

DIANE STEPHENS, Ph.D.

EDUCATION

Ph.D. 1986	Indiana University Bloomington, IN	Major: Language Education Minor: Semiotics
M.S. 1978	Nazareth College Rochester, NY	Major: Reading Minor: Education
B.S. 1969	State University Geneseo, NY	Major: English Minor: Education

TEACHING EXPERIENCE

1999- Present	University of South Carolina College of Education	Swearingen Professor of Education Department of Instruction and Teacher Education Dr. Les Sternberg, Dean
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Courses Taught:

EDEC 744	Language Acquisition in Learning Environments
EDEC 745	Emergent Literacy
EDEC 810	Current Topics in Early Childhood Education
EDEL 670	Language Arts in the Elementary School
EDEL 771	Teaching Writing in the Elementary and Middle School
EDRD 600	Foundations of Reading Instruction
EDRD 716	Assessment Strategies for Reading
EDRD 717	Instructional Strategies for Reading
EDRD 718	Capstone Seminar in Language and Literacy
EDRD 801	Critical Perspectives on English Language Arts
EDRD 840	Semiotics, Reading, Literacy and Learning
EDRD 850	Internship in Research/Internship in Teaching
EDTE 733	Studies and Internship in Teaching Language Arts and Reading - Early/Elementary Education
EDTE 780	Field Study Preparation Seminar
EDTE 781	Advanced Field Study of Teaching

1992- 1999	University of Hawaii College of Education	Professor Teacher Education & Curriculum Studies Dr. Randy Hitz, Dean
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Courses taught:

EDCI 313 Language and Literacy I
EDCI 314 Language and Literacy II
EDFS 390/1 Seminar in Student Teaching
EDCI 431 Collaborative Language and Learning
EDCI 631 Content Area: Language and Learning
EDCI 632 Qualitative Research
EDCI 620 Critical Literacy
EDCI 6401 Seminar in Teaching Reading
EDCI 640M Seminar in Multidisciplinary Education
EDCI 646 Reading Diagnosis
EDCI 647 Clinical Procedures in Reading
EDUC 697 Action Research

1988- University of Illinois Senior Researcher
1992 Center for the Study of Reading College of Education
Dr. David Pearson, Dean

Courses taught:

C&I 449 Socio-psycholinguistic Approaches to Literacy Assessment
C&I 407 Action Research
C&I 370 Literature for Elementary School Children

1986- University of North Carolina Assistant Professor
1988 at Wilmington, NC School of Education
Dr. Hathia Hayes, Chair

Courses taught:

EDN 572 Practicum in Reading
EDN 547 Integrating Reading and Language Arts: Classroom Practice
EDN 535 Diagnosis and Teaching of Reading/Language Arts
EDN 344 Books and Materials for Early Childhood Education
EDN 250 Foundations of Reading

1983- Indiana University Associate Instructor
1986 Bloomington, IN Language Education Department
Dr. Leo Fay, Chair

Courses taught:

EDUC 545 Advanced Study of the Teaching of Reading in the
Elementary School
 EDUC 462 Methods of Teaching High School Reading
 EDUC 461 Teaching Middle School Reading
 EDUC 340 Methods of Teaching Reading I (K-9)
 EDUC 339 Methods of Teaching Language Arts in the Elementary
School
 EDUC 740 Field Practicum

1979- 1982	Rochester Institute of Technology Rochester, NY	Assistant Clinical Supervisor Learning Development Center Dr. Paul Kazmierski, Chair
1977- 1979	Fairport High School Fairport, NY	Reading Resource Teacher
1973- 1977	Rush-Henrietta Central Schools Henrietta, NY	Instructor High School Equivalency
1972- 1976	Rush-Henrietta Central Schools Henrietta, NY	Substitute Teacher English, Grades 7-12
1971	Neighborhood Youth Corps Canton, NY	Counselor and GED Instructor

ADMINISTRATIVE EXPERIENCE

July 2007- Present	University of South Carolina College of Education	Chair, Department of Instruction and Teacher Education
Jan 1996- July 1999	University of Hawaii College of Education	Chair, Department of Teacher Education & Curriculum Studies
Fall 1995	University of Hawaii College of Education	Division Chair, Department of Teacher Education & Curriculum Studies
1986- 1988	University of North Carolina at Wilmington, NC	Director, Educational Lab
1979- 1982	Rochester Institute of Technology Rochester, New York	Assistant Clinical Supervisor Learning Development Center

SELECTED PUBLICATIONS

Vanderburg, M. & Stephens, D. (submitted). Literacy coaches: What teachers value about them and what changes they make because of them.

Stephens, D., Donnelly, A., Morgan, D., DeFord, D., Hamil, E., Crowder, K., et al. (submitted). The impact of literacy coaches on teachers' beliefs and practices.

Stephens, D., Mills, H., Short, K., & Vasquez, V. (2008). Jerry Harste and Carolyn Burke: Winners of NCTE's Outstanding Educator in the English Language Arts Award *Language Arts*, 86(2), 57-61.

Stephens, D. (2008). *The federal government wants me to teach what? A teacher's guide to the National Reading Panel report*. Urbana, IL: National Council of Teachers of English, <http://www.ncte.org/pubs/chron/perspectives>.

Stephens, D., Morgan, D., Donnelly, A., DeFord, D., Young, J., Seaman, M., et al. (with SCRI Phase 1 Literacy Coaches, Gallant, D., Hao, S., Johnson, R., & Meyer, P.) (2007). *The South Carolina Reading Initiative: NCTE's Reading Initiative as a statewide staff development project*. Urbana, IL: National Council of Teachers of English, <http://www.ncte.org/pubs/chron/perspectives>.

DeFord, D., Green, D., Miller, P., Millwood, R., & Stephens, D. (2007). *Reach for the stars: Visions for literacy coaching programs*. Urbana, IL: National Council of Teachers of English and Barksdale, MD: International Reading Association. Literacy Coaching Clearinghouse, <http://www.literacycoachingclearinghouse.org>.

Stephens, D. (Ed.). (2006). Teachers want to know: Answers from Continuing Contact coaches. *Literacy Links*, 6(6), 7-9.

Stephens, D. (2005). *The South Carolina Reading Initiative: Findings from a mid-point survey of coaches*. Report to South Carolina State Department of Education (Funding agency).

Stephens, D. (2005). *South Carolina Reading Profile*. Report to South Carolina State Department of Education (Funding agency).

Donnelly, A., Morgan, D., DeFord, D., Files, J., Long, S., Mills, H., et al. (Stephens, D.) (2005). Transformative professional development. *Language Arts*, 82(5), 236-246.

Jennings, L, Laman, T., Long, S., & Stephens, D. (2005). Suggestions for further reading on teaching as a socio-political act. *Language Arts*, 82(3), 234.

Stephens, D., Deford, D., Donnelly, A., Morgan, D., Johnson, R., Seaman, M., et al. (2005). *Final grant performance report: The South Carolina Reading Initiative: Impact on the reading skills and strategies of children in grades K-5 and on teachers' reading beliefs and practices, Study # R 305T010185*. Report to OERI (Funding agency).

Mills, H., & Stephens, D. (2004). Theory in practice: The legacy of Louise Rosenblatt. *Language Arts*, 82(1), 47-55.

Stephens, D., & Boldt, G. (2004). School university partnerships: Rhetoric, realities and intimacies. *Phi Delta Kappan*, 85(9), 703-707.

Stephens, D., Donnelly, A., DeFord, D., Morgan, D., Johnson, R., Crowder, K., et al. (2004). *Year 3, grant performance report: The South Carolina Reading Initiative: Impact on the reading skills and strategies of children in grades K-5 and on teachers' reading beliefs and practices, Study # R 305T010185*. Report to OERI (Funding agency).

Morgan, D.N., Saylor-Crowder, K., Stephens, D., Donnelly, A., DeFord, D.E., & Hamel, E. (2003). Managing the complexities of a state-wide initiative. *Phi Delta Kappan*, 85(2), 139-144.

Stephens, D., & Young-Hubbard, J.Y. (2003). *The South Carolina Reading Initiative: Investing in teachers, investing in students*. Promotional video tape. Columbia, SC: University of South Carolina.

Stephens, D., Donnelly, A., DeFord, D., Morgan, D., Johnson, R., Hamel, E., et al. (2003). *Year 2, grant performance report: The South Carolina Reading Initiative: Impact on the reading skills and strategies of children in grades K-5 and on teachers' reading beliefs and practices, Study # R 305T010185*. Report to OERI (Funding agency).

DeFord, D., Morgan, D., Saylor-Crowder, K., Pae, T., Johnson, R., Stephens, D., et al. (2003). *Technical Report #2: Changes in children's cue and strategy use during reading: Findings from the first year of professional development in the South Carolina Reading Initiative, Study # R 305T010185*. Report to OERI (Funding agency).

Donnelly, A., Stephens, D., DeFord, D., Johnson, R., Gallant, D., Hao, S., Morgan, D., Hamel, E., & Crowder, K. (2003). *Technical Report #1: The Reading Profile: Examining Teacher's Beliefs and Practices, Study # R 305T010185*. Report to OERI (Funding agency)

Morgan, D., Saylor-Crowder, K., Stephens, D., Donnelly, A., DeFord, D., & Hamel, E. (2003). *Technical Report #3. The Vision and the Reality: The Complexities of a State-wide Literacy Initiative, Study # R 305T010185*. Report to OERI (Funding agency).

Donnelly, A., Crowder, K., Stephens, D., & Hamel, E. (2002). South Carolina Reading Initiative: Creating literacy communities for teachers and children. *Reading Matters, 4*, 4-11.

Stephens, D., Donnelly, A., DeFord, D., Morgan, D., Johnson, R., Crowder, K., et al. (2002). *Year 1, Grant Performance Report: The South Carolina Reading Initiative: Impact on the reading skills and strategies of children in grades K-5 and on teachers' reading beliefs and practices, Study # R 305T010185*. Report to OERI (Funding agency).

Stephens, D., Donnelly, A., Long, S. Mills, H., DeFord, D., & Manning, G. (2001). Making a difference. *Teacher Education Journal of South Carolina* (Fall 2001).

Stephens, D., Donnelly, A., & Johnson, R. (2001). *The South Carolina Reading Profile*. Columbia, SC: South Carolina State Department of Education.

Burke, C., Crafton, L., Egawa, K., Long, S., Martens, K., Mills, H., Smith, K., & Stephens, D. (2001). *Literacy portfolios: Looking closely at individual learners*. Urbana, IL: National Council of Teachers of English.

Stephens, D. (2001). Of magic doors there is this. *Research in the Teaching of English, 35*(3), 292-301.

Mills, H., DeFord, D., Donnelly, A., Files, J., Long, S., Manning, G., & Stephens, D. (2000). The South Carolina Reading Initiative: A promising partnership. *Gradus*, Graduate School, University of South Carolina.

Donnelly, A., Stephens, D., Long, S., Mills, H., Manning, G., DeFord, D., et al. (2000). Creating a culture of literacy. *Education Report*, College of Education, University of South Carolina.

Crafton, L., Egawa, K., Long, S., Mills, H., Stephens, D., Donnelly, A., et al. (2000). *NCTE Reading Initiative: Year one (Revised)*. Urbana, IL: National Council of Teachers of English.

Crafton, L., Egawa, K., Smith, K., & Stephens, D. (2000). Knowing ourselves as language users: Examining beliefs/self as reader. In Crafton, L., Egawa, K., Long, S., Mills, H., Stephens, D., Donnelly, A., Files, J.(2000) *NCTE Reading Initiative: Year One (Revised)*. Urbana, IL: National Council of Teachers of English.

Donnelly, A., Files, J., Mills, H., & Stephens, D. (2000). Looking closely at literacy classrooms: Understanding and supporting readers. In L. Crafton, K. Egawa, S. Long, H. Mills, D. Stephens, A. Donnelly, et al. *NCTE Reading Initiative: Year one (Revised)*. Urbana, IL: National Council of Teachers of English.

Files, J., Donnelly, A., Mills, H., Stephens, D., & Egawa, K. (2000). Creating classrooms that support readers and writers. In L. Crafton, K. Egawa, S. Long, H. Mills, D. Stephens, A. Donnelly, et al. *NCTE Reading Initiative: Year one (Revised)*. Urbana, IL: National Council of Teachers of English.

Long, S., Egawa, K., Crafton, L., & Stephens, D. (2000). The language-learning process: Literacy learning as a meaning-making, strategy-based process. In L. Crafton, K. Egawa, S. Long, H. Mills, D. Stephens, A. Donnelly, et al. *NCTE Reading Initiative: Year one (Revised)*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Boldt, G., Clark, C., Gaffney, J., Shelton, J., Story, J., et al. (2000). Learning (about learning) from four teachers. *Research in the Teaching of English*, 24(4), 532-564.

Stephens, D., & Story, J. (Eds.). (1999). *Assessment as inquiry: Learning the Hypothesis-Test process*. Urbana, IL: National Council of Teachers of English.

Story, J., Meyer-Reimer, K., & Stephens, D. (Eds.). (1999, April). *Primary Voices K-6: Teaching young writers the elements of craft*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Meyer-Reimer, K., & Story, J. (Eds.). (1999, January). *Primary Voices K-6: Classrooms as cultures*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Meyer-Reimer, K., & Story, J. (Eds.). (1998, October). *Primary Voices K-6: Democracy in the classroom*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Meyer-Reimer, K., & Story, J. (Eds.). (1998, August). *Primary Voices K-6: Talk that empowers struggling readers*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Meyer-Reimer, K., & Story, J. (Eds.). (1998, April). *Primary Voices K-6: Literacy in multiage classrooms*. Urbana, IL: National Council of Teachers of English.

Stephens, D. (1998). Literacy education as a political act. In C. Weaver (Ed.), *Implementing a Balanced Approach to Reading*. Urbana, IL: National Council of Teachers of English. Reprinted 1999 in *Trends and Issues in Secondary English*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Zilliox, J., & Deering, P. (1998). Learners' perspective on learning to teach. *National Forum of Applied Educational Research Journal*. Monroe, LA: National Forum.

Stephens, D., Meyer-Reimer, K., & Story, J. (Eds.). (1998, January). *Primary Voices K-6: Making connections: A school family*. Urbana, IL: National Council of Teachers of English.

Story, J., & Stephens, D. (1997). *Read to me at Linapuni Elementary School: Part II*. Report to Governor's Council on Literacy (funding agency).

Stephens, D. (1997a). An agenda for teacher educators. In K. Au, & T. Raphael (Eds.), *Literacy-Based instruction: Present issues, future directions*. Norwood, MA: Christopher-Gordon Publishers Company.

Stephens, D. (1997b). Research as inquiry. In C. Weaver (Ed.), *Reconsidering a balanced approach to reading*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Meyer-Reimer, K., & Story, J. (Eds.). (1997, November). *Primary Voices K-6: Students and teachers as evaluators*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Meyer-Reimer, K., & Story, J. (Eds.). (1997, August). *Primary Voices K-6: Learning in inclusive communities*. Urbana, IL: National Council of Teachers of English.

Story, J., Meyer-Reimer, K., & Stephens, D. (Eds.). (1997, April). *Primary Voices K-6: Classroom curriculum & the arts*. Urbana, IL: National Council of Teachers of English.

Omalza, S., Aihara, K., & Stephens, D. (1997, January). Engaged in learning through the HT process. In D. Stephens, J. Story, & K. Meyer-Reimer (Eds.), *Primary Voices K-6: Assessment as Inquiry*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1997, January). *Primary Voices K-6: Assessment as Inquiry*. Urbana, IL: National Council of Teachers of English.

Nozoe, R., Gebhardt, R., Stephens, D., & Story, J. (1996). *Creating a community of learners*. Report to Hawaii State Department of Education (funding agency).

Meyer-Reimer, K., Story, J., & Stephens, D. (Eds.). (1996, November). *Primary Voices K-6: Teaching writers to spell*. Urbana, IL: National Council of Teachers of English.

Story, J., Stephens, D., & Meyer-Reimer, K. (Eds.). (1996, August). *Primary Voices K-6: Native cultures in the classroom*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1996, April). *Primary Voices K-6: Establishing patterns of communities through language*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Story, J., Aihara, K., Hisatake, S., Ito, B., Kawamoto, C., et al. (1996, February). When assessment is inquiry. *Language Arts*, 70(3), 105-112.

Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1996, January). *Primary Voices K-6: Re-imagining collaboration to support inquiry*. Urbana, IL: National Council of Teachers of English.

Garcia, G.E., Stephens, D., Koenke, K., Harris, V., Pearson, P.D., Jimenez, R., et al. (1995). *Reading instruction and educational opportunity at the middle school level*. Technical Report #622. Champaign, IL: Center for the Study of Reading.

Stephens, D., Pearson, P.D., Gilrane, C., Roe, M., Stallman, A., Commeyras, M., et al. (1995). Assessment and decision making in schools: A cross-site analysis. *Reading Research Quarterly*, 30(3), 478-499.

Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1995, November). *Primary Voices K-6: Miscue analysis for classroom teachers*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1995, August). *Primary Voices K-6: Literacy growth in a school community*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1995, April). *Primary Voices K-6: Children's literature for all*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1995, January). *Primary Voices K-6: Talking and learning in classrooms*. Urbana, IL: National Council of Teachers of English.

- Hewett, K.A., Stephens, D., & Story, J. (1994). *Community support for literacy*. Report to Governor's Council on Literacy.
- Stephens, D., Story, J., & Meyer-Reimer, K. (Eds.). (1994, November). *Primary Voices K-6: Conflict resolution*. Urbana, IL: National Council of Teachers of English.
- Stephens, D., Smith, K., Meyer-Reimer, K., & Story, J. (Eds.). (1994, August). *Primary Voices K-6: Generative curriculum*. Urbana, IL: National Council of Teachers of English.
- Stephens, D., Smith, K., & Meyer-Reimer, K. (Eds.). (1994, April). *Primary Voices K-6: Inquiry-based evaluation*. Urbana, IL: National Council of Teachers of English.
- Stephens, D. (1994, February). Learning what art means. *Language Arts*, 71(1), 34-37.
- Stephens, D., Smith, K., & Meyer-Reimer, K. (Eds.). (1994, January). *Primary Voices K-6: Challenge for change*. Urbana, IL: National Council of Teachers of English.
- Stephens, D., Gaffney, J., Weinzierl, J., Shelton, J., & Clark, C. (1993). *Towards understanding teacher change*. Technical Report #585. Champaign, IL: Center for the Study of Reading.
- Stephens, D., & Meyer-Reimer, K. (1993). Explorations in reflective practice. In L. Patterson, K. Smith, C. Santa, & K. Short (Eds.), *Teachers are researchers*. Newark, DE: International Reading Association.
- Shelton, J., Stephens, D., Stallman, A., Commeyras, M., Pearson, P.D., Roe, M., et al. (1993). *Assessment and decision-making in gamma*. Technical Report #592. Champaign, IL: Center for the Study of Reading.
- Weinzierl, J., Stephens, D., Stallman, A., Pearson, P.D., Shelton, J., Rodriguez, A., et al. (1993). *Assessment and decision-making in beta*. Technical Report #590. Champaign, IL: Center for the Study of Reading.
- Meyer-Reimer, K., Stephens, D., & Smith, K. (Eds.). (1993, November). *Primary Voices K-6: Meaningful change*. Urbana, IL: National Council of Teachers of English.
- Meyer-Reimer, K., Stephens, D., & Smith, K. (Eds.). (1993, August). *Primary Voices K-6: Making meaning through writing*. Urbana, IL: National Council of Teachers of English.
- Meyer-Reimer, K., Stephens, D., & Smith, K. (Eds.). (1993, April). *Primary Voices K-6: Asking questions/making meaning*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Rodriguez, A., Commeyras, M., Stallman, A., Shelton, J., Pearson, P.D., et al. (1993). *Assessment and decision-making in delta*. Technical Report #585. Champaign, IL: Center for the Study of Reading.

Stephens, D., Pearson, P.D., Stallman, A., Shelton, J., Commeyras, M., Roe, M., et al. (1993). *Assessment and decision-making in alpha*. Technical Report #583. Champaign, IL: Center for the Study of Reading.

Pearson, P.D., & Stephens, D. (1992). Learning about literacy: A 30-year journey. In C. Gordon, & G. Labereane (Eds.), *Elementary reading instruction: Process and practice*. Canada: Ginn. Reprinted in C. Weaver (Ed). (1994). *Reconsidering a balanced approach to reading*, Urbana, IL: National Council of Teachers of English, pp.77-100 and in R. Ruddell, M. Ruddell, & H.Singer (Ed). (1994). *Theoretical models and processes of reading, 4th edition*. Barksdale, NJ: International Reading Association, pp. 22-42 and in R. Ruddell and M.Ruddell (Ed). (2004). *Theoretical models and processes of reading, 5th edition*. [CD] Barksdale, NJ: International Reading Association.

Garcia, J., Stephens, D., Copeland, K., Janisch, C., Koenke, K., Harris, V., et al. (1991). *Focus on middle-school reading: A university-public school initiative, Phase two*. (Study 2.2.3.5.). Champaign, IL: Reading Research and Education Center, University of Illinois.

Meyer-Reimer, K., & Stephens, D. (1991). *Literature as the core of the curriculum*. (Study 2.2.4.4). Champaign, IL: Reading Research and Education Center, University of Illinois.

Stephens, D., Gaffney, J., Weinzierl, J., Shelton, J., & Clark, C. (1991). *Five teachers teaching: Beliefs and practices of Reading Recovery teachers-in-training*. (Study 2.2.3.1.h). Champaign, IL: Reading Research and Education Center, University of Illinois.

Stephens, D., & Pearson, P.D. (1991). Multiple perspectives on multiple perspectives. In R. Beach, J. Green, M. Karnil, & T. Shanahan (Eds.), *Multidisciplinary perspectives on literacy research*. Urbana, IL: National Council of Teachers of English.

Stephens, D., Pearson, P.D., Stallman, A., Commeyras, M., Shelton, J., Roe, M., et al. (1990). *Assessment and decision-making in the schools: Four case studies*. (Study 2.4.1.1.b). Champaign, IL: Reading Research and Education Center, University of Illinois.

Toomes, J., Stephens, D., & Gillette, J. (1990). Making informed observations. In D. Stephens (Ed.), *What matters: A primer for teaching reading*. Portsmouth, NH: Heinemann Educational Books.

Stephens, D. (Ed.). (1990). *What matters? A primer for teaching reading*. Portsmouth, NH: Heinemann Educational Books.

Garcia, J., Stephens, D., Koenke, K., Pearson, P.D., Harris, V., & Jimenez, R. (1989). *A study of classroom practices related to the reading of low-achieving students: Phase one*. (Study 2.2.3.5.). Champaign, IL: Reading Research and Education Center, University of Illinois.

Stephens, D. (1988). *Focusing on learning and learners, Teachers networking*. Katonah, NY: Richard C. Owen.

Stephens, D. (1987, December). Empowering learning: Research as practical theory. *English Education*, 19, 220-228.

Stephens, D., & Clyde, J. A. (1985). Curriculum as theory driven: Insights from six classrooms. In J. Harste and D. Stephens (Eds.), *Toward practical theory: A state of practice assessment of reading comprehension instruction*. Bloomington, IN: Language Education Department.

Stephens, D., & Harste, J.C. (1985, Spring). Accessing the potential of the learner: Toward an understanding of the complexities of context. *Peabody Journal of Education*, 62, 86-99.

Harste, J. C., & Stephens, D. (1985a). Literacy in the special education classroom. *Theory into Practice*, 25, 128-183.

Harste, J. C., & Stephens, D. (Eds.). (1985b). *Toward practical theory: A state of practice assessment of reading comprehension instruction*. Bloomington, IN: Language Education Department.

Stephens, D. (1985a). Towards a reconceptualization of educational inquiry. *Forum*, 1, 31-43.

Stephens, D. (1985b). Uncharted land: Reading comprehension research with the special education student. In A. Crismore (Ed.), *Landscapes: A State-of-the-Art Assessment of Reading Comprehension Research, 1974-1984*. Bloomington, IN: Language Education Department.

SELECTED PRESENTATIONS

Supporting Readers Thru Effective Small Group Instruction. Presentation, National Council of Teachers of English, New York, NY, November 2007.

The Realities of Coaching. Presentation, National Council of Teachers of English, New York, NY, November 2007.

Planning and Carrying Out Effective Small Group Instruction. Invited session, Fontbonne University 2007 Summer Literacy Institute, St. Louis, MO, July 2007.

Research on the South Carolina Reading Initiative, Board of Directions, Washington, DC, April 2007.

Teaching Teachers About Readers: Lessons Learned from Coaches Involved in Long-term Staff Development. Keynote speaker, Fontbonne University Summer Literacy Institute, St. Louis, MO, July 2006.

Challenging the Commonplace. Presentation at the National Council of Teachers of English, Pittsburgh, PA, November 2005.

Transformative Professional Development. Presentation to the National Reading Conference. Miami, FL, December 2005.

Professional Growth: Teachers and Schools Who Are Making A Difference. Presentation, National Council of Teachers of English annual convention, Indianapolis, IN, November 2004.

Preliminary Findings from Year 2 of the South Carolina Reading Initiative. Presentation, the National Council of Teachers of English, Atlanta, GA, November 2003.

Giving Back. Invited address. Doctoral hooding ceremony. University of South Carolina, Columbia, SC, May 2003.

Changes in Teachers' Beliefs and Practices: Findings from Years One and Two of the South Carolina Reading Initiative. Presentation, National Reading Conference, Miami, FL, December 2002.

SCRI: Celebrating the Ideal and the Reality. Presentation, National Council of Teachers of English, Atlanta, GA, November 2002.

Creating an Effective Staff Development Program. Fall Conference of the Southern Association of South Carolina Elementary and Middle Schools. Invited Presentation. Columbia, SC, October 2002.

Political Action as Professional Responsibility. Keynote address, South Carolina Reading Recovery Conference, Charleston, SC, December 2001.

Challenges and Celebrations: The South Carolina Reading Initiative. Invited address, Arizona State University, Tempe, AZ, November 2001.

Year One: A Research Update. Keynote address, South Carolina Reading Initiative Kick-Off, Columbia, SC, September 2001.

The Impact of the South Carolina Reading Initiative. Presentation, State Board of Education, Columbia, SC, August 2001.

Professionalism as Personal and Political Responsibility. Invited speaker, Spartanburg Writing Project, Spartanburg, SC, June 2001.

The Status of Phonics Instruction. Presentation, State Board of Education, Columbia, SC, June 2001.

Reconceptualizing Our Role as Professionals. Invited address, Western Carolina University, Cullowhee, NC, May 2001.

The Role of Inquiry. Keynote speech, University of South Carolina Inquiry Showcase, Columbia, SC, April 2001.

The South Carolina Reading Initiative. Invited presentation, University of South Carolina Joint Boards Retreat, Greenville, SC, February 2001.

Of Magic Doors, There is This.... Award acceptance speech, National Council of Teachers of English Fall Conference, Minneapolis, MN, November 2000.

Fixating Belief. Presentation, National Council of Teachers of English Annual Conference, Minneapolis, MN, November 2000.

Helping Every Child Become a Strategic Reader. Presentation, South Carolina Reading Recovery Conference, Columbia, SC, November 2000.

Being Helpful to Readers. Keynote address, Horry County Schools' Conference, Myrtle Beach, SC, September 2000.

Making a Place for Reading. Workshop, Horry County Schools' Conference, Myrtle Beach, SC, September 2000.

Researching the South Carolina Reading Initiative. Keynote, South Carolina Reading Initiative Rally, Columbia, SC, September 2000.

Overview of the South Carolina Reading Initiative. Presentation, Southeast Literacy Consortium, Athens, GA, September 2000.

Rosenblatt and Democracy. Invited speaker, Books of the Century Series, College of Education, USC, Columbia, SC, March 2000.

Teachers as Learners. Keynote address, Governor's Reading Summit, Columbia, SC, December 1999.

Inquiry as Power. Presentation, National Council of Teachers of English Fall Conference, Denver, CO, November 1999.

Learning to be Helpful to Writers. Keynote address, Writing Improvement Network Annual Meeting, Columbia, SC, November 1999.

What's all this Fuss about Phonics and Teaching Reading? Presentation, National Council of Teachers of English Teacher Fest, World Wide Web, October 1999.

Teachers who Make a Difference. Presentation, Literacy Alliance, Columbia, SC, September 1999.

Learning to Observe. Presentation, International Reading Association 44th Annual Convention. San Diego, CA, May 1999.

Changing Teacher Education in Changing Times: Critical Perspectives and Approaches. Presentation, National Council of Teachers of English Fall Conference. Nashville, TN, November 1998.

Field-Centered Teacher Preparation: Addressing the Challenge in Reform and Restructuring. Presentation, American Association of Colleges of Teacher Education. New Orleans, LA, February 1998.

New Curricular Possibilities for Professional Development. Presentation, International Reading Association 42nd Annual Convention. Atlanta, GA, May 1997.

Teachers Learning the Language of Professional Conversations. Presentation, International Reading Association First Annual Aloha State Conference. Hilo, HI, February 1997.

Teachers as Writers. Presentation, National Council of Teachers of English Fall Conference. Chicago, IL, November 1996.

Finding Time and Courage to Write. Presentation, National Council of Teachers of English Fall Conference. San Diego, CA, November 1995.

Assessment as Inquiry. Presentation, Fall Conference of the National Council of Teachers of English. Orlando, FL, November 1994.

Primary Voices: Developing an Issue from Proposal to Publication. Presentation, Fall Conference of the National Council of Teachers of English. Pittsburgh, PA, 1993.

Learning that Art Means. Keynote address, Central District's First Annual Elementary School Conference. Mililani (Oahu), HI, February 1993.

Researching to Inform Our Own Teaching Practice. Presentation, 42nd Annual Meeting of the National Reading Conference. San Antonio, TX, December 1992.

Towards Understanding Teacher Change. Presentation, 42nd Annual Meeting of the National Reading Conference. San Antonio, TX, December 1992.

Teacher Education: Implications of a New Paradigm. Presentation, National Council of Teachers of English Fall Conference. Louisville, KY, November 1992.

Teacher Change: Findings from Case Study Research. Presentation, 12th Annual Meeting of the Conference on Reading Research. Orlando, FL, May 1992.

Portfolio Assessment. Presentation, National Council of Teachers of English Spring Institute on Portfolio Assessment. New Orleans, LA, April 1992.

Achieving Literacy. Presentation, Study of Cultural Values and Ethics Panel Series. Champaign, IL, February 1992.

Ethics of Data Presentation in Field-Based Research. Presentation, 41st Annual Meeting of the National Reading Conference. Palm Springs, CA, December 1991.

Literacy Assessment as Political Agenda. Presentation, 41st Annual Meeting of the National Reading Conference. Palm Springs, CA, December 1991.

Influences of Reading Recovery Training on Classroom Practice. Presentation, 11th Annual Conference on Reading Research. Las Vegas, NV, May 1991.

Teachers Learning to Teach: Insights from Three Studies. Presentation, 36th Annual Convention of the International Reading Association. Las Vegas, NV, May 1991.

Issues in Literacy Assessment. Presentation, National Council of Teachers of English Spring Conference. Indianapolis, IN, March 1991.

How Teachers Make Sense of New Ideas. Presentation, 40th Annual Meeting of the National Reading Conference. Miami, FL, December 1990.

Literacy Instruction at the Middle-School Level: Reports from a Public School/University Collaboration. Presentation, 40th Annual Meeting of the National Reading Conference. Miami, FL, December 1990.

Explorations in Reflective Practice: Lessons Learned from Dialogue Journals. Presentation, 35th Annual Meeting of the International Reading Association. Atlanta, GA, May 1990.

Defining Literacy: Issues of Definition Relating to Learners, Teachers, Society. Presentation, 35th Annual Meeting of the International Reading Association. Atlanta, GA, May 1990.

Assessment and Decision-Making in the Schools. Presentation, 35th Annual Meeting of the International Reading Association. Atlanta, GA, May 1990.

Teacher Change in Reading Recovery and in Classroom Settings: Preliminary Findings. Presentation, 10th Conference on Reading Research. Atlanta, GA, May 1990.

A Qualitative Approach to Studying Decision-Making in the Schools. Presentation, 39th Annual Meeting of the National Reading Conference. Austin, TX, December 1989.

Collaborative Research: An Introduction and Overview. Presentation, 34th Annual Meeting of the International Reading Association. New Orleans, LA, May 1989.

How Assessment Influences Life in Schools. Presentation, 9th Annual Conference on Reading Research. New Orleans, LA, May 1989.

Collaborative Research as Methodological Choice. Presentation, American Educational Research Association. New Orleans, LA, April 1988.

Reflexivity in Use: Insights from a Collaborative Study. Presentation, Ethnography and Education Forum. Philadelphia, PA, February 1988.

An Overview of Collaborative Research. Presentation, 36th Annual Meeting of the National Reading Conference. St. Petersburg, FL, December 1987.

Research and Theory as Practice: A Collaborative Study of Change. Presentation, 35th Annual Meeting of the National Reading Conference. Austin, TX, December 1986.

Reconceptualizing Educational Methodology. Presentation, Center for the Expansion of Language and Thought Annual Conference. Bloomington, IN, June 1985.

Research in Reading Comprehension: The State of the Art. Presentation, International Reading Association 31st Annual Meeting. New Orleans, LA, May 1985.

The Methodology of Meta-Analysis. Presentation, 34th Annual Meeting of the National Reading Conference. St. Petersburg, FL, December 1984.

Reading Comprehension Research with Handicapped Students: A Review of Generative Studies. Presentation, 34th Annual Meeting of the National Reading Conference. St. Petersburg, FL, December 1984.

Meta-analysis: Findings from a Quantitative Synthesis of the Literature. Presentation, National Council of Teachers of English. Detroit, MI, November 1984.

Self-Evaluation in Teacher Education: A Learning-Centered Alternative to Grading. Presentation, Center for the Expansion of Language and Thought Rejuvenation Conference. Bloomington, IN, October 1983.

RESEARCH

- 2001 - 2007 *The South Carolina Reading Initiative: Impact on the Reading Skills and Strategies of Children in Grades K-5 and on Teachers Reading Beliefs and Practices.* 2001-2004 funded by a \$1.7 million grant from OERI Field-Initiated Studies.
- 1998-1999 Field-based research on the effectiveness of NCTE's Reading Initiative. Funded by an \$18,000 Eisenhower grant.
- 1994 – 1999 Field-based collaborative research with cohort faculty and students to understand the impact of the cohort, field-based version of the B.Ed. on learning to teach.
- 1992-1994 Field-based collaborative research (1) with parents and teachers at Linapuni School to better understand the literacy development of at-risk children in grades K-2; (2) with state and school level DOE staff to develop an alternative high school with a school; and (3) with complex and school-level teachers to develop effective assessments of young children experiencing learning difficulties. Linapuni study funded by a \$30,000 grant from the (HI) Governor's Council on Literacy.
- 1989-1992 Field-based collaborative research to understand the influence of Reading Recovery training on teacher decision-making within the contexts of classroom instruction. Funded as part of a five-year 10 million dollar award from OERI; Richard C. Anderson and P. David Pearson, co-directors.

- 1988-1990 Field-based collaborative research to enhance the knowledge base of middle-school teachers and to improve literacy instruction for at-risk students. Funded as part of a five-year 10 million dollar award from OERI; Richard C. Anderson and P. David Pearson, co-directors.
- 1988-1989 Field-based research to understand instructional decision making and the relationship between assessment and instruction. Funded as part of a five-year 10 million dollar award from OERI; Richard C. Anderson and P. David Pearson, co-directors.
- 1988-1989 Field-based research on dialogue journals. Funded as part of a five-year 10 million dollar award from OERI; Richard C. Anderson and P. David Pearson, co-directors.
- 1987 – 1988 Collaborative research in a fifth/sixth grade language arts classroom to develop assessment techniques consistent with a workshop approach to reading and writing.
- 1985 Collaborative research in an elementary level classroom for children labeled learning disabled. The study focused on the integration of reading and writing across curriculum.
- 1983-1985 Research assistant, federally funded grant, *Research to Improve Reading Comprehension of Handicapped Students*, Indiana University, Jerome C. Harste, principal investigator. This position involved being a part of a research team which (a) reviewed and coded all the reading comprehension research which was published 1974-1984; (b) conducted a quantitative and qualitative meta-analysis of the research identified; (c) generated synthesis papers based on the analyses and (d) engaged in observational research in special education classrooms.

Awards

Alan C. Purves Award (from NCTE for article most likely to have an impact on educational practice). November 2001.