

Linda K. Crafton. Ed.D.

DEGREES

Ed.D.	Indiana University, Bloomington, IN 1981 Reading/Language/Literacy
M.A.	Indiana University, Bloomington, IN 1976 Reading/Literacy
B.A.	University of Evansville, IN 1972 Elementary Education

TEACHING/RESEARCH INTERESTS

- Multiliteracies within a Language Arts Curriculum
- Collaborative Qualitative Teacher Research & Self-Study
- Dialogic Inquiry
- Oral and Written Language Processes & Instruction
- Teacher Identity Development & Communities of Practice
- Developing Teacher Knowledge Bases in Language, Literacy, & Learning
- Critical Reflection and Beliefs & Assumptions of Pre-service and In-Service Teacher
- Critical Pedagogy & Democratic Classrooms

PROFESSIONAL EXPERIENCE

Director, Teacher Education Assessment, Northwestern University 2003–2004

- Responsible for on-going development of a comprehensive, unit-wide assessment plan leading to new performance-based assessments, collection and analysis of data, and program improvement; leadership roles in assessment committee, digital portfolio committee, and unit-wide committee;
- Courses in graduate level language acquisition, reading and writing processes and instruction using sociocultural approaches, critical literacy, and miscue analysis;
- Self-study research focused on critical reflection;
- Longitudinal inquiry into pre-service teacher professional identity development using a community of practice framework.

Lecturer, Graduate School of Education & Social Policy, Northwestern University 1991–2003

- Taught “Foundations of Language Acquisition and Reading Process” and developed “Writing Process and Instruction”. Emphasis on holistic/constructivist theories, language arts, critical literacy, arts and literacy, a knowledge base in reading and writing, miscue analysis, dialogue and knowledge construction, portfolios and other authentic assessments, and multicultural literature.

Director, Graduate Programs, Benedictine University October 1999 - August 2002

- Director of three field-based graduate programs: Leadership & Administration, Curriculum & Technology-Integrated Instruction, Reading/Literacy. Responsibilities included identification and hiring of faculty, faculty development, development of new programs, revision of existing programs to include enhanced components of teaching excellence, technology, and quality assessments.
- Successful completion of Illinois Board of Higher Education proposals to expand programs into regions beyond the immediate scope of the university. All programs emphasized sociocultural theories, research scholarship, performance assessment, diversity, technology, and standards.
- Development of Reading/Literacy Program leading to a Reading Specialist certificate. Social constructivist theories as well as current research in reading as a social and language process. Courses developed include: Language Arts & Literacy, Reading Research, Authentic Language Learning Environments, Miscue & Retrospective Miscue Analysis, Language Acquisition & Emergent Literacy as Social Processes, Reading Process K-6 and 6-12, Reading in the Content Area, Assessment of Reading/Literacy, and Leadership in Language Arts & Literacy Contexts.
- Preservice Language Arts & Reading course.

**Program Co-Designer of NCTE Reading Initiative, National Council of Teachers of English
1997-1999**

- Instrumental in conceptualizing, constructing, and implementing a long-term professional development process and product, with Dr. Karen Smith, that engages educators in study of the theory, knowledge bases and best practice of the teaching and learning of reading as an act of language and social meaning construction. The work is accomplished through inquiry/dialogue groups that meet on a regular basis to conduct systematic inquiry into questions of practical significance; The goal is deep understanding of reading/literacy, assessment and sociocultural perspectives on teaching/learning and transformation of self and knowledge; Key to success and long-term growth is ongoing reflection through continuous examination of beliefs in relation to practice. The program is now available in over 400 sites around the country; the entire state of South Carolina has adopted the Initiative.

Center Director, Center for Language, Literacy, & Learning 1990-1993

- Development and implementation of 1-3 day theory/practice workshops on whole language theory/practice for teachers, administrators, and teacher educators. Content included language arts, reading/writing processes, miscue analysis, comprehension, role of the teacher, creating strategic readers, reading/writing across the curriculum, authentic assessment, multiple ways of knowing (language, drama, music, art).

Professor, Department of Reading, Northeastern Illinois University 1981-1991

- Courses taught and developed: Language Acquisition & Literacy Development, Miscue Analysis, Seminar in Writing Process, Reading & Writing in Urban Classrooms, Socio-Psycholinguistics & Reading, Teacher as Learner/Researcher, Comprehension Development and Instruction, Inquiry and Integration, Research in Language and Reading.
- Chair of NCATE Task Force, Chair of Academic Affairs Committee, Director of

- Alternative Assessment Policy Council.
- Extended work with Chicago Teacher Center focused on Arts & Literacy Integration in Inner City Elementary Classrooms.

Research Assistant/Teaching Assistant, Indiana University, Bloomington, IN 1976-1981

- NIE funded early literacy research w/ Dr. Jerome Harste, Dr. Carolyn Burke, and Dr. Virginia Woodward.
- Practicum in Language Arts & Reading Methods.

Reading Specialist, Southwestern School District, Hanover IN 1975-1976

First Grade Teacher, Southwestern Elementary School, Hanover, IN 1973-1975

Sixth Grade Teacher, Austin Jr. High School, Austin, IN 1972-1973

PUBLICATIONS

BOOKS

Standards in Practice K-2. National Council of Teachers of English, 1996.
Highlights application of English Language Arts Standards (IRA, NCTE) in K-2 classrooms with emphases on Multicultural Learning, Assessment, Portfolios, Inquiry, Language, and Authenticity.

Challenges of Holistic Teaching: Answering in Tough Questions. Norwood, MA: Christopher-Gordon, 1994.

Whole Language: Getting Started... Moving Forward. NY: Richard C. Owen Publishers, Inc., 1991.

PROFESSIONAL DEVELOPMENT PROGRAM

NCTE Reading Initiative. Development of Conceptual & Knowledge Base and Consultant Materials with Karen Smith. 1999.

JOURNALS (Ed.)

Primary Voices K-6: Inquiry-Based Evaluation. National Council of Teacher of English, Vol. 2, No 2., April 1994.

MONOGRAPHS

Language Instruction: From Theoretical Abstractions to Classroom Application. With Stephen Kucer and Mary Hill, Occasional Papers in Language and Reading, Indiana University Press, Bloomington, IN 1980.

ARTICLES

"Beginning Self-Study: A Collaborative Look at Critical Reflection." *Herstmonceux V: The Fifth International Conference on Self-Study of Teacher Education Practices, American*

Educational Research Association SIG, Conference Proceedings, East Sussex, UK, June 2004.

"The Impact of Dialogue and Inquiry on the Beliefs and Assumptions of Pre-service Teachers in an Undergraduate Reading/Language Arts Course." *Hawaii International Education Conference Proceedings, January 2003.*

"Teaching, Literacy Learning, and Professional Development," *CC-VI Forum, Vol. 2, No. 3 Summer/Fall 1997.*

"Inquiry-Based Evaluation: Teachers and Students Reflecting Together." *National Council of Teacher of English, 2(2), 2-7.*

"Interactive Writing: One Collaborative Research Study in an Eighth Grade Classroom." With Carol Porter, in *Delicate Balances: Collaborative Studies in Educational Research*, Judith Lindfors & Sarah Huddelson, Eds. National Council of Teachers of English, Spring 1993.

"Changing Curriculum: Teachers and Teacher Educators Become a Community of Learners." *Greater Washington Reading Council Journal, Vol XII, 1987.*

"The Relationship Between Oral and Written Language: A Sociopsycholinguistic Process." In *Teaching Reading with the Other Language Arts*, International Reading Association, 1983.

"Learning from Reading: What Happens When Students Generate Their Own Background Information." *Journal of Reading 26(7)*, April 1983.

"Comprehension: Before, During and After Reading." *The Reading Teacher, 36(3)*, December 1982.

PRESENTATIONS

Since 1987

National Satellite Staff Development Broadcasts

"*Standards in the English Language Arts.*" National School Conference Institute, Phoenix, January 1997 - June 1998. Broadcast topics: oral language, reading, writing, evaluation, inquiry, technology and multiple ways of knowing.

"*Effective Reading Strategies Series,*" National School Conference Institute, Phoenix, 1997-1998. Broadcast Topics included: oral and written language relationships, research, evaluation of proficient reader strategies, reading/writing connection, and assessment.

International & National Conferences

"*Beginning Self Study: A Collaborative Look at Critical Reflection.*" American Educational Research Association, Annual Meeting, San Diego, April 2004.

"*Dialogic Assessment of Teaching and Learning Processes During Student Teaching: Videotape Analysis, Reflective Inquiry, and Identity Development.*" American

Association of Colleges for Teacher Education, Annual Conference, Chicago, February 2004.

"Communities of Practice: Our Next Step in Understanding Social Learning" National Council of Teachers of English Annual Convention, San Francisco, November 2003.

"Changes in Beliefs & Assumptions of Pre-service Teachers Regarding the Teaching and Assessing of Reading." International Reading Association, Orlando, May 2003.

"The Scholarship of Teaching and Culturally Relevant Pedagogy." American Association of Colleges for Teacher Education Annual Conference, New Orleans, January 2003.

"Scholarship and Change in Pre-service Teachers' Beliefs and Assumptions about Reading and Language Arts." American Educational Research Association Annual Conference, New Orleans, April 2002.

"The Knowledge and Practice of Effective Reading Teachers." National Council of Teachers of English Annual Conference, Baltimore, November 2001.

"Organizing Written Curriculum for Inquiry-Based Professional Development." National Council of Teachers of English Annual Conference, Baltimore, November 2001.

"What Great Reading Teachers Know and Do." National Council of Teachers of English 2000 Conference, Milwaukee, WI, November 2000.

"Best Practice: What Criteria Do We Use?" Whole Language Umbrella Conference, Summer, 1998.

"Inquiry-Based Evaluation." National Council of Teachers of English Spring Conference, Pre-Conference Day Chair and Speaker, Minneapolis, March 1995.

"New Insights in Reading Theory and Practice and Purpose and Perspective: Bringing an Inquiry Curriculum to Life." Ontario Regional Educators' Conference, North Bay, Ontario, March 1995.

"Eliminating the Boundaries between Reading Instruction and Assessment." Whole Language Umbrella, San Diego, August 1994.

"Inquiry-Based Instruction/Inquiry-Based Assessment." Nippissing University Conference, Ontario, Canada, March 1994.

"Understanding the Impact of Collaboration on Reading Inquiry and Assessment." National Council of Teachers of English, Pittsburgh, November 1993.

"Toward More Authentic Reading Assessment." Nippissing University Conference, Ontario, March, 1993.

"Strategies for Reflection and Authentic Assessment." With Carolyn Burke, National Council of Teachers of English Annual Conference, Louisville, November 1992.

"From Process Shares to Reading/Writing Portfolios: Reflective Assessment Strategies in the Inquiry Classroom." Whole Language Umbrella Annual Conference, Niagara Falls, August 1992.

"Changing Relationships: The Impact of Teacher Research on Teachers, Students, and Administrators." International Reading Association Annual Conference, Orlando, May 1992.

"Slowing Down in an Effort to Move Forward: The Role of Reflection and Self-Evaluation in Learning." Whole Language Umbrella Conference, Phoenix, July 1991.

"Inquiry-Based Instruction and Assessment: The Changing Role of the Classroom Reading Teacher" International Reading Association World Congress, Symposium Chairperson and Presenter, Stockholm, Sweden, July 1990.

"Teacher as Researcher: Examining the Change in Teacher Role." International Reading Association Annual Conference, Atlanta, May 1990.

"Schooling in Transition: Critical Issues Related to Whole Language." Association for Supervision and Curriculum Development Annual Conference, San Antonio, March 1990.

"Starting a Teacher Support Group" International Reading Association Annual Conference, New Orleans, May 1989.

"Schools in Transition: The Complexities of a Paradigm Shift." Association for Supervision and Curriculum Development Annual Conference, Orlando, March 1989.

"Collaborative Research: Interactive Writing, Interactive Assessment." National Reading Conference, Charleston, April 1989.

"Collaborative Research Methodologies: Using Alternative Models to Explore Interactive Literacy Contexts." National Reading Conference, St. Petersburg, December 1987.

"Developing Communicative Competence: Interactive Writing and Evaluation." National Council of Teachers of English Research Conference, Chicago, February 1987.

State and Regional Conferences

"Administrators, Standards-Based Learning, and the Reading Initiative." North Carolina Reading Initiative, Charlotte, NC, October 2000.

"School Reform, Inquiry, Knowledge Base: The Core of the NCTE Reading Initiative." National Council of Teachers of English, A Kickoff for the NCTE Reading Initiative, Wheeling Service Center, Summer 1999.

"Administrators' Role in Inquiry-Based Professional Development." National Council of Teachers of English, A Kickoff for the NCTE Reading Initiative, Wheeling Service Center, Summer 1999.

"Comprehension, Interpretation and Personal Change: Nurturing Deep Understanding." Illinois Reading Council of Teachers of English Research Conference, Chicago, February 1987.

"Inquiry-Based Teaching and Evaluation." Visionary Learning and Whole Language Umbrella Leadership Conference. St. Charles, IL, May 1995.

"Theory and Practice of Holistic/Process-Based Teaching and Assessment." North Carolina Conference on Curriculum, Charlotte, NC, April 1995.

"Transitions toward Inquiry-Based Reading, Writing and Literacy Assessment." Wisconsin State Reading Conference, Milwaukee, February 1995.

"Challenges of Holistic Teaching: Answering the Tough Questions." Cardinal Stritch College Weekend Seminar, Milwaukee, WI, October 1994.

"Authentic Learning, Authentic Assessment." Tenth Great Lakes Regional Reading Conference, Chicago, September 1993.

"Creating Strategic Readers: Inquiry and Integration." Rock Island-Milan Education Conference, Rock Island, IL, March 1993.

"Getting Started with Holistic Teaching and Evaluation of Reading Process and Instruction." Mid-Missouri TAWL Annual Fall Conference, St. Louis, October 1992.

"Writing and Reading: Constructing Meaning with Content Materials Across Grade Levels." Chicago Catholic Archdiocese Fall Conference, Fall 1991.

"Recent Research and Practice in Reading, Writing and Assessment." Tri-County Educational Service Center Fall Conference, La Grange, IL, October 1990.

"In College and In Trouble: A Reading/Writing Program for College Students." Illinois Reading Council State Conference, Peoria, IL, March 1987.

Local Conferences

"Forays into the Scholarship of Teaching and Learning: First Steps toward Teaching Excellence." Faculty Development Presentation, Local Chicagoland Area Colleges and Universities, April 2002.

"Changes in Evaluation and Assessment: A Paradigm Shift." Literacy Studies Colloquia, University of Illinois Chicago, Spring 1994.

"Progressive Movements in Education: The Evolution of Holistic Theories." Keynote, Suburban Council of Reading Association Summer Conference, Evanston, IL, July 1994.

"Learners & Learning First: Changing the Face of Evaluation." Illinois Resource Institute, Chicago, June 1994.

"Critical Dimensions of an Inquiry Curriculum." Elmhurst Fall Conference, Elmhurst, IL, October 1992.

"Getting Started with Whole Language Instruction." Chicago Area Reading Association Spring Conference, Chicago, April 1989.

"Process Reading, Process Writing: Whole Language in Action in College." Villa Park, IL, 1989.

"Connected Teaching: Developing Thematically-Related Literacy Strategies" Teachers Applying Whole Language Annual Conference, Chicago, October 1988.

"Strategies and Assessment for Reluctant Writers" Suburban Council of International Reading Association 13th Annual Summer Reading Conference, Evanston, IL, 1987.

"Using Talk To Learn: Constructing Knowledge across the Language Arts Curriculum." Teachers Applying Whole Language Annual Conference, Columbia, Missouri, October 1987.

PROFESSIONAL DEVELOPMENT & CONSULTING ACTIVITIES

Literacy Consultant w/ CAPE (ChicagoArts Partnership in Education) Federally Funded Grant for Arts/Literacy Integration, 2004.

NCTE Reading Initiative Consultant & Facilitator, Aldrin School, Schaumburg, IL, 2000-2001.

NCTE Reading Initiative Consultant & Facilitator, South School, Des Plaines, IL, 1998-1999.

Programming Consultant & Evaluator, WGN Television, Chicago, IL, 1998-1999.

Inquiry into Reading Process and Evaluation, South School, Des Plaines, IL and Ivy Hill School, Arlington Heights, IL, 1997-1998.

Faculty Development: Accessing Classroom Writing: Process and Evaluation. Hubbard Woods, Winnetka, IL, 1997.

Faculty Development: Understanding Reading Process and Evaluation for Exceptional Students. South School, Des Plaines, IL, 1996-1997.

Faculty Development: Implementing the English Language Arts Standards. Frances Xavier Ward School, Chicago, Fall 1996.

Faculty Development: Authentic Reading/Writing Assessment. Des Plaines School District, 1992-1995.

Faculty Development: Authentic Literacy Evaluation. Breck School, Minneapolis, 1992-1993.

Faculty Development: Transition to a Holistic Curriculum and Performance-Based Evaluation, School, Chicago, 1992-1993.

Writing Process and Evaluation: At-Risk Students. St. Louis, 1992.

Moving Toward More Authentic Instruction and Assessment. Lafayette School, Chicago, 1991-1992.

Literacy and Math: Problem-Solving Processes. Des Plaines School District, 1992-1993.

Developing a Reflective Curriculum and Classroom Portfolios. Lincolnwood, IL, 1990-1992.

Developing a Student-Centered Reading/Writing/Assessment Curriculum (K-8). Crystal Lake, IL, 1991.

Making a District-wide Change to Whole Language. Mishawauka, WI, 1991.

Review of Current Research and Best Practices in Reading Comprehension and Assessment. Des Plaines School District, 1990-1991.

Developing a Process-Based Literacy Curriculum. Sabin Magnet School, Chicago, 1991.

Initiating a Process-Based Curriculum in a Jr. High Language Arts Program. Mt. Prospect School District, IL, Fall 1990.

Teachers, Administrators, Parents: Toward a District-wide Transition to Authentic Process-based Instruction/Assessment and Development of a Model for School-Based Teacher Facilitators. St. Charles, IL School District, 1989-1991.

Process-Based Instruction and Evaluation:: Theory/Practice Workshops, Demonstrations. Frazier Elementary School, Chicago, 1989-1990.

Understanding and Implementing Reading/Writing Workshops and Whole Language Curriculum. Our Lady of Mercy School, Chicago, 1988-1990.

Introduction to Reading Process Theory and Application. Schubert Elementary School, Chicago, 1989.

Writing Process and Writing Workshop. Wheeling School District, 1987.

HONORS, GRANTS, AWARDS

Merit Award for Exceptional Scholarship and Professional Activities, Benedictine University, 2001

Merit Award for Exceptional Scholarship and Professional Activities, Benedictine University, 2000.

Teaching Excellence Award, Northeastern Illinois University, 1986-1987.

International Reading Association Outstanding Dissertation Award, 1981.

PARTICIPATION IN THE ACADEMIC COMMUNITY

Professional Organizations

American Educational Research Association

Center for the Expansion of Language and Thinking

International Reading Association

National Council of Teachers of English

Illinois College Instructors of Reading Professionals, President (1984-1985)

Committee Work

NCTE Elementary Steering Committee 2004-2008.

Elementary Program Improvement Committee, Northwestern University, 2003.

Teacher Education Unit Committee, Northwestern University 2003-Present

Teacher Education Assessment Committee, Chair, Northwestern University 2003-Present

Digital Portfolio Committee, Chair, Northwestern University 2003 - Present

Strategic Planning for Technology, Benedictine University, 1999 - 2001

Technology Governance, Benedictine University, 1999 - 2001
Programs Council, Benedictine University, 2000 2001
Faculty Council, Benedictine University, 2000 -2002
Urban-Suburban Consortium, Northwestern University, 1997 - Present
Teacher as Researcher Committee, International Reading Association, 1988 - 1992.
Studies and Research Committee, International Reading Association, 1981 - 1983.
Research & Publication Committee, Illinois College Instructors of Reading Professionals, 1983 - 1984.
College of Education Academic Affairs Committee, Northeastern Illinois University, *Chairperson*, 1984 - 1985.
Program Committee, Department of Reading, Northeastern Illinois University, *Chairperson*, 1984 - 1988.
Faculty Council on Academic Affairs, Northeastern Illinois University, 1985 - 1987.
Academic Standards Committee, Northeastern Illinois University, 1983 - 1990.
University Council on Evaluation, 1981-1991.

Book Reviews

Portfolio Assessment in the Reading/Writing Classroom. Tierney, R. Christopher-Gordon Publishers, 1991.

Reading Miscue Inventory: Alternative Procedures. Goodman, Y. and C. Burke. Richard C. Owen Publisher, 1986.

Active Learning: A Reading/Study Skills Book for College Students. Stephens, R. Harcourt, Brace, Jovanovich, 1988.

Program Reviews

Chicago City Colleges Adult Reading Program, 1984-1990.

Professional Journals

Journal of Reading Behavior, 1986-1988.

Illinois Reading Journal, 1984-1986.

Board of Directors

Chicago Teacher Center, 1982-1984.

Panel of Experts

Federal Research Grant (given to Indiana University) to Improve Reading Comprehension of Handicapped Students, 1984-1987.