

Curriculum Vitae (August, 2004)

Danling Fu, Ph.D

Current Status:

Associate Professor, (tenured since 1999)
School of Teaching and Learning, College of Education, University of Florida

Education Background:

Ph.D 1992 Education Department, University of New Hampshire
M.A 1988 English Department, Rhode Island College
B.A 1978 English Department, Nanjing University, People's Republic of China

Teaching/University Experiences:

1995-99 Assistant Professor - Department of Instruction and Curriculum, College of Education,
University of Florida

1992-95 Assistant Professor - Elementary Department, College of Education, Towson State
University, Maryland

1990-92 Adjunct Instructor - English Department, Rivier College, New Hampshire

1988-92 Research Associate - Education Department, University of New Hampshire

1986-88 Research Assistant - Center for Evaluation and testing - Rhode Island College

1985-86 Guest Lecturer - Roger Williams College, Bristol, Rhode Island

1978-85 Lecturer - English Department, Nanjing University, People's Republic of China

Professional and School Service

2003-pre. Distinguished Advisory Committee of New York City Department of Education

1997-pre. Literacy consultant and ESL head coach - ESL and Bilingual Education,
Region Nine, New York City

1994-pre. Consultant on Cultural Diversity, American College Testing (ACT).

1998-01 Literacy Consultant - six rural schools in northeast region of Florida

1995-98 Literacy Consultant - Professional Development School, Alachua County, Florida

1995-96 Literacy Consultant - San Francisco Unified School District

Publications:

My publications throughout the past twelve years (1992-2004) represent my work in the areas of: children's writing development, assessment of writing, literacy education of new immigrants, teacher education and staff development. They represent my effort and committed collaboration with my university colleagues as well as classroom teachers and school administrators in search for ways to improve literacy instruction for the most challenging student population in American schools.

Books

Fu, D. (2003). An Island of English: Teaching ESL in Chinatown. Portsmouth, NH: Heinemann.

This is the fruit of my five-year work (1997-2001) in a New York Chinatown middle school. The research came from working closely with school administrators and faculty in searching for the most effective ways to educate new immigrant students. The work was funded by the Funding for New Immigrants from New York City Department of Education.

Fu, D. (1995). My Trouble is My English: Asian Students and Their American Dreams. Portsmouth, NH: Heinemann.

This is a two-year case-study of four Southeast Asian refugee students on their learning experience in an American school. The research was funded by the New Hampshire Charitable Foundation.

Books, Contributors of Chapter(s)

Fang, Z, Fu, D. & Lamme, L.L. (in press). Supporting literacy teachers to make pedagogical transitions. In Zihui Fang (ed.) *Current Trends in Reading Instruction*.

Fu, D. (2004). Some issues and questions related to literacy education for ELL learners and immigrant students. In Inez A. Heath and Cheryl J. Serrano (eds) *Perspectives on Teaching English Language Learners*, Glanzer Press, 33-40.

Fang, Z, Fu, D. & Lamme, L.L. (2003). The trivialization and misuse of multicultural literature: Issues of representation and communication. In Kathy Shorts and Dana Fox (eds.) *Stories Matter: the Complexity of Cultural Authenticity in Children's Literature*. National

Council of Teachers of English, 284-303.

Fu, D. (2000). The connected I: portfolios and cultural values. In B. Sunstein & J. Lovell (eds.). *The Portfolio Standard*. Portsmouth, NH: Heinemann, 105-115.

This article was based on a keynote speech I gave at a NCTE conference based on the data of my several longitudinal studies: children's writing development, assessment on writing and American school experience of new immigrant students. In this article, I took a critical stance and compared the traditional instruction commonly practiced in most American schools today in relationship to the American cultural values.

Townsend, J., and Fu, D. (1999). A Chinese boy's joyful initiation into American literacy. In *Trends and Issues in Elementary Language Arts*, National Council of Teachers of English, 88-104. (reprint)

Fu, D. (1999). Unlock their lonely hearts. In *Trends and Issues in Secondary English*, 39-51. (reprint)

Fu, D. (1996). Behind the cultural shocks. In R. Hubbard & B. Power (eds.), *Oops: What We Learn When Our Teaching Fails*. York, ME: Stenhouse Publisher, 50-54.

Fu, D. (1992). A bilingual child talks about his own literacy. In D. Graves & B. Sunstein (Eds.) *Portfolio Portraits*. Portsmouth, NH: Heinemann, 171-184.

Sunstein, B. and Fu, D. (1992). Teaching students with different abilities. *Writer's Choice: Teacher's Wrap-around Edition*. New York: Macmillan/McGraw-Hill, 12-13.

Fu, D. (1985). Discussion on Hemingway's short stories. In C. Chen & J. He (eds.), *American Writers of Lost Generation*. Jiangsu, China: Jiangsu Publishing House, 363-65. (in Chinese)

Refereed Articles

Shelton, N. R. & Fu, D. (in press). A teacher's way to create space to teach writing and meet the school demands, *Language Arts*.

This paper describes a year-long research project that I conducted on how teachers try to maintain their professional autonomy while meeting the mandated demands. The article deals with a timely issue in American public education. The co-author was the teacher with whom I conducted this research; she later became my doctoral student, and is now a university faculty member.

Fu, D. (2004). Teaching ELLs in regular classrooms at secondary level. *Voice from the*

Middle, 11(4), 8-15

Lamme, L.L., Fu, D. & Lowery, R. (2004). Immigrant families as portrayed in children's literature. *The Social Studies*, (95)3, 123-130.

Fang, Z, Fu, D. & Lamme, L.L. (2004). From scripted instruction to teacher empowerment: supporting literacy teachers to make pedagogical transitions. *Literacy* 38(1). UK. 58-64.

Lamme, L., Fu, D., Johnson, J., & Savage, D. (2002). Helping kindergarten writers move toward independence. *Early Childhood Education Journal* 30 (2), 74-79.

Lamme, L, Fu, D & Allington, R.(2002). What is wrong with AR reading program? *Florida Reading Quarterly*, 38(3), 27-32.

The above three articles (2004, 2002a and 2002b) came from the three-year funded professional development project in six rural schools in the northeast region of Florida. The work was funded by the Florida Department of Education and sponsored by the North East Florida Educational Consortium (NEFEC).

Fu, D. & Shelton, N.(2002). Teaching collaboration between a university professor and a classroom teacher. *Teaching Education*, 13(1), 92-102.

This article presents my collaboration with a classroom teacher in teaching a college method course. In it, we provided a new perspective in speculation of the critical issue of collaboration between university professors and school teachers in Teacher Education.

Fu, D. & Lamme, L. (2002). The bat boy brings children's picture books into the writing program. *Journal of Children's Literature*, 28(1), 63-71

Fu, D & Lamme, L.L (2002). Assessment through conversations. *Language Arts*, 79(3), 241-250.

This article is based on partial data from my five-year longitudinal research (1995-2000) on children's writing development funded by NCTE Research Foundation and UF Arts and Humanity Scholarship Enhancement Fund. This study presents multiple perspectives on assessment of children's writing development, which provide a more accurate and holistic evaluation than what pencil/paper traditional assessment can do.

Lamme, L & Fu, D (2001). Sheltering children from the truth: critical reading of children's nonfiction. *Journal of Children's Literature*, 27(2), 14-22.

Townsend, J. & Fu, D. (2001). Paw's Story: A Laotian Refugee's lonely Entry into American Literacy. *Journal of Adolescent & Adult Literacy*, 45(2), 104-114.

Fu, D. (2000). Teach real writing, not for test. *The Florida Reading Quarterly*, 36(3), 12-17.

Fu, D., Hartle, L., Lamme, L., Copenhaver, J., Adams, Harmon, D., & Reneke, S. (1999). A comfortable start for everyone: the first week of school in three multi-age (K-2) classrooms. *Early Childhood Education Journal*, 27(2), 73-80.

This paper represents a collaborative work of classroom teachers, university researchers and doctoral students. As a team, we conducted teacher-research projects to study the innovative reading/writing connection implemented in three multi-age classrooms.

Fang, Z., Fu, D. & Lamme, L.L. (1999). Rethinking literature-based instruction: toward a critical literacy pedagogy. *The New Advocate*, 12(3), 259-277.

Fu, D. & Townsend, J. S. (1999). Serious learning: language lost. *Language Arts*, 76(5), 404-414.

This article is also based on partial data from my five-year longitudinal research on children's writing development. This research traces the two-year growth of a group of children as writers from their kindergarten to first grade and contrasts the outcome of the writing instruction in two different settings. This research is named among the most referenced studies on writing instruction (NCTE, 2003).

Townsend, J. S. & Fu, D. (1998). What happened to quiet students? *English Education* 31(1), 4-19.

Fu, D. & Townsend, J. S. (1998). Cross-cultural dilemmas in writing: need for transformation of teaching and learning. *College Teaching*, 46(4), 128-133.

Fu, D. (1998). Unlock their lonely hearts. *Voices From the Middle*, 6(1), 3-10.

Fu, D., Townsend, J.S., & Lamme, L.L. (1998). Process approach to writing assessment. *Early Childhood Education*, 31(1), 27-31.

Townsend, J. S. & Fu, D. (1998). A Chinese boy's joyful initiation into American literacy. *Language Arts*, 75(3), 193-201.

Fu, D. (1997). From alienating to liberating Experiences: A new comer's learning experiences in the new culture. *Reconstructing For Integrative Education: Multiple Contexts, Multiple Perspectives: a series of Critical Studies in Education and Culture*, 15, 197-108.

Graves, D. & Fu, D. (1997). The writing lesson. *Voices From the Middle*, 4(1), 3.

- Fu, D.(1997). Cultural values and teaching practice. *Education, Pedagogy & Cultural Studies*, 9 (1), 107-116.
- Fu, D.(1997). Vygotsky and Marxism. *Education and Culture*, 14(1), 10-17.
- Townsend, J. S., Fu, D.& Lamme, L. L. (1997). Writing assessment: multiple perspectives, multiple purposes. *Preventing School Failure*, 41(1), 71-76.
- Brown, K., Blasi, M.J., Fu, D. and Altwerger, B. (1996). Forging new roles and relationships in literature studies. *The New Advocate*, 9(3), 209-225.
- Brown, K. and Fu, D.(1995). Authentic dialogue in literature study groups. *Literacy: Issues and Practices*, 12, 53-61.
- Fu, D.(1992). A story of three generations: feminist view of composing.. *NWS Journal: National Women Study Association*, 4(3), 350-358.
- Fu, D.(1991). A process classrooms through the eyes of an outsider. *Language Arts*, 68(2), 121-125.
- Fu, D.(1986). College English teaching to science students. *Research Journal of Higher Education*, 2(9), 42-45. (Published in Chinese)

Book Reviews published in refereed journal:

- Lamme, L.L., Fang, Z.& Fu, D. (2004). What lies beneath the surface of literacy Education? *Language Arts*, 81(6), 512-513.
- Fu, D. Lamme, L.L, Fang, Z. & Sabis-Burns, D. (2004). Using Ethnographic tools inform our Teaching, *Language Arts*, 81(5), 428-429
- Fang, Z., Fu, D. Lamme, L.L. & Carrivear, R. (2004). Creating space for talk and dialogue. *Language Arts*, 81(4). 334-335.
- Lamme, L. L., Fang, Z., Geiger, C. & Fu, D. (2004). Exploring the possibilities of genre. *Language Arts*, 81(3), 246-247.
- Fu, D., Lamme, L.L. & Fang, Z. (2003). The place of media and popular culture. *Language Arts*, 81(2). 156-157.
- Fang, Z. Fu, D. & Lamme, L.L. (2003). What matters in literacy and literacy instruction? *Language Arts*, 81(1), 72-73.

Non-refereed Publications

Fu, D., Townsend, J. S., & Lamme, L.L. (1997). Aligning curriculum and assessment in writing. *The Education Adviser*, 1 (6), 1-7.

Fu, D. (1996). Laotian students: students on the margin. *National Association for Bilingual Education*, 19 (3), 12-16.

Fu, D. (1995). How are we teaching the American dream? *Reading & Writing*, 4 (3), 1-3.

Creative Works:

Fu, D., Wang, Z. and Yang, Q.(in press). *Flying Kites*, a series of Chinese/English Bilingual Books for Emergent Readers, San Diego, CA: Arborlake Publishing, Inc..

These are three sets of 60 (20 for each set) short English-Chinese bilingual books at three different language and literacy levels. They are designed to teach children from three years old on to simultaneously learn English and Chinese. The books are richly written and illustrated with Chinese cultural experiences.

Fu, D. (trans., 1986). *No Man Friday* (Rex Gordon). Jiangsu Science and Technology Publishing House (translation from English to Chinese).

Fu, D. (1980). An Invitation from the Sea. *Journal of Youth*, 3, 43-51. (translation from English into Chinese).

Presentations:

a. International

Fu, D. (2004). Research on second language writing at K-12 levels. International Secondary Language Symposium. Purdue University.

Fu, D. (2002). The trends and issues in teaching writing in America public schools. The International Education on Literacy. Nanjing University, Nanjing, China.

Fu, D. & Fang, Z.(2001, Oct). Across-culture perspectives on teacher training. The Fourth Convention and International Symposium. Bridgeport, CT.

Fu, D. (2001). Individualized assessment of the students' writing. International Reading Association, New Orleans.

Fu, D. (1998). Social justice taught in American schools. International Whole Language Umbrella
of NCTE, Charlotte, NC.

Fu, D., Brown, K., Lin, M. (1995). Authentic dialogue in literature study from an across cultural perspectives. International Conference of the National Council of Teachers of English, New York.

Fu, D. & Brown, K. (1995). How did Children talk about emotional and social issues in literature study groups? The annual conference of International Reading Association, Anaheim, CA.

Fu, D. (1994). Case-studies of ESL Students' Reading and Writing Experiences in Mainstream Classrooms. TESOL International Conference, Baltimore, MD.

Graves, D. & Fu, D. (1991). Process Writing Theory for ESL teaching. The TESOL International Conference, New York.

b. National

Fu, D. & Shelton, N. (2004). Writing workshop and state mandated testing. NCTE, Indianapolis.

Fu, D. (2004). Writing transitions from first language to a new language. Whole language Umbrella Conference, St. Louis.

Fu, D., Huang, A. & Houser, R. (2003). Exploring a collaborative teaching model for ELL students. NCTE, San Francisco.

Fu, D., Swenson, J., Golub, J. (2003). Writing as a tool for learning and thinking. NCTE. San Francisco.

Fu, D, Shelton, N & Dhanarattigannon, J. (2002). First language and Home Culture in language education. NCTE, Atlanta, GE.

Fu, D, Shelton, N. & Matoush, M. (2002). Authentic Writing and Assessment. NCTE spring Conference, Portland, OR.

Fu, D. & Barbieri, M. (2001). Bridging the new immigrant students with their deep literacy. NCTE, Baltimore, MD.

Fu, D (2001). Questioning yourselves and opening possibilities. NCTE Spring Conference, Birmingham, AB.

Fu, D. (2001) Learning through collaborative teaching. Birmingham, AB. NCTE, Spring Conference.

- Fu, D. (2001). Vision 2000 Project. National Conference on Lab Schools.
- Fu, D. (2000). Empowering teachers. NCTE, Fall Conference, Milwaukee.
- Fu, D.(2000) Teaching of the other people's children. NCTE, Fall Conference, Milwaukee.
- Fu, D. (1999). Prepare in-service teachers to teach writing to at risk children. NCTE, Spring Conference, New York.
- Fu, D. (1999). Re-examine the issues in bilingual education. NCTE Conference, Denver, CO.
- Fu, D.(1998). On essence of “respect students’ home language and culture.” The fall conference of the National Council of Teachers of English, Nashville, TN.
- Fu, D. (1998). Portfolio assessment and cultural values. National Council of Teachers of English, San Jose, CA.
- Fu, D.(1997). Contrast of learning environments in two different setting. The annual conference of the National Council of Teachers of English, Detroit, MI.
- Fu, D., Townsend, J.S.& Lamme, L. L. (1997). Help pre-service teachers improve their writing. The fall conference of the National Council of Teachers of English, Charlotte, NC.
- Townsend, J.S. & Fu, D. (1996). What happened to quiet students. The fall conference of the National Council of Teachers of English, Chicago, IL.
- Sunstein, B. & Fu, D. (1995). Field research, and research field. The fall conference of the National Council of Teachers of English, San Diego, CA.
- Fu, D. (1995). Comparative study of literature study with college and elementary students. The annual conference of the American Educational Research Association. San Francisco, CA.
- Altwerger, B. & Fu, D. (1994). Help pre-service teachers raise their social and cultural consciousness through literature discussion. The annual conference of the American Educational Research Association, New Orleans,.
- Fu, D. (1994). Portfolios: beyond assessment. The National Council of Teachers of English, Baltimore, MD.
- Fu, D. (1993). Evaluate students' literacy from their perspectives. The fall conference of the National Council of Teachers of English, Pittsburgh, PA.

Fu, D. (1993). Inviting diverse discourse from marginalized students: the voice of refugee children. The Conference of College Composition and Communication, San Diego, CA.

Sunstein, B. & Fu, D. (1992). Opening the closed portfolios. The fall conference of the National Council of Teachers of English, Louisville, KY.

Fu, D. (1991). The voice of a woman in writing: feminist approach to composition instruction. The Conference of College Composition and Communication, Boston, MA.

Fu, D. (1990). A process classroom from the eyes of an outsider. The spring conference of the National Council of Teachers of English, Colorado Spring, CO.

c. Regional

Fu, D. & Barbieri, M. (2003). On teaching ELL students to write. Conference on Teaching of Writing. CT.

Fu, D. (2003,). What is the best for our children? New York City Principal's Conference. New York.

Fu, D. (2003). Content-based and student-valued language instruction. Foreign Language Conference, Austin, Texas.

Fu, D.(2001). Portfolio assessment in community colleges. Teleconference, Dallas, Texas.

Fu, D. (1998). New immigrant Chinese children and American literacy. ESL/Bilingual Conference for New York City public schools.

Fu, D. (1996). Students on the margin. The Regional NCTE conference, Iowa City, IA.

Fu, D. (1995). How to implement literature study into language curriculum instruction. The regional Whole Language Literacy Conference, San Francisco, CA.

Fu, D. (1995). Writing process approach and Does Whole Language work in Chinese literacy instruction? The regional Language/Literacy Conference, San Francisco, CA.

Fu, D. (1994). Minority students' learning experiences in American schools. The regional Conference of Teachers of English in Ohio, Oxford, OH.

Fu, D. (1994). Compare and contrast students' learning experiences and outcomes in different environments. Iowa Regional Reading Conference, De Moines, IA.

Altwerger, B., Fu, D.& Brown, K. (1994). Raise children's social and cultural consciousness through literature discussion. Maryland regional Reading Association, Towson, MD.

d. State

- Fu, D. (2004). Integration of bilingual, English emerging and literacy instruction for new immigrants. Iowa State NCTE Conference, Iowa City.
- Fu, D. (2004). Using first language to build content knowledge and develop language and writing skills for ELL students. New York Kickoff Conference for ESL/Bilingual Teacher Academy. New York.
- Fu, D. (2000). Helping at risk children in a literacy balanced program. Florida Literacy Conference, Daytona Beach, Florida.
- Fu, D. (1999). Bring literature back to writing. Clay County Reading Association, Florida.
- Fu, D. (1994). Researching practice by pre-service teachers. The fall conference on writing, Durham, NH.
- Fu, D. (1993). Beyond assessment: portfolio approach. The Conference of English Language Arts Teachers in Maryland, Baltimore, MD.
- Fu, D. (1992). Identity and voice in writing. The fall conference on writing. Durham, NH.
- Fu, D. (1992). Strategies to help marginal students. The spring conference on writing. Durham, NH.
- Fu, D. (1991). How marginal students become marginal? The fall conference on writing. Durham, NH.

e. Local

- Fu, D. (2004). Bilingual literacy and bilingual cultural education. Teachers College, Columbia University.
- Fu, D. (2004). Essential issues in literacy education for new immigrants. University of New York.
- Fu, D. (2004) ELL teaching and learning. The literacy coach conference at NY Region 9.
- Fu, D. (2000). Form a new identity through writing. Literacy Conference for ESL and Bilingual teachers in District II schools, in New York.
- Fu, D. (2000) The relationship between first language literacy and second language literacy.

Conference for ESL teachers in New York.

Fu, D. (2000). Helping at risk children in a literacy balanced program. Conference on Critical Issues, College of Education, University of Florida.

Fu, D. (1999). Literacy education for new immigrant children in Chinatown, New York. Conference for ESL Teachers in New York.

Copenhaver, J., Fu, D., Hartle, L., Adam, T., & Lamme, L. (1997). Utilizing multi-age classrooms to serve gifted and at-risk student populations. The Third annual Critical Issues in Education Conference, Gainesville, FL

Fu, D. & Townsend, J.S. (1996). How to help children revise their writing. The conference of Teachers of Applied Whole Language, Gainesville, FL.

Fu, D. (1996). On revision. Alachua County International Reading Association, Gainesville, FL.

Fu, D. (1994). Writing Portfolios. The Association of Applied Whole Language Teachers in Baltimore County.

Fu, D. (1993). The essential elements of a successful writing program. Teachers of Applied Whole Language, Baltimore, MD.

Editor of scholarly journal, service on editorial advisory boards, reviewer for scholarly journals:

a. Editor

2003-2007 Co-editor of department of professional book review column of *Language Arts*. Review 3-4 books and edit book review columns every other month.

b. Editorial Boards

2004-2007 Editorial Advisory Board of *Talking Points*. Review one manuscript each month

1997-2002 Editorial Review Board of *Language Arts*. Review one or two manuscripts each month.

c. Reviewer for Scholarly Journals

Date	Names of Journals	Amount of reviewing
1998-2004	<i>English Education</i>	4-5 manuscripts a year
2003-2004	<i>Journal of Equity and Excellence</i>	One manuscript
2002-2003	<i>Research of Teaching of English</i>	Two manuscripts
2001-2002	<i>Journal of Linguistics and Culture</i>	One manuscript

Award Received:

Scholarship of Engagement Award, College of Education, UF 2003

Grand Submitted and Awards:

Agency	Value	Role	Effective Date
College of Education Incentive Grant	\$3,000	PI	2004-2005
American Educational Research Association-Research Foundation	\$25,000	PI	unfunded
Barbara Bush Literacy Foundation – After-school Intergeneration Literacy Program (submitted on Sept. 2002)	\$65,000	PI	unfunded
The Jeb Bush Family Literacy Initiative - After School Family literacy Program (submitted on March, 2002)	\$50,000	PI	unfunded
The Florida Department of Education - After School/Weekend Program for the 21 st Century Grant. (submitted on Oct. 2002)	\$200,000	Co-PI	unfunded
The Florida Department of Education - Goals 2000 remedial reading and staff development Grant	\$750,000	Co-PI	1997-2000
College of Education - College Incentive Award	\$1,500	PI	1998-99
UF - Fine Arts and Humanities Scholarship Enhancement Fund	\$5,000	PI	1998-99
The Research Foundation of the National Council of Teachers of English	\$4,993	PI	1997-98
The Florida Department of Education (DOE) - Break the Mode Grant	\$29,751.89	Co-PI	1996-97

UF - Division of Sponsored Research	\$6,430	PI	1996-97
UF - Division of Sponsored Research	\$7,860	PI	1995-96

Towson State University - Research Grant	\$1,200	Co-PI	1993-94
The New Hampshire Charitable Foundation	\$5,000	PI	1991
Horton Research Fellowship - University of New Hampshire	\$3,000	PI	1991
Summer Fellowship - University of New Hampshire	\$1,750	PI	1990
Fulbright Fellowship - Fulbright Foundation	\$3,000	PI	1983

Leadership and Membership in the Profession

Organizations:	Contribution/ Date
Distinguished Advisory Board of Education Dept of New York City (invited)	2003-present Committee member
National Council of Teachers of English (elected)	Nominating Committee 2003-2004
National Council of Teachers of English (invited)	NCTE/TESOL Committee 2004-2007
National Council of Teachers of English (invited)	Commission on Reading 2003-2007
National Council of Teachers of English: Elementary Section	Department of Editors for Language arts, 2003-2007
National Council of Teachers of English (invited)	Commission on Language 1999-2002
the National Council of Teachers of English Elementary Section	Editorial and Review Board of Language Arts 1997-2001
National Council of Teachers of English Conference on English Education (elected)	Executive Committee 1998-2002
National council of Teachers of English Conference on English Education	Chair on Cultural Diversity Scholarship Committee 1998-2001

National Council of Teachers of English	Britton Award Committee 2001--2002
National Council of Teachers of English Conference on English Education (elected)	Nominating Committee 1998
National Council of Teachers of English	Member, 1990-present
National Council on Research in Language and Literacy	Member, 1993-1997
Association of Chinese Professors of Social Science in North America	Member, 2001-pres.
American Educational Research Association	Member, 1992-97
International Reading Association	Member, 1992-02
The Center for Expansion of Language and Thinking	Member, 1992-97
International Conference of Whole Language Umbrella	Member, 1992-97

University Governance and Service (since 1999)

a. University Service

2003-2004 Minority Mentoring Program

2001-2002 Minority Mentoring Program

b. College Service

2003-2004 Member of College Policy Council

2003-2005 Member of Lecture and Award Committee

2003-2004 Member of Scholarship of Engagement Award Committee

2003-2004 Member of Staff Award Committee

2003-2004 Department representative of UF Campaign

2003-2004 Member of advisory committee of Literacy and Art Program

2003-2004 Mentor for a junior faculty member

2003-2004 Mentor for the department international students

2002-2003 Chair of ESL faculty search committee

2001-2002 Member of ESL faculty search committee

2000-2004	Co-sponsor of COE Kappa Delta Pi student honor society
2000-2001	Member of faculty search committee
1999-2000	Member of department graduate program admission committee
1999-2000	College of Education secretary

Service to the schools since 1995

Date	School	Location	Activities
2004	Manhattan Bridge High School	New York City (Spanish Harlem)	One day a month since January, helping teachers search for the effective ways to teach new immigrant students through observing their teaching, debriefing teaching and giving workshops
2004	MS 117 (middle school)	New York City (East Harlem)	Same as above
2002-2003	PS 2 (primary school)	New York City (Chinatown)	Two days a month with the similar activities described as above
2002-2003	PS126 (K-8 school)	New York City (Chinatown)	One day a month as described in the first column
2001-2002	PS1 (primary school)	New York City (Chinatown)	Same as above
1997-2001	MS 131	New York City (Chinatown)	Two days a month for four years, working with faculty and administrators to redesign the ESL/Bilingual programs for the improvement of instruction to new immigrant students
1999-2001	Southwest Elementary School	Lake City, Florida	Professional development for the school faculty through providing summer institute, biweekly classroom visits and debriefs, monthly meetings
1999-2001	P.K, Yonge Lab School	Gainesville	Same as the above
1998-2000	Lake Butler Elementary	Union County, Florida	Same as the above
1998-2000	Southside Elementary	Nasau County Florida	Same as the above

1998-2000	Macclenny Elementary	Baker County Florida	Same as the above
1998-2000	Summers Elementary	Columbia County Florida	Same as the above
1995-1999	Prairie View Elementary	Alachua County Florida	Twice a week for four years working in two classrooms to help teachers improve their writing instruction
1995-1998	Glen Springs Elementary	Alachua County Florida	Once a week for three years working in three K-2 multiage classrooms to help teachers improve their writing instruction