with Disabilities. Office of Special Education Programs (OSEP), Panel Member, July 10-11, 1994.

Developing a National Program Agenda for Research, Division of Innovation and Development, Office of Special Education Programs (OSEP); convened by Chesapeake Institute, May 5-6, 1994.

National Center on Educational Outcomes (NCEO). Consensus-building Meeting, February 24-25, 1994.

The Standards Projects for English and Language Arts, Early School Task Force Member, July 1993-April, 1994.

Chair, OSEP Research Project Directors' Conference Planning Committee, December 16, 1992-July 17, 1993.

Member, Student Award Committee, National Reading Conference, November 11, 1992-present.

Program Review Committee, Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison, February 1-4, 1991.

Technology, Media, and Materials Agenda Building Focus Group, COSMOS Corporation, Washington, D.C., January 20-21, 1992 - 1993.

Technical Review Group Member, Research Triangle Institute, Textbook Adoption Processes and Criteria and the Implications for Integrating Children with Disabilities into Mainstream Education, Research Triangle Park, North Carolina, November 7, 1990 - 1993.

Review Panel Member, Center for Educating Students with Handicaps In the Regular Education Setting (CESHIRES), Research Triangle Institute, Research Triangle Park, North Carolina, February 23, 1989 - 1992.

Grant Reviewer/Panel Member, Office of Special Education and Rehabilitative Services (OSERS), Personnel Preparation Division, Washington, D.C., December 10-13, 1984; January 6-9, 1986; January 26-29, 1987; July 9-12, 1989; December 10-13, 1989; July 22-24, 1991-present

National Coordinator for the Regular Education Initiative, Office of Special Education and Rehabilitative Services (OSERS), Office of the Assistant Secretary (Madeleine Will), September 1, 1987-July 1, 1988.

Committee Member, Committee for Development of Workshops on Effective Instruction, Council for Exceptional Children (CEC), 1985-1986.

Advisory Board Member, Association for Supervision and Curriculum Development (ASCD), Film Manual Planning and Development Committee, 1984-1985.

Reviewer/Panel Member, NTE Programs, Educational Testing Services (ETS), Midwestern Regional Office, Special Education Tests, Learning Disabilities Panel, Indianapolis, Indiana, November 28, 1984; June 27, 1986.

Consultant, Mental Disabilities Board of Visitors, Office of the Governor, State of Montana, 1982-1983.

Committee Member, State Consortium for Early Childhood Education for Handicapped Children, Program and Treatment Subcommittee, Office of Public Instruction, State of Montana, 1981-1982.

Evaluation Team Member, Northwest Association of Schools and Colleges, State of Montana, 1981-1982.

Committee Member, Annual Montana Symposium on Early Education and the Exceptional Children, Planning Committee, Eastern Montana College, Billings, Montana, 1980-1983.

Advisory Council Member, School District #1, Special Education Services, Missoula, Montana, 1982-1983.

Policy Council Member, Head Start, Missoula, Montana, 1982-1983.

#### NON-TECHNICAL PAPERS

3 poems, *Pacific Review*, Spring Volume, 1970

2 poems, *Mr. Cogito*, Fall, Volume 3, Number 1, 1976

#### AWARDS / ACKNOWLEDGMENTS / NOMINATIONS

Acknowledgment, Bethel School District, 2001-2002 Opening Ceremonies, Powers Auditorium, Willamette High School, August 27, 2001.

Visiting Scholar, University of Wisconsin-Madison. March 19-20, 1992.

Researcher of the Year Award, Direct Instruction Association, August, 1990.

Purdue University, Department of Education, early promotion to Associate Professor with tenure in Research and Teaching, Spring, 1985.

Award for Innovation in Helping Students Learn nominee, Purdue University, 1985; 1987.