

CURRICULUM VITAE

PERSONAL INFORMATION

Name Curt Dudley-Marling
University Rank Full Professor

EDUCATION

- 1970** **B.A. in Psychology**
➤ University of Cincinnati
- 1971** **M.Ed. Emphasis in mental retardation and learning disabilities**
➤ University of Cincinnati
- 1981** **Ph.D.**
➤ *Major:* Special Education, emphasis in language and learning disabilities
➤ *Minors:* Linguistics, Educational Psychology (emphasis in statistics)
➤ *Dissertation Topic:* "The ability of learning disabled children to modulate the politeness of indirect requests based on the relative age, familiarity, and status of speakers and listeners."
➤ University of Wisconsin-Madison

PROFESSIONAL POSITIONS

- 1998** Professor of Education
➤ Boston College
- 2000-2002** Director, Donovan Urban Scholars Program
➤ Lynch School of Education, Boston College
- 1998-2000** Adjunct Professor, Faculty of Graduate Studies
➤ York University of Toronto, Ontario
- 1995-1998** Professor of Education, Faculty of Education
➤ York University of Toronto, Ontario
- 1987-1994** Associate Professor, Faculty of Education
➤ York University
- 1991-1992** Third grade teacher, Fenside School, North York Board of Education
➤ North York, Ontario (seconded from York University)

- 1987-1988** Acting Director, Centre for the Study of Computers in Education
Faculty of Education
➤ York University
- 1985-1987** Assistant Professor, Faculty of Education
➤ York University
- 1981-1984** Assistant Professor
➤ School of Education, University of Colorado of Denver
- 1980-1981** Lecturer and Acting Coordinator of the Learning Disabilities Teacher
Training Program, Department of Studies in Behavioral Disabilities
➤ University of Wisconsin-Madison
- 1979** Lecturer, Department of Studies in Behavioral Disabilities
➤ University of Wisconsin-Madison
- 1976-1978** Elementary level learning disabilities teacher
➤ Green Bay Public Schools, Green Bay, Wisconsin
- 1975-1976** Elementary level teacher of students with developmental disabilities
Fair Acres School, Butler County Board of Mental Retardation
➤ Hamilton, Ohio
- 1973-1975** Educational Diagnostician, Butler County Children's Diagnostic
Clinic
➤ Hamilton, Ohio
- 1971-1973** Elementary level teacher of students with developmental disabilities
Fair Acres School, Butler County Board of Mental Retardation,
➤ Hamilton, Ohio

TEACHER CERTIFICATIONS

- Ontario** Primary/Junior (Grades 1-6) with Additional Qualifications in
Learning Disabilities and Behavior Disorders
- Ohio** Learning Disabilities, Mental Retardation
- Wisconsin** Learning Disabilities, Mental Retardation

PUBLICATIONS

Articles in Refereed Journals

Dudley-Marling, C. (in press). Disrespecting teachers: Troubling developments in reading instruction. *English Education*.

- Dudley-Marling, C. (2004). The social construction of learning disabilities. *Journal of Learning Disabilities, 37*, 482-490.
- Dudley-Marling, C. & Paugh, P. (2004). The political power of progressive reading instruction. *Reading and Writing Quarterly, 20*, 385-399.
- Dudley-Marling, C. (2003). Certain knowledge in an uncertain world: Does knowledge of language help the classroom teacher? *Ohio Journal of English Language Arts, 43*, 8-17.
- Dudley-Marling, C. (2003). How school troubles come home: The impact of homework on families of struggling learners. *Current Issues in Education [On-line], 6(5)*. Available: <http://cie.ed.asu.edu/volume6/number5/>
- Cochran-Smith, M. & Dudley-Marling, C. (2002). "Idiots" and the Massachusetts teacher test. *English Education, 34*, 104.
- Cochran-Smith, M. & Dudley-Marling, C. (2001). The flunk heard round the world. *Teacher Education, 12*, 49-63.
- Dudley-Marling, C. & Murphy, S. (2001). Changing the way we think about language arts. *Language Arts, 78*, 574-578.
- Dudley-Marling, C. (2001). School troubles: A mother's burden. *Gender and Education, 13*, 183-197.
- Dudley-Marling, C. (1999). "I'm not a communist, a liberal, or a whole language teacher (and I don't beat my wife)." *Talking Points, 10(2)*, 14-16.
- Wien, C.A. & Dudley-Marling, C. (1998). Limited vision: The Ontario curriculum and outcomes-based education. *Canadian Journal of Education, 23*, 405-420.
- Dudley-Marling, C. (1997). "I'm not from Pakistan": Multicultural literature and the problem of representation. *The New Advocate, 10*, 123-134. [Reprinted in "Culturally Authentic Literature," edited by Kathy Short and Dana Fox (2003) and published by the National Council of Teachers of English]
- Dudley-Marling, C. & Fine, E.S. (1997). The politics of whole language. *Reading and Writing Quarterly, 13*, 247-260.
- Dudley-Marling, C. & Murphy, S. (1997). A vision for *Language Arts*. *Language Arts, 74*, 244-246.
- Dudley-Marling, C. & Murphy, S. (1997). A political critique of remedial reading programs: The example of Reading Recovery. *The Reading Teacher, 50*, 460-68.
- Murphy, S. & Dudley-Marling, C. (1997). How many whole language teachers are really out there? *Talking Points, 9(1)*, 21-26.
- Dudley-Marling, C. (1996). Whole language, assumptions, and ideology: A response to Groff. *Reading and Writing Quarterly, 12*, 227-236.

- Dudley-Marling, C. (1995). Uncertainty and the whole language teacher. *Language Arts*, 72, 252-257.
- Dudley-Marling, C. (1995). Whole language: It's a matter of principles. *Reading and Writing Quarterly*, 11, 109-117.
- Dudley-Marling, C. & Dippo, D. (1995). What learning disability does: Sustaining the ideology of schooling. *Journal of Learning Disabilities*, 28, 408-414. (Reprinted in Poplin, M. & Cousin, P. (Eds.) (1996). *Alternative views of learning disabilities: Issues for the 21st century*. Austin, TX: Pro-Ed.)
- Dudley-Marling, C. & Oppenheimer, J. (1995). Writing and ownership: A critical tale. *The International Journal of Qualitative Studies in Education*, 8, 281-295.
- Searle, D. & Dudley-Marling, C. (1995). Learning from *talk around the edges*. *English Quarterly*, 27, 25-29.
- Dudley-Marling, C. (1994). Reconstructing autism: Challenging our conceptions of normalcy. *Review of Education/ Pedagogy/ Cultural Studies*, 16, 239-246.
- Dudley-Marling, C. (1994). Struggling readers in the regular classroom: A personal reflection. *Reading Horizons*, 34, 465-487.
- Dudley-Marling, C. & Stires, S. (1992). Including all students in a community of learners. *Reading Horizons*, 32, 356-371.
- Dudley-Marling, C. (1991). Bells, whistles, and pedagogy. *Early Child Development and Care*, 69, 99-106.
- Dudley-Marling, C. & Dippo, D. (1991). The language of whole language. *Language Arts*, 68, 548-554. (Reprinted in an Educational Research Service (1994) *Information Folio*, "The whole language approach")
- Dudley-Marling, C. & Oppenheimer, J. (1990). The role of word processing in a Grade 7/8 writing program. *Journal of Research on Computing in Education*, 23, 28-44.
- Dudley-Marling, C.C., & Searle, D. (1990). Is language arts software getting better? *Interactive Learning International*, 6, 163-168.
- Dudley-Marling, C. & Searle, D. (1989). Computers and language learning: Misguided assumptions. *British Journal of Educational Technology*, 20, 41-46.
- Dudley-Marling, C. (1989). The role of parents in children's literacy development: Collaborating with parents of exceptional children. *The Pointer*, 33, 16-19.
- Dudley-Marling, C. & Rhodes, L.K. (1989). Reflecting on a close encounter with experimental research. *Canadian Journal of Language Arts*, 12, 24-28.
- Dudley-Marling, C. & Tracz, G. (1989). A survey of computer use in Ontario Faculties

of Education. *ECOO Output*, 10, 32-37.

- Dudley-Marling, C.C., Dudley-Marling, C.A., & Booty, L. (1988). The role of speech and language therapists in creating language rich classrooms. *Human Communication Canada*, 12, 23-27.
- Dudley-Marling, C. & Owston, R.D. (1988). A field-testing approach to software evaluation. *Computers in the Schools*, 5, 241-249.
- Dudley-Marling, C. & Owston, R.D. (1988). Microcomputers and the teaching of problem-solving: A critical review. *Educational Technology*, 28, 27-32.
- Dudley-Marling, C. & Searle, D. (1988). Enriching language learning environments for students with learning disabilities. *Journal of Learning Disabilities*, 21, 140-143. (Reprinted in the *MART Journal*, 8, 35-38)
- Owston, R.D. & Dudley-Marling, C. (1988). A criterion-referenced approach to software evaluation. *Journal of Research on Computing in Education*, 20, 234-244.
- Dudley-Marling, C. (1987). The role of the speech and language clinician in literacy learning. *Journal of Childhood Communication Disorders*, 11, 81-90.
- Dudley-Marling, C. & Owston, R.D. (1987). The state of educational software. *Educational Technology*, 27, 25-29.
- Dudley-Marling, C. & Rhodes, L.K. (1987). Pragmatics and literacy. *Language, Speech, and Hearing Services in the Schools*, 18, 41-52.
- Dudley-Marling, C. (1986). Assessing the reading and writing development of learning disabled students: An holistic perspective. *Canadian Journal of Special Education*, 2, 33-44. (Reprinted in *B.C. Journal of Special Education*, 12, 41-51, 1988).
- Dudley-Marling, C. & Rhodes, L.K. (1986). Teachers must create an environment for literacy instruction. *Teaching Exceptional Children*, 18, 289-291.
- Kaufman, N.J., Dudley-Marling, C., & Serlin, R. (1986). An examination of statistical interactions in the special education literature. *Journal of Special Education*, 20, 31-42.
- Rhodes, L.K., Dudley-Marling, C., & Mowder, B.A. (1986). Intervention strategies for developing student reading and writing fluency. *Techniques*, 2, 256-262.
- Widerstrom, A., & Dudley-Marling, C. (1986). Living with a handicapped child: Myth and reality. *Childhood Education*, 62, 359-367.
- Dudley-Marling, C. (1985). Perceptions of teachers of learning disabled and emotionally disturbed children toward the IEP process. *Psychology in the Schools*, 22, 65-67.

Dudley-Marling, C. (1985). Reading, writing, and microcomputers: Alternatives to drill and practice. *The Reading Teacher*, 38, 388-391.

Dudley-Marling, C. (1985). The pragmatic skills of learning disabled children: A review. *Journal of Learning Disabilities*, 18, 193-199.

Dudley-Marling, C. & Edmiaston, R. (1985). The social status of learning disabled children: A review. *Learning Disability Quarterly*, 8, 189-204.

Dudley-Marling, C., Snider, V., & Tarver, S.G. (1982). Locus of control and learning disabilities: A review and discussion. *Perceptual and Motor Skills*, 54, 503-514.

Dudley-Marling, C., Kaufman, N.J., & Tarver, S.G. (1981). WISC and WISC-R profiles of learning disabled children. *Learning Disability Quarterly*, 4, 307-319.

Books

Dudley-Marling, C. & Paugh, P. (2004). *A classroom teacher's guide to struggling readers*. Portsmouth, NH: Heinemann.

Murphy, S. & Dudley-Marling, C. (Eds.) (2003). *Language and Literacy Learning through Language Arts*. Urbana, IL: National Council of Teachers of English.

Dudley-Marling, C. & Edelsky, C. (Eds.) (2001). *The fate of progressive language policies and practices*. Urbana, IL: National Council of Teachers of English.

Dudley-Marling, C. (2000). *A family affair: When school troubles come home*. Portsmouth, NH: Heinemann.

Dudley-Marling, C. (1997). *Living with Uncertainty: The messy reality of classroom practice*. Portsmouth, NH: Heinemann.

Rhodes, L.K. & Dudley-Marling, C. (1996). *Readers and writers with a difference: A holistic approach to teaching struggling students, 2nd edition*. Portsmouth, NH: Heinemann Educational Books.

Dudley-Marling, C. & Searle, D. (Eds.) (1995). *Who owns learning: Questions of autonomy, choice, and control*. Portsmouth, New Hampshire: Heinemann Educational Books.

Dudley-Marling, C. & Searle, D. (1991). *When students have time to talk: Creating contexts for learning language*. Portsmouth, NH: Heinemann Educational Books.

Dudley-Marling, C. (1990). *When school is a struggle*. Richmond Hill, Ontario: Scholastic-TAB.

Rhodes, L.K., & Dudley-Marling, C. (1988). *Readers and writers with a difference: A holistic approach to teaching literacy to LD and remedial*

students. Portsmouth, NH: Heinemann Educational Books.

Chapters/articles in books

- Dudley-Marling, C. & Paugh, P. (in press). *The rich get richer, the poor get Direct Instruction*. In B. Altwerger (Ed.), *Reading for profit*. Portsmouth, NH: Heinemann.
- Dudley-Marling, C. (2000) Reconceptualizing learning disabilities by reconceptualizing education. In L. Denti & P. Cousin (Eds.). *New ways of looking at learning disabilities* (pp. 5-17). Denver, CO: Love Publishing.
- Dudley-Marling, C. & Edelsky, C. (2001). The fate of progressive language practices. In C. Dudley-Marling & C. Edelsky, (Eds.) *The fate of progressive language policies and practices* (pp. vii-xx). Urbana, IL: National Council of Teachers of English.
- Dudley-Marling, C. (1997). If students *own* their learning what do teachers do? In B. Power, J. Wilhelm, & K. Chandler (Eds.), *Reading Stephen King* (pp. 73-82). Urbana, IL: National Council of Teachers of English
- Dudley-Marling, C. (1996). Curriculum-based assessment: A political critique. In W. Stainback & S. Stainback (Eds.), *Controversial issues in special education*. Boston: Allyn & Bacon.
- Dudley-Marling, C. (1996). "I wonder if 'real' teachers have these problems?" In B.M. Power & R.S. Hubbard (Eds.), *Oops: What we learn when our teaching fails* (pp. 121-124). York, ME: Stenhouse Publishers.
- Dudley-Marling, C. (1996). Explicit instruction within a whole language framework. In E. McIntyre & M. Pressley (Eds.), *Balanced instruction: Strategies and skills in whole language* (pp. 23-38). Norwood, MA: Christopher Gordon.
- Dudley-Marling, C. (1996). On becoming. In L. Heshusius & K. Ballard (Eds.), *From positivism to interpretivism and beyond: Tales of transformation in educational and social research* (pp. 32-37, 108-114). New York: Teachers College Press.
- Dudley-Marling, C. (1995). Complicating ownership. In C. Dudley-Marling & D. Searle, *Who owns learning?* (pp. 1-15). Portsmouth, New Hampshire: Heinemann Educational Books.
- Searle, D. & Dudley-Marling, C. (1995). Understanding ownership in classroom interaction. In C. Dudley-Marling & D. Searle, *Who owns learning?* (pp. 16-28). Portsmouth, New Hampshire: Heinemann Educational Books.
- Dudley-Marling, C. (1993). Living and learning in a community of learners. J. Andrews & J. Lupart (Eds.), *The Inclusive Classroom: Education Exceptional Children* (pp. 589-611). Toronto: Nelson.
- Dudley-Marling, C. (1992). You think this is the real world? In K. Goodman, L.B. Bird & Y. Goodman (Eds.), *Whole Language Catalogue Supplement on*

Authentic Assessment. Santa Rosa, CA: American School Publishers.

Dudley-Marling, C. (1991). Challenging the children: A holistic approach to teaching students in special education programs. In A. Bauer & E. Lynch (Eds.), *Children who challenge the system* (pp. 89-115). Norwood, New Jersey: Ablex Publishing Company.

Rhodes, L.K. & Dudley-Marling, C. (1990). Planning Instruction. In B.M. Power & R. Hubbard (Eds.), *Literacy in Process: The Heinemann Reader* (pp. 180-190). Portsmouth, New Hampshire: Heinemann. (Reprinted from *Readers and Writers with a Difference*)

Other

Dudley-Marling, C., Abt-Perkins, D., Selfe, D., & Sato, K. (2004). Developing an NCTE position on teacher quality. *The Council Chronicle*, 14(2), 9.

Dudley-Marling, C. (2003). Suggestions for further reading: Learners who struggle with reading and writing. *Language Arts*, 80, 309.

Murphy, S. & Dudley-Marling, C. (2001). Editors' Pages: Changing the way we think about language arts. *Language Arts*, 78, 508-510.

Murphy, S. & Dudley-Marling, C. (2001). Editors' Pages: Rewriting writing. *Language Arts*, 78, 412-413.

Murphy, S. & Dudley-Marling, C. (2001). Editors' Pages: Cross-curricular convergences, *Language Arts*, 78, 316-318.

Murphy, S. & Dudley-Marling, C. (2001). Editors' pages: Standards and Success, *Language Arts*, 78.

Murphy, S. & Dudley-Marling, C. (2000). Editors' pages: Texts, Technology, and Thinking. *Language Arts*, 78, 204-206.

Murphy, S. & Dudley-Marling, C. (2000). Editors' pages: Pondering Purpose, *Language Arts*, 78, 8-10.

Murphy, S. & Dudley-Marling, C. (2000). Editors' pages: The making of a reader, *Language Arts*, 78, 476-478.

Murphy, S. & Dudley-Marling, C. (2000). Editors' pages: Learning from the cultures of home literacy, *Language Arts*, 78, 380-382.

Murphy, S. & Dudley-Marling, C. (2000). Editors' pages: Engenderings, *Language Arts*, 78, 284-286.

Murphy, S. & Dudley-Marling, C. (2000). Editors' pages: Spelling out our concerns about spelling, *Language Arts*, 78, 200-201.

- Murphy, S. & Dudley-Marling, C. (1999). Editors' pages: Collaborations, *Language Arts*, 77, 103-105.
- Murphy, S. & Dudley-Marling, C. (1999). Editors' pages: Doing teacher research, *Language Arts*, 77, 8-9.
- Dudley-Marling, C. (2000). "Boston cabbies can't be wrong" (Review of *Losing our language* by Sandra Stotsky). *Edifications*.
- Dudley-Marling, C. & Murphy, S. (1999). Editors' pages: Writing genres, *Language Arts*, 77, 356-358.
- Dudley-Marling, C. & Murphy, S. (1999). Editors' pages: Talking texts, *Language Arts*, 77, 368-370.
- Dudley-Marling, C. & Murphy, S. (1999). Editors' pages: The poetic possibilities of language, *Language Arts*, 77, 288-290.
- Dudley-Marling, C. & Murphy, S. (1999). Editors' pages: Revealing language, *Language Arts*, 77, 208-209.
- Dudley-Marling, C. & Murphy, S. (1998). Editors' pages: Pleasure and the language arts, *Language Arts*, 76, 112-114.
- Dudley-Marling, C. & Murphy, S. (1998). Editors' pages: Being explicit about explicit instruction, *Language Arts*, 76, 8-9.
- Dudley-Marling, C. & Murphy, S. (1998). Editors' pages: The work of the language arts teacher. *Language Arts*, 76.
- Dudley-Marling, C. & Murphy, S. (1998). Editors' pages: Teaching linguistically diverse children in English language arts classrooms, *Language Arts*, 76, 172-174.
- Dudley-Marling, C. & Murphy, S. (1998). Editors' pages: Puzzlements, uncertainties, and contradictions, *Language Arts*, 76, 88-89.
- Dudley-Marling, C. & Murphy, S. (1998). Editors' pages: Writing ourselves, *Language Arts*, 76, 8-10.
- Dudley-Marling, C. & Murphy, S. (1997). Editors' pages: Anniversary of "Reading: A psycholinguistic guessing game, *Language Arts*, 75, 592-594.
- Dudley-Marling, C. & Murphy, S. (1997). Editors' pages: Progressive education in conservative times, *Language Arts*, 75, 512-514.
- Dudley-Marling, C. & Murphy, S. (1997). Editors' pages: Opening up children's literature, *Language Arts*, 75, 416-417.
- Dudley-Marling, C. & Murphy, S. (1997). Editors' pages: Changing the way we think about language arts, *Language Arts*, 75, 314-315.

Booth, D., Dudley-Marling, C., Murphy, S., and Wells, G. (1997, March 3). Do children understand what they're reading? *The Globe and Mail*, p. A13.

Dudley-Marling, C. & Murphy, S. (1997). What should we make of the Foorman study? *Reading Today*, 15(2), 16.

Dudley-Marling, C. (1989). Word processing in grades seven and eight. *Indirections*, 14, 15-16.

ERIC Documents

Dudley-Marling, C.C., & Rosenberg, R.R. (1984). *Parent involvement in the interdisciplinary team process*. Denver, CO: University of Colorado at Denver. (ERIC Document Reproduction Service No. ED 235 670).

Reviews

Dudley-Marling, C.C. (1986). *Review of The Science of learning disabilities*, by K. Kavale & S. Forness. *Child Development Abstracts and Bibliography*, 60, 1.

Dudley-Marling, C.C. (1985). Review of the Carrow Auditory-visual Abilities Test. In J.V. Mitchell (Ed.), *The ninth mental measurements yearbook*. Lincoln, NE: Boros Institute of Mental Measurements.

Dudley-Marling, C.C. (1985). *Review of the Learning staircase*. In J.V. Mitchell (Ed.), *The ninth mental measurements yearbook*. Lincoln, NE: Boros Institute of Mental Measurements.

Dudley-Marling, C.C. (1982). A review of *Advances in special education, volume 3: Socialization influences on exceptionality*. *Contemporary psychology*.

Dudley-Marling, C.C. (1980). Review of the *Test of language development and the Test of written language*. *Exceptional Education Quarterly*, 1, 108-109.

Manuscripts in preparation

Dudley-Marling, C. & Demers, K. *Teachers matter: How educational reform is reducing teachers' professional discretion (and what to do about it)*

Dudley-Marling, C. & Stevens, L. *Educational reform: (Dis)Respecting students*.

Dudley-Marling, C. & Cochran-Smith, M. *How the Massachusetts teacher test has affected the historic mission of teacher education*.

Dudley-Marling, C. *Urban parents' perceptions of school-to-home literacy initiatives*.

Book(s) in progress

Dudley-Marling, C. *The social construction of learning problems*. Under contract to Lawrence Erlbaum.

Dudley-Marling, C. & Paugh, P. *A classroom teacher's guide to struggling writers*. Under contract to Heinemann.

GRANTS/AWARDS

The National Council of Teachers of English's Conference on English Education's 1999 James N. Britton Award for Inquiry in the English Language Arts (for the book, *Living with Uncertainty: The messy reality of classroom practice*)

"Professional Development in 'Accountable Talk': Quality Book Discussions as a Means of Improving Student Reading Comprehension." Teacher Quality Grant, US Department of Education (\$1,450,000) (under review) (w/Sarah Michaels, Clark University)

Research Expense Grant, Boston College, December, 2004 (\$1900)

Research Expense Grant, Boston College, May, 2003. (\$200)

"Donovan Teaching Scholars Program in Support of Marshall Elementary School's School Improvement Plan", Boston Public Schools, September, 2001 (\$48,000)

"Culturally-sensitive family literacy practices: The perceptions of African American and Hispanic parents." Research Foundation of the National Council of Teachers of English, May 2001 (\$8000).

"The Effects of Standards-based Education Reform on Teacher Education Programs" (with M. Cochran-Smith). Submitted to the Major Grants Program of the Spencer Foundation (\$350,000). Not funded.

"Donovan Teaching Scholars Program in Support of Marshall Elementary School's School Improvement Plan", Boston Public Schools, September, 2000 (\$24,000)

M. Argyelan Research Award, Lynch School of Education, Boston College, July, 2000. "Situating learning problems in relational sequences" (\$5000)

Research Expense Grant, Boston College, May, 2000. (\$350)

Boston College Research Incentive Grant, February, 1999. "A study of the effects of teacher tests on teacher education programs" (with M. Cochran-Smith) (\$15,000)

Spencer Foundation Small Grants Program, February, 1999. "A study of the effects of teacher tests on teacher education programs" (with M. Cochran-Smith). (\$35,000)

Research Expense Grant, Boston College, October, 1998 (\$300)

Ad hoc travel grant, York University, May, 1997 (\$228)

Minor Research Grant, York University, Faculty of Education, November, 1996 (\$2500)

Senate Committee on Teaching and Learning (SCOTL) Course Development Grant (\$7000.00) (with D. Dipppo)

Minor Research Grant, York University, Faculty of Education, May 1991, (\$2500)

York University, Faculty of Education Release Time Grant (one course), 1988-1989 academic year.

Minor Research Grant, York University, Faculty of Education, December, 1987 (\$2,250.00).

Minor Research Grant, York University, Faculty of Education, April, 1986 (\$2,000.00) (with D. Searle).

Faculty Development Award, Graduate School, University of Colorado at Denver, May, 1984 (\$7,000).

Seed money award, Graduate School, University of Colorado at Denver, 1983 (\$200).
Faculty computer study opportunity, summer, 1983 (Full summer salary to study microcomputers and computer software).

EDITORSHIPS

Co-Editor, *School Talk*, published by the National Council of Teachers of English. (2003-2004)

Co-Editor, *Language Arts*, the Official Journal of the Elementary Section of the National Council of Teachers of English (circulation 24,000) 1997-2001

Editorial Board, *Language Arts*, 2001 -

Field editor, *Reading and Writing Quarterly*, 1997-

Associate Editor, *Journal of Teacher Education*, 2000-

Guest Reviewer, *English Education*, 2001, 2002.

Reviewer Canadian Scholars' Press, 2002.

Reviewer, Teachers College Press, 2001, 2002.

Reviewer, Lawrence Erlbaum Publishers, 2002.

Reviewer, Heinemann Educational Books, 2001, 2002

Guest reviewer, *Teaching Education*, 2002

Guest reviewer, *Curriculum Inquiry*, 1999.

Guest reviewer, *Linguistics and Education*, 1999, 2000.

Guest reviewer, *International Journal of Leadership in Education*, 1999.

Invited editor of mini-theme on "The politics of literacy" for *Reading and Writing Quarterly*, 1997, Volume 13, Number 3.

Consulting editor, *Exceptionality Education Canada* (1991-1995)

Guest reviewer, *Language Arts*, 1995.

Guest reviewer, *Journal of Special Education*, 1989.

Co-editor of *Teaching to Learn*, newsletter of the Alternatives to Special Education in the English Language Arts subcommittee of the National Council of Teachers of English (1988-1993)

Co-editor, Newsletter of the Colorado Council for Learning Disabilities (1981-1982)

RESEARCH IN PROGRESS

Dudley-Marling, C. (w/Sarah Michaels). An investigation of the efficacy of Shared Inquiry in a school in the South Bronx.

Dudley-Marling, C. (w/ D. Abt-Perkins, K.Sato, & D. Selfe). An investigation of NCTE members' perceptions of "highly qualified" teachers.

Dudley-Marling, C. Toward culturally-sensitive family literacy: The views of urban parents toward school-initiated family literacy.

PRESENTATIONS

Dudley-Marling, C. & Michaels, S. Discursive Constructions of Intelligence and Learning identities. Annual meeting of the American Educational Research Association, Montreal, Canada, April, 2005.

Dudley-Marling, C. The social construction of reading disabilities. Reading Recovery Conference, Lesley University, Cambridge, MA, April, 2005.

Dudley-Marling, C. (with L. Dich, M. Haddix, & L. Tobin. *Positionality and the Negotiation of Authority in the Writing Class*. University of New Hampshire Composition Studies Conference, Durham, NH, October, 2004.

Dudley-Marling, C. Reading reform and the de-professionalization of teachers. Summer Teacher Seminar, University of New Hampshire, Durham, NH, June, 2004.

Dudley-Marling, C. Urban parents' perceptions of home-to-school literacy initiatives.

- Annual meeting of the Northeast Educational Research Organization, Portsmouth, NH, April, 2004.
- Dudley-Marling, C. *Basals and struggling readers*. Annual Meeting of the National Council of Teachers of English, San Francisco, CA, November, 2003.
- Dudley-Marling, C. Stories matter: The complexity of cultural authenticity in children's literature (Panel presentation). Annual Meeting of the National Council of Teachers of English, San Francisco, CA, November, 2003.
- Dudley-Marling, C. The Britton sessions: Teacher research in an age of "Scientific inquiry" (Panel presentation). Annual Meeting of the National Council of Teachers of English, San Francisco, CA, November, 2003.
- Dudley-Marling, C. *Reforming reading instruction: Making teachers matter*. Keynote speaker, Annual conference of the Kentucky Reading Project, Louisville, KY, March, 2003.
- Dudley-Marling, C. *Culturally-sensitive family literacy practices: The perceptions of African American and Hispanic parents*, Annual Meeting of the National Council of Teachers of English, Atlanta, GA, November, 2002.
- Dudley-Marling, C. "Are the kids allowed to read R.L. Stine?": *The role of respect in educational reform*. Annual Meeting of the National Council of Teachers of English, Atlanta, GA, November, 2002.
- Dudley-Marling, C. *Working with struggling readers and writers: Being explicit about explicit instruction*. Annual Meeting of the Whole Language Umbrella, Bethesda, MD, July, 2002.
- Dudley-Marling, C. *Family literacy practices: The perceptions of African American and Hispanic parents*. Annual Meeting of the International Reading Association, San Francisco, CA, April, 2002.
- Dudley-Marling, C. *Current issues in language arts: Threats to the professionalism of teachers*. Keynote speaker, Leo F. Hanley Luncheon, Annual Meeting of the Massachusetts Reading Association, Sturbridge, MA, March, 2002.
- Dudley-Marling, C. & Edelsky, C. *The fate of progressive language policies and practices*. Annual meeting of the National Council of Teachers of English, Baltimore, MD, November, 2001.
- Dudley-Marling, C. *Zones of possibility*. Annual meeting of the National Council of Teachers of English, Milwaukee, WI, November, 2000. Annual meeting of the National Council of Teachers of English, Milwaukee, WI, November, 2000.
- Dudley-Marling, C. & Paugh, P. *The rich get richer; the poor get Direct Instruction*. Annual meeting of the National Council of Teachers of English, Milwaukee, WI, November, 2000.
- Dudley-Marling, C. & Cochran-Smith, M. *Who is fit to teach the children?* Annual meeting of the American Educational Research Association, New Orleans, LA, April, 2000.

- Dudley-Marling, C. *I've cried a thousand times": How parents experience children's reading problems*. Annual meeting of the National Council of Teachers of English, Denver, CO, November, 1999.
- Dudley-Marling, C. *Learning failure*. Annual meeting of the Whole Language Umbrella, Rochester, NY, August 6, 1999.
- Dudley-Marling, C. *The sociocultural context of learning problems*. Language and literacy Alumni Conference, Graduate School of Education, Harvard University, Cambridge, MA, July 31, 1999.
- Cochran-Smith, M. Annual meeting of the American Educational Research Association, Montreal, PQ, April, 1999.
- Dudley-Marling, C. *The social construction of learning problems* (Ricker lecture). Annual meeting of the Massachusetts Reading Association, Sturbridge, MA, March, 1999.
- Dudley-Marling, C. *Living with uncertainty: The messy reality of classroom practice* (presentation given by the winner of CEE's James N. Britton Award for inquiry in the language arts.). Paper presented at the annual Spring conference of the National Council of Teachers of English, Cincinnati, OH, March, 1999.
- Dudley-Marling, C. *Does knowledge of language help the classroom teacher?* Paper presented at the annual meeting of the National Council of Teachers of English, Nashville, TN, November, 1998.
- Dudley-Marling, C. *What's in a name?* Paper presented at the annual meeting of the National Council of Teachers of English, Nashville, TN, November, 1998.
- Dudley-Marling, C. *Language, power, and learning disabilities*. Paper presented at the Annual Ethnography in Education Research Forum, Philadelphia, PA, March, 1998.
- Dudley-Marling, C. *What is multicultural education for?* Keynote address, York Equity Conference, Faculty of Education, York University, Toronto, Canada, February, 1998.
- Dudley-Marling, C. *The politics of special and remedial education: who's serving whose needs?* Paper presented at the annual conference of the Colorado Council of the International Reading Association, Denver, CO, February, 1998.
- Dudley-Marling, C. *Is balanced instruction an alternative to whole language?* Paper presented at the annual conference of the Colorado Council of the International Reading Association, Denver, CO, February, 1998.
- Dudley-Marling, C. *A discourse of rights or a discourse of ethics?* Paper presented at the annual meeting of the National Council of Teachers of English, Detroit, MI, November, 1997.
- Dudley-Marling, C. *Language of the classroom: Resisting democracy in schools*. International Systemic Functional Linguistics Congress. Toronto, Canada, July, 1997.
- Dudley-Marling, C. & Murphy, S. *Whole language teachers: Are there many really out there?*

Paper presented at the annual meeting of the International Reading Association, Atlanta, GA, May, 1997.

Dudley-Marling, C. *When professors teach children: Questions of location and privilege*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC, December, 1996.

Dudley-Marling, C. *The complicated business of identity politics*. Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, IL, November, 1996.

Dudley-Marling, C. *College conversations: The multiple roles of teacher educators* (panelist). Annual meeting of the National Council of Teachers of English, Chicago, IL, November, 1996.

Dudley-Marling, C. *Reconceptualizing learning disabilities by reconceptualizing education*. Paper presented at the annual meeting of the Council on Learning Disabilities, Nashville, TN, November, 1996.

Dudley-Marling, C. If *students own their learning, what do teachers do?* "Reading Stephen King " Conference, Orono, Maine, October, 1996.

Dudley-Marling, C. *Is there a hole in whole language: Explicit instruction in a whole language framework*. Annual meeting of the Whole Language Umbrella, Minneapolis, Minnesota, August, 1996.

Dudley-Marling, C. *Issues of equity and diversity in a graduate seminar*. Annual meeting of the Canadian Society for the Study of Education, St. Catherines, Ontario, June, 1996.

Dudley-Marling, C. "I'm not from Pakistan": *Multicultural literature and the possibilities of (mis)representation*. Paper presented at the annual spring meeting of the National Council of Teachers of English, Boston, Massachusetts, March, 1996.

Dudley-Marling, C. *Multicultural literature and the presumption of representation*. Paper presented at the Annual Ethnography in Education Research Forum, Philadelphia, PA, March, 1996.

Dudley-Marling, C. (with E. Fine, R. Magnusdatt, S. Siamon). *Creating safe arenas for talk*. Paper presented at the Annual Ethnography in Education Research Forum, Philadelphia, PA, March, 1996.

Dudley-Marling, C. *The role of progressive language practices in a democratic society*. Paper presented at the annual meeting of the National Council of Teachers of English, San Diego, California, November, 1995.

Dudley-Marling, C. *Explicit instruction in a whole language framework*. Paper presented at the annual meeting of the National Council of Teachers of English, San Diego, California, November, 1995.

Dudley-Marling, C. *The scary, evil book club: Reading and writing among friends*. Paper presented at the Annual Ethnography in Education Research Forum, Philadelphia, PA, March, 1995.

- Dudley-Marling, C. *Language in the classroom: A political perspective*. Paper presented at the annual meeting of the National Council of Teachers of English, Orlando, Florida, November, 1994.
- Dudley-Marling, C. *Struggling readers and the third grade teacher: A personal reflection*. Paper presented at the annual meeting of the National Council of Teachers of English, Orlando, Florida, November, 1994.
- Dudley-Marling, C. *Paradigm shifts in multicultural special education classrooms*. Paper presented at the annual California Department of Education Special Education Conference, Sacramento, California, October, 1994.
- Dudley-Marling, C. *Struggling students in the classroom: A personal perspective*. Paper presented at the Second Annual Symposium on Special Education and Cultural Diversity, San Diego, California, June, 1994.
- Dudley-Marling, C. *The role of programs like Reading Recovery in discouraging educational reform*. Paper presented at the annual meeting of the International Reading Association, Toronto, Canada, May, 1994.
- Dudley-Marling, C. *Complicating teaching with uncertainty*. Paper presented at the Annual Ethnography in Education Research Forum, Philadelphia, PA, February, 1994.
- Dudley-Marling, C. *A personal perspective on struggling readers*. Paper presented at the annual meeting of the Scarborough Reading Association, Toronto, Canada, February, 1994.
- Dudley-Marling, C. *Uncertainty and the whole language teacher*. Paper presented at the annual meeting of the Scarborough Reading Association, Toronto, Canada, February, 1994.
- Dudley-Marling, C. *Reading, writing, and friends*. Paper presented at the annual meeting of the National Council of Teachers of English, Pittsburgh, PA, November, 1993.
- Dudley-Marling, C. *The teachers work for the kids*. Paper presented at the Annual Ethnography in Education Research Forum, Philadelphia, PA, February, 1993.
- Dudley-Marling, C. *Down from the Ivory Tower: Reflecting on a year as a Grade 3 Teacher*. Paper presented at the annual meeting of the National Council of Teachers of English, Louisville, KY, November, 1992.
- Dudley-Marling, C. *A researcher as teacher*. Paper presented at the annual Whole Language Umbrella Conference, Niagara Falls, New York, August, 1992.
- Dudley-Marling, C. *Who's writing for whom?* Paper presented at the annual meeting of the National Council of Teachers of English, Seattle, WA, November, 1991.

- Dudley-Marling, C. *A Researcher as Teacher*. Paper presented at the Invitational Symposium on Innovations in Teacher Education, Center for Teacher Education, Ontario Ministry of Education, Toronto, ON, May, 1991.
- Dudley-Marling, C. *Collaborating on Language Learning*. Paper presented at the Annual Spring Conference of the National Council of Teachers of English, Indianapolis, IN, March, 1991.
- Dudley-Marling, C. *Talking in Classrooms*. Workshop presented at the annual meeting of the British Columbia Council of Exceptional Children, Vancouver, B.C., November, 1990.
- Dudley-Marling, C. *Readers and writers with a difference*. Workshop presented at the annual meeting of the British Columbia Council of Exceptional Children, Vancouver, B.C., November, 1990.
- Dudley-Marling, C. *Welcome to the clubhouse (or no behaviorists allowed)*. Keynote address, Nova Scotia Reading Specialists Association, Amherst, Nova Scotia, October, 1990.
- Dudley-Marling, C., Ames, C., Porterfield, K., & Wilkin, D. *Problems and promises of whole language in special education*. Paper presented at the annual meeting of the National Council of Teachers of English, Baltimore, MD, November, 1989.
- Dudley-Marling, C. *Labelled students* (as part of round table session, Defining literacy: Issues of definition related to learners, teachers, and society). Annual Meeting of the National Council of Teachers of English, Baltimore, MD, November, 1989.
- Dudley-Marling, C. *Creating contexts for making sense*. Paper presented at the annual meeting of the Ontario Speech and Language Association. Toronto, ON, October, 1989.
- Dudley-Marling, C.C., MacNamara, D., & Mckinlay, D. *Implementation of a whole language program in the junior division*. Paper presented at the annual meeting of the International Reading Association, New Orleans, LA, May, 1989.
- Dudley-Marling, C.C. *Whole language versus direct instruction: A debate*. Keynote speaker at conference sponsored by the Wisconsin Personnel Development Consortium/Teacher Education Division, Madison, WI, April, 1989.
- Dudley-Marling, C.C. *A holistic approach to assessment*. Presentation at the annual meeting of the Quebec Reading Association, Montreal, PQ, April, 1989.
- Dudley-Marling, C. *Assessing learning disabled students*. Presentation at annual conference of Northern Ontario District of Indian Affairs Schools, Winnipeg, MB, February, 1989.

Dudley-Marling, C. *Talking in classrooms*. Annual York Reading Conference, Toronto, ON, February, 1989.

Dudley-Marling, C.C. *The role of talk in learning disability classrooms*. Paper presented at the annual meeting of the International Council for Learning Disabilities, Louisville, KY, October, 1988.

Dudley-Marling, C.C. *A holistic approach to writing goals and objectives*. Paper presented at the annual New York State Conference on bilingual and special education, Buffalo, NY, October, 1988.

Dudley-Marling, C.C. *The role of word processing in a grade 7/8 writing program*. Paper presented at the annual meeting of the Ontario Council of Teachers of English, Toronto, ON, October, 1988.

Dudley-Marling, C.C. *A critical evaluation of language arts software*. Paper presented at the annual meeting of NECC, Halifax, N.S., June, 1988.

Dudley-Marling, C.C. *The role of word processing in a Grade 7/8 writing program: A preliminary analysis*. Computers in Education Conference, Arizona State University, Tempe, AZ, March, 1988.

Dudley-Marling, C.C. *A critical evaluation of problem-solving software*. Paper presented at the annual meeting of the Educational Computing Organization of Ontario (ECOO), Toronto, ON, May, 1987.

Dudley-Marling, C.C. *The role of oral language in reading development*. Paper presented at the annual meeting of the Scarborough Reading Association, Toronto, ON, February, 1987.

Dudley-Marling, C.C. *Evaluating software in the classroom*. Annual meeting of the Council for Exceptional Children, New Orleans, LA, April, 1986.

Dudley-Marling, C.C. *Evaluating reading and writing: The context makes the difference*. Paper presented at the annual meeting of the Scarborough Reading Conference, Toronto, ON, February, 1986.

Dudley-Marling, C.C., & Dudley-Marling, C.A. *Facilitating oral language in the classroom: Children's initiations*. Paper presented at the annual meeting of the Ontario Speech and Hearing Association, Toronto, ON, October 1985.

Dudley-Marling, C.C. *The role of microcomputers in children's oral language development*. Paper presented at the annual meeting of the Ontario Council for Exceptional Children, Toronto, ON, October, 1985.

Dudley-Marling, C.C. *Language learning and the learning disabled: The context makes the difference*. Paper presented at the annual meeting of the Western New York Association for Learning Disabilities, Buffalo, NY, October, 1985.

Dudley-Marling, C.C. *Reading, writing, and micro-computers*. Paper presented at the annual meeting at the Council for Learning Disabilities. Dallas, TX, October, 1984.

Dudley-Marling, C.C. *Holistic applications of microcomputers to the teaching of reading and writing*. Colorado Council of the International Reading Association, Denver, CO, February, 1984.

Dudley-Marling, C.C. *Modifying the curriculum for language-impaired students*. Paper presented at the annual meeting of the Colorado Council for Exceptional Children, Denver, CO, November, 1983.

Dudley-Marling, C.C. *Creating an environment for literacy instruction: A tale of two classrooms*. Paper presented at the annual meeting of the International Council of Learning Disabilities, San Francisco, CA, October, 1983.

Dudley-Marling, C.C. *What speech and language therapists need to know about reading*. Paper presented at the annual meeting of the Colorado Speech, Language, and Hearing Association, Colorado Springs, CO., May, 1983.

Dudley-Marling, C.C. *Pragmatics and written language instruction*. Paper presented at the semi-annual meeting of the Colorado Council of Exceptional Children, Estes Park, CO., April, 1983.

Owston, R.D., Dudley-Marling, C.C., & Searle, D. *A field testing approach to software evaluation*. Paper presented at the annual meeting of the Educational Computing Organization of Ontario (ECOO), Toronto, ON, May, 1986.

Rhodes, L.K. & Dudley-Marling, C. *Reflecting on the reading process*. Presentation at the annual meeting of the Scarborough Reading Conference ("Reading for the Love of It"), Toronto, ON, February, 1989.

Tracz, G., & Dudley-Marling, C.C. *Survey of computer use in Ontario Faculties of Education*. Paper presented at the annual meeting of the Canadian Association of Deans of Education, Windsor, ON, June, 1988.

GUEST LECTURES

Race, class, and multicultural children's literature. St. John's University, New York, NY, March, 2005.

Disrespecting teachers: What's new in reading instruction. University of New Hampshire, June, 2004.

Uncertainty and the professionalism of teachers. Fordham University, New York, NY, July, 1998

If students own their learning, what do teachers do? Fordham University, New York, NY, July, 1996.

RADIO/TELEVISION APPEARANCES

Interviewed, *Radio Noon*, Canadian Broadcasting Company, Toronto, Ontario, February, 1997.

Panelist for introduction to series "The whole language classroom," TV Ontario, Toronto, Ontario, September, 1992.

SERVICE TO UNIVERSITY

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|------------------|---|
| 2004 | University Review Committee
➤ Boston College |
| 2002 | Faculty Elections Committee
➤ Boston College |
| 2002 | Donovan Urban Scholars Advisory Board (member) |
| 2002 | Reading Search Committee
➤ Lynch School of Education, Boston College (committee member) |
| 2000-2002 | Director, Donovan Scholars' Program |
| 2000 | Faculty advisor, Boston College chapter of Alpha Upsilon Alpha, Honorary Society of the International Reading Association |
| 2001 | Literacy Search Committee
➤ Lynch School of Education, Boston College (committee member) |
| 2000 | Counseling Psychology Search Committee
➤ Lynch School of Education, Boston College (committee member) |
| 2000 | Literacy Search Committee
➤ Lynch School of Education, Boston College (committee member) |
| 1999-2002 | Teacher Education Council
➤ Boston College (committee member) |
| 1999-2001 | Ad hoc committee on the Massachusetts Teacher test (committee member) |
| 1998-2000 | Human subjects review committee
➤ Lynch School of Education, Boston College |
| 1998-1999 | Chair, Bilingual education search committee
➤ Lynch School of Education, Boston College |
| 1997-1998 | Faculty of Education, Graduate Admissions Committee |

1997-1998	Faculty of Education, Tenure and Promotion Committee
1995-1996	Faculty of Education, Tenure Stream Appointments Committee
1994-1996	Faculty of Education, Tenure and Promotion Committee (member)
1993-1996	Faculty of Graduate Studies, Academic Committee (member 1993-96; Chair 1994-95)
1992-1996	York University Faculty Association, Contract and Grievance Committee (member; Chair 1995-1996)
1992-1996	York/North York Cooperative Project, Westview Family of Schools Research Committee (member)
1995	Faculty of Graduate Studies Nominations Committee
1994-1995	Faculty of Education, Tenure Stream Appointments Committee
1994	Supplementary appointments committee for Joint Appointment in Education and Judaic Studies
1993	Chair, Faculty Council, Faculty of Education, York University
1992-1993	Faculty of Education, Tenure Stream Appointments Committee (member)
1992-1993	Vice-Chair, Faculty Council, Faculty of Education ➤York University
1992-1995	Faculty of Education, Coordinating and Planning Committee (Member)
1990-1991	University Sabbatical Leaves Committee
1990-1991	Faculty of Education Ad Hoc Task Force on Governance Procedures
1985-1991	Faculty of Education, Graduate Executive Committee
1988-1989	Board of Directors, Ontario Council of University Faculty Associations
1987-1989	Faculty of Education Awards Committee (Committee member 1987-88; Chair, 1988-89)
1988-1989	Faculty of Graduate Studies Academic Committee (Committee Member)
1986-1988	Recording Secretary, York University Faculty Association (YUFA)
1985-1989	Senate Appeals Committee (Committee Member, 1985-; Vice-Chair, 1986-1987; Chair, 1987-1988)
1986-1989	Faculty of Education CEASA (Committee Member)

- 1985-1986** Faculty of Education Petitions and Awards Committee (Committee Member)
- 1985-1989** York University Computer Services Committee (YUFA representative)
- 1985-1989** Consultant on Test Acquisitions for the Educational Resource Centre
- 1985-1989** Faculty Advisor to York University Student Council for Exceptional Children
- 1985-1986** Faculty of Education Petition and Awards Committee (Committee Member)
- 1985-1986** York University Faculty Association (YUFA), Executive Committee (Committee Member)
- 1984** Faculty Search Committee, School Psychology position
 ➤ University of Colorado at Denver (Committee Member)
- 1984** Faculty Search Committee, Reading position
 ➤ University of Colorado at Denver (Committee Member)
- 1983** Academic Discipline Committee
 ➤ School of Education, University of Colorado at Denver (Committee Member)
- 1983** Curriculum and Planning Committee, School of Education
 ➤ University of Colorado at Denver (Committee Member)
- 1983** Faculty Search Committee, Research and Measurement position
 ➤ School of Education, University of Colorado at Denver (Committee Chair)
- 1983** Faculty Search Committee, Visiting position in School Psychology
 ➤ School of Education, University of Colorado at Denver (Committee Chair)
- 1981-1982** Faculty Travel Committee
 ➤ University of Colorado at Denver (Committee Member)

SERVICE TO COMMUNITY

- 2001-2006** National Council of Teachers of English, Elementary Section Steering Committee (Elected member and Chair)
- 2003-2006** National Council of Teachers of English, Executive Committee (Member) Chair of sub-group on Teacher Quality (2004); Chair of sub-group on the relationship of research and teaching (2004-2005)
- 2004** NCTE, Professional Development Advisory Group

- 2002** Member of national, Cross Site Research Team for NCTE Project CoLearn
- 2002-2003** Chair, Parents and Reading Subcommittee, and Board Member
Massachusetts Reading Association
- 2000-2002** Board of Trustees, Lexington Waldorf School, Lexington, MA
(Board Member)
- 1997-2001** Elementary Section Steering Committee, National Council of Teachers of
English (non-voting member)
- 1999-2000** Board member and Chair, Committee on Scholarship and Teacher
Research Massachusetts Reading Association
- 1993-1996** National Council of Teachers of English, Commission on Language
(member)
- 1994** Sexual harassment awareness and education workshops (co facilitator)
- 1988-1993** National Council of Teachers of English, Committee on Alternatives to
Special Education in the English Language Arts (Committee Member)
- 1986-1987** Ontario Ministry of Education, Committee on Augmentative and Alternative
Communication (Committee Member)
- 1980-1981** Colorado Comprehensive Personnel Planning Committee, Evaluation
Subcommittee, Colorado Department of Education (Committee Member)
- 1981-1982** Board Member, Colorado Council for Learning Disabilities

GRADUATE CLASSES TAUGHT

Boston College

- Assessment and Instruction of Reading Difficulties
- Teaching Reading and Language Arts
- Doctoral dissertation seminar

York University

- Theory and Research in Language, Culture, and Teaching
- Teacher as Researcher
- Seminar in Equity and Social Difference
- Microcomputers in Special Education
- Educational decision-making
- Language Learning in the Classroom
- Curriculum Development
- Critical perspectives on learning disabilities

University of Colorado at Denver

- Methods and materials for teaching exceptional children in the regular Classroom
- The education of the exceptional child
- Introduction to language and learning disabilities
- Advanced assessment of educationally handicapped students
- Seminar in special education
- Teaching reading and writing to learning disabled students

University of Wisconsin

- Introduction to language and learning disabilities
- Advanced assessment of educationally handicapped students.

IN-SERVICE CLASSES TAUGHT

York University

- Learning disabilities I
- Learning disabilities II
- Reading, part II
- Resource person for "teacher-research" component of field development courses

PRE-SERVICE COURSES TAUGHT

Boston College

- Teaching Reading and Language Arts
- Working with the special student

York University

- Elementary Language Arts (ED II)
- Practicum supervision

University of Colorado at Denver

- Working with Exceptional Students in the Classroom

DISSERTATION SUPERVISIONS AND COMMITTEES

- Dissertations currently supervising (3)
- Current Committee Memberships (4)
- Dissertations completed (Chair) (6)
- Dissertations completed (Reader) (6)

PROFESSIONAL MEMBERSHIPS

- International Reading Association (IRA)
- National Council of Teachers of English (NCTE)
- Whole Language Umbrella (WLU)

- American Educational Research Association (AERA)
- Massachusetts Reading Association (MRA)
- Massachusetts Consortium of University Reading Educators (MACURE)

