

CURRICULUM VITA

Mariam Jean Dreher

PERSONAL DATA

Department: Curriculum and Instruction
Current rank: Professor
Year of appointment: 1993

Office address: Reading Center
College of Education
University of Maryland
College Park, MD 20742
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ACADEMIC BACKGROUND

Degrees:

Ph.D. Educational Psychology: University of California, Riverside, 1980
M.A. Educational Psychology: University of California, Riverside, 1976
B.A. Sociology: University of California, Riverside, 1970

Certification and licenses:

Reading Specialist Credential, California, 1977
Administrative Service Credential, California, 1977
Standard Elementary Teaching Credential, California, 1971

Honors and citations:

1995 Presidential Award for Outstanding Service to the Schools

1995 Advanced Studies Seminar, National Center for Educational Statistics,
U.S. Department of Education

1987 Semester Research Award, General Research Board, University of
Maryland

1984 Merit Award for Excellence in Reading Education, Project Innovation

1983-84 Associate, Center for Educational Research and Development, College
of Education, University of Maryland

1982 Elva Knight-International Reading Association Research Grant

- 1981 California Reading Association's Constance McCullough Research Award for Outstanding Dissertation
- 1981 International Reading Association, Outstanding Dissertation Finalist
- 1970 Elected to Phi Beta Kappa
- 1970 Graduated with Honors, University of California, Riverside
- 1966-70 Dean's Honor List, University of California, Riverside

PROFESSIONAL WORK EXPERIENCE

- 1993-present Professor: Department of Curriculum and Instruction, College of Education, University of Maryland, College Park, MD
- 1991-1997 Director of the Reading Center: Department of Curriculum and Instruction, College of Education, University of Maryland, College Park, MD
- 1994-1996 Coordinator of Elementary Education: Department of Curriculum and Instruction, College of Education, University of Maryland, College Park, MD
- 1988-1992 Director of Graduate Studies: Department of Curriculum and Instruction, College of Education, University of Maryland, College Park, MD
- 1985-1993 Associate Professor: Department of Curriculum and Instruction, College of Education, University of Maryland, College Park, MD
- 1980-1985 Assistant Professor: Department of Curriculum and Instruction, College of Education, University of Maryland, College Park, MD
- 1978-1979 Instructor of Elementary Curriculum: School of Education, University of California, Riverside
- 1978-1979 Research Assistant: School of Education, University of California, Riverside
- 1974-1975 Master Teacher for Credential Candidates: Student Teachers from California State College, San Bernardino, California.
- 1978-1980 Reading Specialist: Rialto Unified School District, Rialto, California

1970-1978 Elementary Teacher: Rialto Unified School District, Rialto, California

PUBLICATIONS

Books and journals:

Kletzien, S. B., & Dreher, M. J. (2004). *Informational Text in K-3 Classrooms: Helping Children Read and Write*. Newark, DE: International Reading Association.

Dreher, M. J., & Baker, L. (Eds.). (2003). *Motivating Struggling Readers to Succeed*. Theme issue of *Reading & Writing Quarterly*, 19, Number 1.

Dreher, M. J., Davis, K.A., Waynant, P., & Clewell, S. F. (2000). *Easy Steps to Writing Fantastic Research Reports*. New York: Scholastic.

Baker, L., Dreher, M. J., & Guthrie, J. T. (Eds.). (2000). *Engaging Young Readers: Promoting Achievement and Motivation*. New York: Guilford Press.

Dreher, M. J., & Guthrie, J. T. (Eds.). (1993). *Locating Information*. Special issue of *Contemporary Educational Psychology*, Volume 18 (2).

Dreher, M. J., & Slater, W. H. (Eds.). (1992). *Elementary School Literacy: Critical Issues*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Chapters in books:

Dreher, M. J. & Voelker, A. (2004). Choosing informational books for primary-grade classrooms: The importance of balance and quality. In E.W. Saul (Ed.). *Crossing borders in literacy and science instruction: Perspectives on theory and practice*. Newark, DE: International Reading Association & Arlington, VA: The National Science Teachers Association.

Dreher, M. J. (2002). Children searching and using information text: A critical part of comprehension. In C. C. Block & M. Pressley (Eds.). *Comprehension Instruction: Research-Based Best Practices*. New York: The Guilford Press.

Dreher, M. J. (2000). Motivating children to read more nonfiction. In N. Padak, T. Rasinski, et al. (Eds.). *Motivating Recreational Reading and Promoting Home-School Connections: Strategies from The Reading Teacher*. Newark, DE: International Reading Association.

Dreher, M. J. (2000). Fostering reading for learning. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.) *Engaging Young Readers: Promoting Achievement and Motivation*. New York: Guilford Press.

Baker, L., Dreher, M. J., & Guthrie, J. T. (2000). Why teachers should promote reading engagement. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.) *Engaging Young Readers: Promoting Achievement and Motivation*. New York: Guilford Press.

Guthrie, J. T., Dreher, M. J., & Baker, L. (2000). Why teacher engagement is important to student achievement. In L. Baker, M. J. Dreher, & J. T. Guthrie (Eds.) *Engaging Young Readers: Promoting Achievement and Motivation*. New York: Guilford Press.

Dreher, M. J. (1994). Children searching for information. In P. Kangas, R. Korkeamäki, & T. Latomaa (Eds.), *Lapsella on Sata Kieltä: Emerita Professori Pirkko Saarisen Juhlaseminaarin Esitelmät* [The Inquiring Child: Festschrift in honor of Professor Emerita Pirkko Saarisen] Oulu, Finland: University of Oulu.

Dreher, M. J., & Slater, W. H. (1992). Elementary school literacy: Critical issues. In M. J. Dreher & W. H. Slater (Eds.), *Elementary School Literacy: Critical Issues*, Norwood, MA: Christopher-Gordon Publishers, Inc.

Dreher, M. J. (1991). Best ideas for reading teachers. In E. Fry (Ed.), *Ten Best Ideas for Reading Teachers*. Menlo Park, CA: Addison-Wesley.

Guthrie, J. T., & Dreher, M. J. (1990). Literacy as search: Explorations via computer. In D. Nix & R. Spiro (Eds.), *Cognition, Education, and Multimedia: Exploring Ideas in High Technology*. Hillsdale, NJ: Erlbaum.

Dreher, M. J. (1985). Spontaneous instantiation of general terms. In H. Singer & R. B. Ruddell (Eds.), *Theoretical Models and Processes of Reading, 3rd ed.* Newark, DE: International Reading Association.

Hung, D. L., Tzeng, O. J. L., Salzman, B., & Dreher, M. J. (1984). A critical evaluation of the horse-racing model of skilled reading. In H. Kao & R. Hoosain (Eds.), *Psychological Studies of the Chinese Language*. Hong Kong: Chinese Language Society.

Singer, H., Dreher, M. J., & Kamil, M. L. (1982). Computer literacy. In A. Berger & H. A. Robinson (Eds.), *Secondary School Reading: What Research Reveals for Classroom Practice*. National Conference on Research in English.

Journal articles: (* designates refereed paper; + designates solicited paper.)

*+Dreher, M. J. (2003). Motivating struggling readers by tapping the potential of information books. *Reading & Writing Quarterly*, 19, 25-38.

- *+Dreher, M. J., & Baker, L. (2003). Motivating struggling readers to succeed: Introduction to the theme. *Reading & Writing Quarterly*, 19, 1-4.
- *Dreher, M. J. (2002). Motivating teachers to read. *The Reading Teacher*, 56, 338-340.
- *Korkeamäki, R., & Dreher, M. J. (2002). Developing local curricula from the national literacy core curriculum for Finnish six-year-old children: What happened when elaboration of principles was left to teachers? *National Reading Conference Yearbook*, 50, 263-274
- *Korkeamäki, R., & Dreher, M. J. (2000). Finnish kindergartners' literacy development in contextualized literacy episodes: A focus on spelling. *Journal of Literacy Research*, 32, 349-393.
- +Dreher, M. J. (2000). What will be the demands of literacy in the workplace in the next millennium? *Reading Research Quarterly*, 35, 381-382.
- *Korkeamäki, R., & Dreher, M. J. (2000) What happened in kindergarten when students were reading and writing information text in teacher and peer led groups? *National Reading Conference Yearbook*, 49, 452-463.
- *Dreher, M. J. (1999). Literacy in the primary grades: Resources for helping young children read, write, discuss, and listen to information texts. *Literacy: Issues and Practices*, 16, 3-7.
- *Korkeamäki, R., Tiainen, O., & Dreher, M. J. (1999). Finnish second-graders engaged in research: What do interviews tell about their metacognition during inquiry. *National Reading Conference Yearbook*, 48, 120-133.
- *Dreher, M. J. (1998/1999). Motivating children to read more nonfiction. *The Reading Teacher*, 52, 414-417.
- *Dreher, M. J., Davis, K.A., Waynant, P., & Clewell, S. F. (1998). Fourth-grade researchers: Helping children develop strategies for finding and using information. *National Reading Conference Yearbook*, 47, 311-322.
- *Dreher, M. J. (1998). Sixth-graders engaged in research tasks: How well do capable readers perform independently? *Literacy: Issues and Practices*, 15, 3-10.
- *Korkeamäki, R., Tiainen, O., & Dreher, M. J. (1998). Helping Finnish second-graders make sense of their reading and writing in their science project. *National Reading Conference Yearbook*, 47, 334-344.

- *Rach, L., & Dreher, M. J. (1998). The “real world:” literacy demands on deaf adults in the workplace. *National Reading Conference Yearbook*, 47, 182-193.
- *Dreher, M. J., Davis, K.A., Clewell, S. F., & Waynant, P. (1997). Helping intermediate-grade students become strategic researchers *Literacy: Issues and Practices*, 14, 2-11.
- +Dreher, M. J. (1996). “Information Power:” Can we help students achieve it? *NRRC News*, 4-5.
- *Korkeamäki, R. & Dreher, M. J. (1996). Trying something new: Meaning-based reading instruction in a Finnish first-grade classroom. *Journal of Literacy Research*, 28, 9-34.
- *Korkeamäki, R. & Dreher, M. J. (1995). Meaning-based reading instruction in a Finnish kindergarten. *National Reading Conference Yearbook*, 44, 235-242.
- +Dreher, M. J. (1995). How well can our students read to locate information? *Reading Today*, 12, 40.
- *Dreher, M. J., & Sammons, R. B. (1994). Fifth-graders' search for information in a textbook. *Journal of Reading Behavior*, 26, 301-314.
- *Yopp, R. H., & Dreher, M. J. (1994). Effects of active comprehension instruction on attitudes and motivation in reading. *Reading Horizons*, 34, 288-302
- *Dreher, M. J., & Brown, R. (1993). Planning prompts and indexed terms in textbook search tasks. *Journal of Educational Psychology*, 85, 662-669.
- *Korkeamäki, R., & Dreher, M. J. (1993). Teaching beginning reading in a regular letter-sound correspondence language: Finland, phonics, and whole language, *Language Arts*, 70, 29-36.
- *Dreher, M. J. (1993). Reading to locate information: Societal and educational perspectives. *Contemporary Educational Psychology*, 18, 129-138
- *Dreher, M. J. (1992). Predicting the location of answers to textbook search tasks. *National Reading Conference Yearbook*, 41, 269-274.
- *Dreher, M. J. (1992). Searching for information in textbooks. *Journal of Reading*, 35, 364-371.
- *Dreher, M. J. (1991). Implementing the process approach to writing: Suggestions for change leaders. *Literacy: Issues and Practices*, 8, 28-34.

- *Dreher, M. J., & Guthrie, J. T. (1990). Cognitive processes in textbook search tasks. *Reading Research Quarterly*, 25, 323-339.
- *Dreher, M. J., & Zenge, S. (1990). Metalinguistic awareness in first grade as a predictor of reading achievement in third and fifth grades: A longitudinal study. *Journal of Educational Research*, 84, 13-21.
- *Dreher, M. J. (1990). The role of affect in the reading process. *Literacy: Issues and Practices*, 7, 20-24.
- *Dreher, M. J. (1990). Preservice early childhood teachers' attitudes toward the process approach to writing. *Early Child Development and Care*, 56, 49-64.
- *Dreher, M. J., & Singer, H. (1989). The teacher's role in students' success. *The Reading Teacher*, 42, 612-617
- *Dreher, M. J. (1989). Understanding reading development and assessment. *Reading: Issues and Practices*, 6, 2-8.
- +Dreher, M. J., & Singer, H. (1989). Friendly texts and text-friendly teachers, *Theory into Practice*, 28, 98-104.
- *Dreher, M. J., & Singer, H. (1988). The role of teachers in students' successful progress: An interactive instructional model of reading. *Reading: Issues and Practices*, 5, 1-5.
- *Dreher, M. J., Singer, H., & Letteer, C. A. (1987). Explicitness in sixth-grade social studies textbooks. *Research in Literacy: Merging Perspectives: National Reading Conference Yearbook*, 36, 177-185.
- *Dreher, M. J. (1987). Foundation grants: A funding source for you? *Reading: Issues and Practices*, 4, 35-39.
- *Dreher, M. J., & Singer, H. (1985). Predicting college success: Learning from text, background knowledge, attitude toward school, and the SAT as Predictors. *Issues in Literacy: A Research Perspective: National Reading Conference Yearbook*, 34, 362-368.
- *Dreher, M. J. (1985). Making standardized achievement test performance more understandable for parents. *Reading Improvement*, 22, 98-101.
- *Dreher, M. J., & Gambrell, L. B. (1985). Teaching children to use a self-questioning strategy for studying expository prose. *Reading Improvement*, 22, 2-7.

- *Dreher, M. J., & Singer, H. (1985). Parents' attitudes towards reports of standardized reading test results. *The Reading Teacher*, 38, 624-632.
- *Sokolski, C., & Dreher, M. J. (1985). Discovering picture books with intermediate grade children. *New Directions in Reading: Research and Practice: Yearbook of the State of Maryland International Reading Association*, 2, 58-72.
- *Dreher, M. J. (1984). Children's reasons for reading. *Reading Improvement*, 21, 338-341.
- *Dreher, M. J. (1984). Improving the usefulness of standardized reading test scores. *Reading: Process, Instruction and Assessment: Yearbook of the State of Maryland International Reading Association*, 1, 59-61.
- *Dreher, M. J., & Singer, H. (1984). Making standardized tests work for you. *Principal*, 63, 20-25.
- *Singer, H., & Dreher, M. J. (1983). Attitudes toward testing and test results in achievement of basic skills. *Journal of Reading Behavior*, 15, 19-32.
- *Dreher, M. J. (1983). Determining the onset of spontaneous instantiation in children. *Searches for Meaning in Reading/Language Processing and Instruction: National Reading Conference Yearbook*, 32, 187-191.
- +Dreher, M. J. (1982). The instantiation of general terms in children. *The California Reader*, 5, 5-10.
- *Singer, H., & Dreher, M. J. (1982). Preference for testing and reporting of test results in basic skills: Acquisition vs. ability to gain information from test. *New Inquiries in Reading Research and Instruction: National Reading Conference Yearbook*, 31, 209-214.
- *Dreher, M. J., & Singer, H. (1981). The validity of the instantiation hypothesis. *Journal of Reading Behavior*, 13, 223-236.
- *Dreher, M. J. (1981). The generalizability of the instantiation hypothesis to children. *Reading Research Quarterly*, 17, 28-43.
- *Dreher, M. J., & Singer, H. (1980). Story grammar instruction unnecessary for intermediate grade students. *The Reading Teacher*, 34, 261-268.

Articles in conference proceedings:

- Singer, H., Au, R., Dreher, M. J., Nolte, R. Y., Rogers-Zegarra, N., Simonsen, S., & Yopp, H. K. (1985). Research in Reading throughout the Grades with Practical

Applications for Improvement of Classroom Practice. In M. Douglass (Ed.), *Writing and Reading Across the Curriculum*. Claremont, CA: The Claremont Reading Conference, 208-228.

Reviews:

Dreher, M. J. (1990). Review of *Teachers and Research: Language and Learning in the Classroom. Literacy: Issues and Practices*, 7, 81-82.

Dreher, M. J. (1989). Review of *Reading Test SR-A and SR-B*. In Jane C. Conoley and Jack J. Kramer (Eds.), *The Tenth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements/University of Nebraska Press, 688-689.

Dreher, M. J. (1989). Review of *The Wide-span Reading Test*. In Jane C. Conoley and Jack J. Kramer (Eds.), *The Tenth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements/University of Nebraska Press, 905-907.

Dreher, M. J. (1985). Review of *The IOX Basic Skills Word List*. In James V. Mitchell (Ed.), *The Ninth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements/University of Nebraska Press, 597-599.

Dreher, M. J. (1985). Review of *The Gates-MacGinitie Reading Tests, Canadian Edition*. In James V. Mitchell (Ed.), *The Ninth Mental Measurements Yearbook*. Lincoln, NE: The Buros Institute of Mental Measurements/University of Nebraska Press, 730-732.

Bulletins and reports:

* Dreher, M. J., Davis, K.A., Waynant, P., & Clewell, S. F. (1997). *Fourth-Grade Researchers: Helping Children Develop Strategies for Finding and Using Information*. ERIC Document No. ED 419 220.

*Dreher, M. J. (1995). *Sixth Grade Researchers: Posing Questions, Finding Information, and Writing a Report*. National Reading Research Center: Reading Research Report No. 40. ERIC Document No. ED 384 014.

*Dreher, M. J., & Sammons, R.B.(1994). *Fifth Grade Students' Search for Information in a Textbook*. National Reading Research Center: Reading Research Report No. 7. ERIC Document No. ED 365 965.

Dreher, M. J., Singer, H., & Letteer, C. A. (1986). *Explicitness in Sixth-Grade Social Studies Textbooks*. ERIC Document No. ED 278 966.

Singer, H., & Dreher, M. J. (1982). Attitudes Towards Testing and Test Results in Achievement of Basic Skills. In H. Singer, R. B. Ruddell, J. McNeil, & M. C.

Wittrock (Eds.) *Testing Achievement in Basic Skills: Volume I: Executive Summary and Research Reports*. Final Report to California Policy Seminar and Institute of Governmental Studies. ERIC Document No. ED 233 325.

Dreher, M. J. (1983). Learning from Text: Summary of the Preconvention Institute. In H. Singer & T. Bean (Eds.) *Learning From Text: Explanation and Strategies*. Proceedings of the Preconvention Institute on Learning from Text, International Reading Association Convention, Anaheim, CA. ERIC Document No. ED 239 221.

Dreher, M. J. (1983). A Context for Considering Learning from Text. In H. Singer & T. Bean (Eds.) *Learning From Text: Explanation and Strategies*. Proceedings of the Preconvention Institute on Learning from Text, International Reading Association Convention, Anaheim, CA. ERIC Document No. ED 239 221.

PROFESSIONAL PRESENTATIONS

International:

Helping Young Children Read and Write Information Books. Nineteenth World Congress on Reading, Edinburgh, Scotland, 2002 (competitively selected symposium).

Children Searching for Information. Lapsella on Sata Kieltä: Ja Vielä Sata: Emerita Professor Pirkko Saarisén Juhlaseminaari [Research Conference on the Inquiring Child in honor of professor emerita Pirkko Saarisén] University of Oulu, Oulu, Finland, April, 1994 (invited keynote address).

Locating Information in Textbooks. Fourteenth World Congress on Reading, Hawaii, 1992 (competitively selected paper).

Affective Processes Involved in Reading Comprehension. Eleventh World Congress on Reading, London, 1986 (competitively selected paper).

Differentiating the Acquisition Phase from the Learning From Text Phase of Reading Development. Tenth World Congress on Reading, Hong Kong, 1984 (competitively selected paper).

National:

Promoting Young Children's Competencies With Information Text: A Classroom Intervention Study. American Educational Research Association Convention, San Diego, 2004 (competitively selected paper).

Primary-Grade Children Researching and Writing: Using Print and Electronic Resources. International Reading Association Convention, Reno, NV, 2004 (competitively selected paper).

Enhancing Young Children's Experience with Information Text: Motivation to Read and Reading Habits. National Reading Conference, Scottsdale, AZ, 2003 (competitively selected paper).

Problems and Issues in Researching Information Literacy: Cross-developmental Inquiries. Discussant for Symposium, National Reading Conference, Scottsdale, AZ, 2003 (competitively selected symposium).

Writing and Reviewing for IRA Grants. International Reading Association Convention, Orlando, FL, 2003 (invited speaker).

What Happened in Six-Year-Old Children's Classrooms When Teachers Designed the Curriculum Based on the Principles Set in the Core Curriculum. National Reading Conference, Miami, FL, 2002 (competitively selected paper).

Reading, Engaging, and Learning: Using Information Books in Title I Primary Classrooms. Inaugural Conference, Maryland Institute for Minority Achievement and Urban Education. June 20-21, 2002, College Park, Maryland (invited speaker).

Nonfiction: Reading to Learn. Studio panel member, RIFNet (Reading is Fundamental Net) live interactive television program, originating in Washington DC February 6, 2002 (invited speaker).

Classroom Decisions about Information Books: What Preferences and Definitions Tell Us. National Reading Conference, San Antonio, AZ, 2001 (competitively selected paper).

How a University Inservice Course Helps Practitioners to Create Local Curriculums from the National Literacy Core Curriculum for Finnish Six-Year-Old Children. National Reading Conference, San Antonio, AZ, 2001 (competitively selected paper).

Text Variables in Instruction. National Reading Conference, San Antonio, AZ, 2001 (competitively selected symposium).

Terms, Definitions, and Knowledge: Reflections on Literacy and the Cultures of Science and Mathematics. Crossing Borders: Connecting Science and Literacy, August 24-26, 2001, Baltimore, Maryland. Conference sponsored by the National Science Foundation (invited speaker).

Information Books in Primary Classrooms: How to Select Them and How to Use Them. International Reading Association Convention, New Orleans, LA, 2001 (competitively selected paper).

Integrating Information Text in the Elementary School Literacy Instruction. National Reading Conference, Scottsdale, AZ, 2000 (competitively selected symposium).

Play as a Medium for Learning Literacy in a Finnish Kindergarten. National Reading Conference, Scottsdale, AZ, 2000 (competitively selected paper).

Getting the Most from Information Book in the Primary Grades: Strategies and Resources. International Reading Association Convention, Indianapolis, IN, 2000 (competitively selected paper).

Information Text and Elementary School Literacy: What Do We Know and What Do We Need to Know? National Reading Conference, Orlando, FL, 1999 (competitively selected symposium).

Information Text in the Elementary School: Access, Instruction, Changing Needs. National Reading Conference, Austin, TX, 1998 (competitively selected symposium).

Building an Alternate Learning Environment for Participatory Literacy. National Reading Conference, Austin, TX, 1998 (competitively selected paper).

Determining, Inquiring, and Reconciling: Elementary Students' Uses and Understanding of Text in Content Areas. National Reading Conference, Austin, TX, 1998 (competitively selected symposium).

The Impact of an Integrated Thematic Unit on Concept Acquisition, Achievement, and Attitudes/Motivation. National Reading Conference, Austin, TX, 1998 (competitively selected paper).

Addressing an Imbalance: Making Information Text Integral to Literacy Instruction in the Elementary School. National Reading Conference, Scottsdale, AZ, 1997 (competitively selected symposium).

The "Real World:" Literacy Demands on Deaf Adults in the Workplace. National Reading Conference, Scottsdale, AZ, 1997 (competitively selected paper).

Second-Graders Making Sense of Their Reading and Writing in a Science Project. National Reading Conference, Scottsdale, AZ, 1997 (competitively selected paper).

Scaffolding Children through the Research Process: Making it Fun and Leading Them to Independence. International Reading Association Convention, Atlanta, GA, 1997 (competitively selected paper).

An Analysis of Reading Achievement from the Engagement Perspective Based on the 1992 National Assessment of Educational Progress. Annual Meeting of the Society for the Scientific Study of Reading, Chicago, 1997.

Cognitive, Instructional, and Social Factors as They Relate to Reading Achievement and Amount of Reading. National Reading Conference, Charleston, SC, 1996 (competitively selected paper).

Empowering Children as Researchers: Reading Writing, and Thinking Through Informational and Literacy Texts. Symposium at the International Reading Association Convention, New Orleans, LA, 1996 (competitively selected paper).

Fourth-Grade Researchers: Helping Children Develop Independent, Flexible Strategies for Finding and Using Information. National Reading Conference, New Orleans, LA, 1995 (competitively selected paper).

Empowering Children as Researchers: Reading Writing, and Thinking Through Informational and Literacy Texts. International Reading Association Convention, Anaheim, CA, 1995 (invited speaker).

Whole Language: Perceptions, Practices, and Effects. Discussant. American Educational Research Association Convention, San Francisco, 1995 (invited speaker).

Children as Researchers: Does Process-emphasis Research Strategies Instruction Facilitate Performance? Annual Meeting of the Society for the Scientific Study of Reading, San Francisco, 1995 (competitively selected paper).

Children's Research Questions and Information Search As They Read for Report Writing. National Reading Conference, San Diego, CA, 1994 (competitively selected paper).

Engagement in Conceptual Domains: Issues in Learning from Text. National Reading Conference, San Diego, CA, 1994 (competitively selected paper).

Meaning-Based Reading Instruction in a Finnish Kindergarten. National Reading Conference, San Diego, CA, 1994 (competitively selected paper).

Children's Reading to Locate Information. Annual Meeting of the Society for the Scientific Study of Reading, New Orleans, 1994 (invited speaker).

Middle-grade Students' Strategies in Searching for Information in a Textbook. National Reading Conference, Charleston, SC, 1993 (competitively selected paper).

Investigation of Strategies in Learning to Read in a Finnish First-grade Classroom. National Reading Conference, Charleston, SC, 1993 (competitively selected paper).

Elementary School Literacy: Critical Issues. American Educational Research Association Convention, Atlanta, Georgia, 1993 (invited speaker).

Locating Information in Texts. National Reading Research Center Conference, Athens, Georgia, 1993 (invited speaker).

Textbook Search Task Performance. National Reading Conference, San Antonio, Texas, 1992 (competitively selected paper).

Locating Information in Text and Documents: Theory, Research, and Implications. American Educational Research Association Convention, San Francisco, 1992 (competitively selected paper).

Factors Affecting Textbook Search Performance. National Reading Conference, Palm Springs, California, 1991 (competitively selected paper).

High School and College Students' Strategies in Textbook Search Tasks of Differing Complexity. American Educational Research Association Convention, Chicago, 1991 (competitively selected paper).

Planning Prompts and Specific Key Terms in Textbook Search Tasks. National Reading Conference, Miami, Florida 1990 (competitively selected paper).

Preservice and Inservice Early Childhood Teachers' Attitudes Toward the Process Approach to Writing. American Educational Research Association Convention, Boston, 1990 (competitively selected paper).

An Interactive Instructional Model of Reading. National Reading Conference, Austin, Texas, 1989 (competitively selected paper). [Part of the Symposium on Reading and Learning from Text: The Teacher Variable organized by M.J. Dreher]

A Chronometric Analysis of Cognitive Processes in Text Search. National Reading Conference, Tucson, Arizona, 1988 (competitively selected paper).

Tracking Inspection and Extraction during Textbook Chapter Processing via Computer. National Reading Conference, St. Petersburg, Florida, 1987 (competitively selected paper).

Text Explicitness in Comprehension and Retention. National Reading Conference, St. Petersburg, Florida, 1987 (competitively selected paper).

Research on Reading and Learning from Text in the Classroom. National Reading Conference, St. Petersburg, Florida, 1987 (invited speaker).

Content Analysis of the Explicitness of Sixth-grade Science and Social Studies Textbooks. National Reading Conference, Austin, Texas, 1986 (competitively selected paper).

Readers' Strategy Use and Comprehension Performance as a Function of "Friendly" Text Features. International Reading Association Convention, Philadelphia, Pennsylvania, 1986 (competitively selected paper).

Affective Processes Interacting with Cognition in Learning from Text. National Reading Conference, San Diego, California, 1985 (competitively selected paper).

Cognitive Processes Underlying Instantiation. Paper presented in the series on Award Winning Research, International Reading Association Convention, New Orleans, Louisiana, 1985 (invited speaker).

Metacognitive and Affective Influences on Easy versus Difficult Reading Tasks. International Reading Association Convention, New Orleans, Louisiana, 1985 (competitively selected paper).

Comprehension: Spontaneous Instantiation of General Terms. Claremont Reading Conference, Claremont, California, 1985 (invited speaker).

Metacognitive and Affective Processes Underlying Comprehension. National Reading Conference, St. Petersburg, Florida, 1984 (competitively selected paper).

Parents' Attitudes Towards Reports of Standardized Reading Test Results. International Reading Association Convention, Atlanta, Georgia, 1984 (competitively selected paper).

Obtaining the Small Grant. Panel on Funding Perspectives in Reading Research, International Reading Association Convention, Atlanta, Georgia, 1984 (invited speaker).

Strategies for Improvement of Learning from Text. International Reading Association, Anaheim, California, 1983 (competitively selected paper).

Pathways from Print to the Lexicon in Seventh-Grade Good and Poor Readers. International Reading Association, Anaheim, California, 1983 (competitively selected paper).

Determining the Onset of Spontaneous Instantiation in Children. National Reading Conference, Clearwater Beach, Florida, 1982 (competitively selected paper).

Training Children to Use a Self-Questioning Strategy for Studying Expository Prose. American Educational Research Association, New York, 1982 (competitively selected paper).

Conditions for Instantiation of General Terms in Children. National Reading Conference, Dallas, Texas, 1981 (competitively selected paper).

Preferences for Reporting Test Results. National Reading Conference, Dallas, Texas, 1981 (competitively selected paper).

An Alternative Look at Experiments with Words Presented in Alternating Cases. Psychonomic Society, Philadelphia, Pennsylvania, 1981 (competitively selected paper).

The Generalizability of the Instantiation Hypothesis to Children. California Reading Association, Anaheim, California, 1981 (invited speaker).

The Instantiation of General Terms in Children. International Reading Association, New Orleans, Louisiana, 1981 (invited speaker).

Schema Theory: Validity of the Instantiation Hypothesis. International Reading Association, New Orleans, Louisiana, 1981 (competitively selected paper).

How Do You Draw a Coffee Cup? Psychonomic Society, St. Louis, Missouri, 1980 (competitively selected paper).

Recall of Direct vs. Inferred Instantiations in Children. National Reading Conference, San Antonio, Texas, 1979 (competitively selected paper).

The Relationship Between Awareness of Story Grammar and Recall of a Narrative. National Reading Conference, St. Petersburg, Florida, 1978 (competitively selected paper).

State or Regional:

Not Just Stories: Why Information Books Are So Important in Reading, Writing, and Researching and What You Can Do About It. Howard County Council of the International Reading Association, Columbia, MD April 21, 1998 (Keynote address).

Reading, Writing, and Researching in Social Studies and Science: A Focus on the Elementary School. State of Maryland International Reading Association Convention, Towson, Maryland, 1998 (competitively selected paper).

Elementary Students' Expository Reading and Writing: Moving Forward Now That You've Begun. DuFief Elementary School Gaithersburg, MD, Dec. 9, 1997 (Keynote address)

Addressing an Imbalance: Making Exposition an Integral Part of Literacy. Montgomery County Council of the International Reading Association, Gaithersburg, MD Nov. 8, 1997 (Keynote address).

Increasing Elementary Students' Expository Reading and Writing. DuFief Elementary School Gaithersburg, MD, Oct. 9, 1997 (Keynote address).

Helping Children Read and Use Information Resources. Baltimore County Council of the International Reading Association, Timonium, MD Sept. 9, 1997 (Keynote address).

Teachers as Researchers: How to Get Started. State of Maryland International Reading Association Convention, Towson, Maryland, 1997 (competitively selected paper).

Empowering Students as Writers and Researchers, Montgomery County Public Schools, Staff Workshop for Cashell and Candlewood Elementary Schools, October 9, 1996 (invited address).

Thoughtful Communities of Students as Researchers. State of Maryland International Reading Association Convention, Towson, Maryland, 1996 (competitively selected paper).

Helping Children Become Independent Researchers. Greater Washington Reading Council, Springfield, VA, 1995 (invited address).

Collaborating to Create Thoughtful Communities of Expository Readers. State of Maryland International Reading Association Convention, Towson, Maryland, 1995 (invited address).

Empowering Students as Researchers. State of Maryland International Reading Association Convention, Towson, Maryland, 1995 (competitively selected).

Empowering Children as Researchers in Social Studies. Montgomery County Public Schools, Countywide Reading Specialists' Meeting, February 7, 1995 (invited address).

Children's Research Questions, Information Search, and Report Writing. National Reading Research Center Seminar Series, College Park, Maryland 1994 (invited address).

Helping Elementary School Children Become Researchers: Views from Two Schools. Montgomery County Council of the International Reading Association, Rockville, Maryland, 1994 (competitively selected).

How Children Read to Locate Information. State of Maryland International Reading Association Convention, Towson, Maryland, 1994 (invited address).

Reading and Learning from Text in High Schools. Frederick County Public Schools, Frederick, Maryland, 1990 (invited address).

Preservice and Inservice Early Childhood Teachers' Attitudes Toward the Process Approach to Writing: Implications for Implementing Change in Literacy Instruction. State of Maryland International Reading Association Convention, Towson, Maryland, 1990 (competitively selected paper).

Cognitive Processes in Textbook Search Tasks. State of Maryland International Reading Association Convention, Towson, Maryland, 1989 (competitively selected paper).

Locating Information in a Textbook: Tracking the Cognitive Processes Involved in Text Search. Maryland Reading Institute, Ocean City, Maryland, 1988 (invited address).

Strategies for Reading to Locate Information in Textbook Chapters. State of Maryland International Reading Association Convention, Timonium, Maryland, 1988 (competitively selected paper).

Student Uses of the Macrostructure of a Science Textbook Chapter. Center for Educational Research and Development, University of Maryland, 1986 (invited speaker).

Affective Issues in Students' Reading Comprehension. State of Maryland International Reading Association Convention, Gaithersburg, Maryland, 1986 (competitively selected paper).

What Parents Want From Standardized Reading Test Results. State of Maryland International Reading Association Convention, Columbia, Maryland, 1984 (competitively selected paper).

Teachers' Preferences for Testing and Reporting of Reading Test Results. State of Maryland International Reading Association Convention, Columbia, Maryland, 1983 (competitively selected paper).

Using a Self-Questioning Strategy with Children. State of Maryland, International Reading Association Convention, Hunt Valley, Maryland, 1982 (competitively selected paper).

Comprehension Research. State Reading Week Research Seminar, University of Maryland, 1981 (invited speaker).

The Microcomputer as a Research Tool. Faculty College Meetings on Trends and Issues in Educational Research, College of Education University of Maryland, 1981 (invited speaker).

Instantiation: Theory to Practice. Maryland Reading Institute, Ocean City, Maryland, 1981 (invited speaker).

RESEARCH PROJECTS

Grant awards (all competitively selected):

External research grants:

The Spencer Foundation, Major Research Grants Program: \$445,750.
Principal Investigators: Mariam Jean Dreher and Linda Baker (UMBC)
Project Title: Balancing Learning to Read and Reading for Learning: Achievement and Engagement in Young Children's Reading Instruction, 2001-2004.

Office of Educational Research and Improvement, U.S. Department of Education
Principal Investigator in the National Reading Research Center (University of Maryland -University of Georgia Consortium). 5-year total budget \$7.7 million, 1992-1997. Project Title: Locating Specific Information: Understanding and Instructing Search Processes in Reading

International Reading Association, Elva Knight Research Grant: \$5000
Project Title: Cognitive Processes Underlying Instantiation, 1982

UMCP research grants

The Graduate School, the College of Education, and the Dept. of Curriculum and Instruction, University of Maryland
Research Conference Grant (with Wayne H. Slater)

\$15,000 The Maryland Conference on Literacy in the 90's: Perspectives on Theory, Research, and Practice, 1990-91

College of Education, University of Maryland

Research Grants

\$3700 Teachers' Attitudes toward Writing Instruction, 1989-90
 \$4000 A Chronometric Analysis of Cognitive Processes in Text Search, 1988-89
 \$5000 Tracking Inspection and Extraction during Textbook Chapter Processing via Computer, 1987-88
 \$2500 Explicitness in Sixth-grade Social Studies Textbooks, 1986-87
 \$5000 Cognitive Processes Underlying Instantiation, 1983-84
 (funds for half-time Grad. Assistant)

General Research Board, University of Maryland
 Semester Research Award, 1987

College of Education, University of Maryland, Center for Educational Research and Development

\$1800 Summer Research Grant, 1982

University of Maryland General Research Board

\$3200 Summer Research Award, 1982

UMCP small research grants

Department of Curriculum and Instruction, University of Maryland

Small Research Grants 1998-99 (\$750), 1997-98 (\$750), 1996-97 (\$750), 1995-96 (\$750), 1992-93 (\$450), 1991-92 (\$365), 1986-87 (\$400), 1985-86 (\$640), 1984-85 (\$400), 1983-84 (\$350), 1982-83 (\$525)

Reading Center, Department of Curriculum and Instruction, University of Maryland

Small Research Grants 1992-93 (\$300), 1989-90 (\$600), 1988-89 (\$500), 1987-88 (\$450), 1986-87 (\$425), 1985-86 (\$500)

PROFESSIONAL PUBLIC SERVICE

Organization memberships:

International Reading Association	1976-present
American Educational Research Association	1978-present
National Reading Conference	1978-present
Basic Research in Reading and Literacy, AERA SIG	1982-present
National Council on Research in Language and Literacy (formerly National Conference on Research in English)	1990-present

State of Maryland International Reading Association	1980-present
Phi Beta Kappa, Gamma of Maryland Chapter	1982-present
Society for the Scientific Study of Reading, charter member	1993-present
Professionalizing Careers in Reading, IRA SIG	1994-present

Scholarly activities:

2004	Editorial Review Board, <i>Journal of Adolescent & Adult Literacy</i> .
2004	Reviewer, <i>Scientific Studies of Reading</i>
2003-2004	Reviewer, National Science Teachers Association Press
2003-2004	Reviewer, American Association for the Advancement of Science
2002-2005	Distinguished Scholar Lifetime Achievement Award Committee, National Reading Conference
2003-2005	President, Phi Beta Kappa, Gamma of Maryland Chapter
2002-2003	Reviewer, <i>Journal of Educational Psychology</i>
2002-2004	Chair, Grants Subcommittee, International Reading Association
2003-2004	Studies and Research Committee, International Reading Association
2001-2002	Reviewer, <i>Scientific Studies of Reading</i>
2001-2002	Studio panel member, RIFNet (Reading is Fundamental Net live interactive television program on Nonfiction: Reading to Learn, February 6, 2002
2001-2003	Vice President, Phi Beta Kappa, Gamma of Maryland Chapter
1994-2004	Editorial Advisory Board, <i>Reading Research Quarterly</i>
1995-2001	Board of Advisory Editors, <i>Scientific Studies of Reading</i>
1995-2004	Editorial Advisory Board, <i>Journal of Literacy Research</i>
1989-2004	Editorial Advisory Board, <i>National Reading Conference Yearbook</i>
1999-2003	Consultant, Kent County Public Schools

- 2000-2002 Reviewer, Program Committee. American Educational Research Association, Division C
- 2000-2001 Reviewer, *Contemporary Educational Psychology*
- 2000-2001 Reviewer, *American Educational Research Journal*
- 2000-2001 Reviewer, *Reading Research and Instruction*, special issue on Technology and Literacy
- 2000-2004 Reviewer, Guilford Press
- 2000-2003 Member-in-Course Review Committee, Phi Beta Kappa, Gamma of Maryland Chapter (selects UM undergraduates for election to Phi Beta Kappa)
- 1999-2001 Early Career Achievement Award Committee, National Reading Conference
- 1999-2002 Grants Committee, International Reading Association
- 1997-2004 Publications Committee, Society for the Scientific Study of Reading
- 1999-2000 Reviewer for Program Committee, Basic Research in Reading and Literacy Special Interest Group, American Educational Research Association
- 1995-2000 Corresponding Secretary, Montgomery County Council of the International Reading Association
- 1990-2000 Ad Hoc Reviewer, *Journal of Adolescent and Adult Literacy*
- 1986-2000 Program Committee, National Reading Conference
- 1995-1999 Member-in-Course Review Committee, Phi Beta Kappa, Gamma of Maryland Chapter
- 1997 -1998 Reviewer, *Journal of Educational Psychology*
- 1994-1998 Editorial Advisory Board, *The Reading Teacher*
- 1987-2002 Reviewer for book manuscripts Merrill/Prentice Hall
- 1989-2000 Reviewer for book manuscripts Longman Publishing Company

- 1998-1999 Reviewer for Program Committee, Basic Research in Reading and Literacy
- 1994-1997 Tracking Editor, Research Reports and Perspectives, National Reading Research Center
- 1996-1997 Studies and Research Committee on Implementation, International Reading Association
- 1996-1997 Reviewer for Program Committee, Division C, American Educational Research Association
- 1996-1997 Special Interest Group, American Educational Research Association
- 1995-1996 Assessor, Research Grants Program, Social Sciences and Humanities Research Council of Canada
- 1994-1996 Chair, Outstanding Dissertation Award Committee, International Reading Association
- 1995-1996 Oscar Causey Research Award Committee, National Reading Conference
- 1995-1996 Reviewer, *Journal of Teacher Education*
- 1994-1995 Sylvia Scribner Award Committee, Division C, American Educational Research Association
- 1993-1995 Editorial Advisory Board, *Journal of Reading Behavior: A Journal of Literacy*
- 1993-1995 Field Council Member, The National Reading Conference
- 1994-1995 Young Authors' Contest Committee, Montgomery County Council of the International Reading Association
- 1993 Panelist, U. S. Department of Education's Office of Educational Research and Improvement, ERIC Clearinghouse Competition
- 1992-1994 Outstanding Dissertation Award Committee, International Reading Association
- 1992-1994 Editorial Advisory Board, Publications of the National Reading Research Center

- 1992 -1993 Reviewer, *Journal of Educational Psychology*
- 1992 -1993 Reviewer, *Journal of Reading Behavior: A Journal of Literacy*
- 1991 -1992 Reviewer, *Reading Research Quarterly*
- 1991-1992 Reviewer for Division C for the 1992 American Educational Research Association Conference
- 1990-1992 Field Council Member, The National Reading Conference
- 1989 -1990 Reviewer, *The Journal of Reading*, special edition on at-risk students
- 1988-1989 Reviewer, *American Educational Research Journal*
- 1989-1992 Editorial Advisory Board, *The Reading Teacher*
- 1987- 1988 Panelist, U. S. Department of Education's Office of Educational Research and Improvement, ERIC Clearinghouse Competition
- 1989-1991 Member-in-Course Review Committee, Phi Beta Kappa, Gamma of Maryland Chapter
1987-1988
- 1985-1986 Reviewer for the International Reading Association--Elva Knight Research Grant Program
- 1984-1986 Reviewer for book manuscripts, Little, Brown and Company
- 1982-1986 Editorial Advisory Board for the *National Reading Conference Yearbook*
- 1982-1985 Reviewer for the *Reading Research Quarterly*
- 1983-1984 Reviewer for the Basic Research on Reading Special Interest Group for the 1984 American Educational Research Association Conference
- 1983-1984 Reviewer for Division C for the 1984 American Educational Research Association Conference
- 1983-1984 Program Committee, National Reading Conference
- 1982-1983 Reviewer for Program Committee, National Reading Conference

UNIVERSITY SERVICE

Campus:

- 2000 -2004 Member, Provost's Advisory Council on Admissions and Advising (PACAA)
- 2000 -2001 Chair, Program, Curricula, and Courses Committee (PCC)
- 2000 -2001 Member, Educational Affairs Committee
- 1998 -1999 Chair, Program, Curricula, and Courses Committee (PCC)
- 1998 -1999 Member, Educational Affairs Committee
- 1998-2001 Senator, College Park Senate
- 1995-1997 Member, Senate Research Committee, College Park Senate
- 1993-1996 Member, Graduate Council Committee on Fellowships

College:

- 2003 Member, No Child Left Behind Task Force
- 2000 Member, College Promotion and Tenure Committee (finished Spring 2000 term for colleague; served summer 2000)
- 1998 -1999 Center for Learning and Educational Technology Task Force on Research
- 1997 -1998 Internal Review Committee for the Dept. of Curriculum and Instruction
- 1996 -2001 Mentor, College Mentor Program for Junior Faculty
- 1994 -1996 Member, Office of Laboratory Experiences Advisory Board
- 1994 -1995 Chair, College Promotion and Tenure Committee
- 1993 -1994 Member, College Promotion and Tenure Committee
- 1991 -1993 Member, College Program Review Board
- 1989-1991 Advisory Board, Center for Educational Research and Development
- 1988-1989 Member, College of Education Faculty Senate

- 1987-1988 Member, Planning and Advisory Council (formerly the College of Education Faculty Senate)
- 1985-1986 Chair, College Undergraduate Committee
- 1984-1985 Vice President, Planning and Advisory Council (formerly the College of Education Faculty Senate)
- 1983-1985 Member, Planning and Advisory Council (formerly the College of Education Faculty Senate)
- 1983-1985 Steering Committee, Planning and Advisory Council

Departmental:

- 2003 -2004 Department Advisory Committee
- 2003 -2004 GREC Graduate Research and Committee
- 2003 -2004 Member, Promotion and Tenure Case Preparation Committee
- 2002 -2003 Department Advisory Board
- 2002 -2003 Chair, Search Committee for Assistant Professor in Reading Education
- 2000 -2004 Director, Literacy Doctoral Outreach Program, Western Maryland
- 2001 -2002 Search Committee for Assistant Professor in Reading Education
- 2000 -2001 Chair, Search Committee for Professor in Reading Education
- 1999 -2000 Search Committee for Professor in Reading Education
- 1998 -1999 Search Committee for Assistant Professor in Reading Education
- 1997 -1998 Search Committee for Clinical Professor in Reading Education
- 1994 -1999 Co-director, Literacy Doctoral Outreach Program, Western Maryland
- 1996 -1997 Member, Promotion and Tenure Case Preparation Committee
- 1991-1997 Director of the Reading Center
- 1995 -1996 Chair, Search Committee for Assistant Professor in Reading Education

- 1994 -1995 Chair, Search Committee for Reading Center Secretary
- 1994 -1995 Coordinator of Elementary Education
- 1994 -1995 Search Committee for Staff Assistant and Scheduling and Advising
- 1993 -1994 Co-chair, Merit Pay Task Force
- 1993 -1995 Executive Committee
- 1988-1992 Director of Graduate Studies
- 1990-1992 Long-Range Planning Committee
- 1989-1990 Search Committee, Reading Education Position
- 1989-1990 Case Preparation Committee of the Promotion and Tenure Committee
- 1989-1990 Nominations Committee
- 1989-1990 Planning Committee, Maryland Reading Institute
- 1988 -1991 Chair, Graduate Committee
- 1988 -1991 Chair, Human Subjects Review Committee
- 1988-1989 Search Committee, EDCI Department Chair Position
- 1987-1988 Search Committee, EDCI Department Chair Position
- 1987-1988 Search Committee, Language Arts/Teacher Education Position
- 1984-1985 Search Committee, Science Education Position
- 1984-1985 Program Review Committee
- 1984-1985 Chair, Research Committee for Reading
- 1982-1983 Search Committee, Teacher Education Position
- 1982-1983 Chair, Nominating Committee
- 1982-1983 Department Representative, Human Subjects Workshop, Graduate School

1981-1982	Grievance Committee
1981-1982	Chairman's Special Committee to Revise Promotion, Reappointment and Tenure Procedure
1981-1991	Research Committee for Reading
1980-1981	Chair, Research Committee for Reading
1980-1981	Undergraduate Committee

INSTRUCTION AND ADVISING

Courses taught:

EDEL 352	The Teaching of Reading Elementary: Fall 1981, Spring 1982, Fall 1982
EDCI 362	Curriculum and Instruction in Elementary Education: Reading: Spring 1983, Fall 1983, Spring 1988
EDEL 362	Teaching Language, Reading, Drama, and Literature with Young Children: Fall 1980
EDEL 424	Literature for Children and Young People, Advanced: Fall 1980, Spring 1981
EDEL/SE 430	Corrective-Remedial Reading Instruction: Summer 1981, Fall 1981, Spring 1982
EDCI 443	Literature for Children and Youth: Summer 1983, Fall 1983, Summer 1984, Spring 1985, Spring 1986, Summer 1986, Summer 1987, Summer 1988, Summer 1989
EDCI 463	Teaching Reading in the Secondary School: Summer 1990, Summer 1991
EDCI 464	Clinical Practices in Reading Diagnosis and Instruction: Spring 1983, Spring 1984, Fall 1987, Fall 1989, Spring 1997, Spring 2001
EDCI 488D**	Materials for Creating Skilled and Motivated Readers (K-6): Summer 1999, Summer 2000
EDEL 626	Problems in the Teaching of Reading in the Elementary School: Spring 1982
EDCI 660	Corrective Reading Instruction: Spring 1983, Fall 1991, Fall 1993, Fall 1994, Fall 1997
EDCI 661	Content Area Reading: Spring 1994
EDCI 663	Issues in Reading Education: Elementary: Spring 1984, Spring 1989, Spring 1990, Spring 1991, Fall 1994, Fall 1996, Fall 1997, Fall 1998, Fall 2000, Fall 2001, Fall 2002, Fall 2003
EDCI 664	Clinical Assessment in Reading: Fall 1985
EDCI 665	Clinical Remediation of Reading Disabilities: Spring 1985*

EDCI 666	Leadership in Schoolwide Reading Programs: Fall 1982**, Fall 1984, Fall 1990, Fall 1992, Spring 1997, Spring 1998, Spring 1999, Spring 2000, Spring 2001, Spring 2002, Spring 2003, Spring 2004
EDCI 667	Issues in Reading Education: Secondary: Spring 1984, Spring 1989, Spring 1990, Spring 1991
EDCI 685	Educational Research Methods: Spring 1988, Spring 1989, Fall 1990, Fall 1992, Spring 1995*, Spring 1999
EDCI 761	Advanced Laboratory Practices in Reading Diagnosis: Summer 1985*
EDCI 762	Advanced Laboratory Practices in Reading Instruction: Summer 1985*
EDCI 769/EDEL 729	Theory and Research Seminar in Reading: Spring 1981*, Fall 1981*, Fall 1982, Fall 1984, Fall 1985, Fall 1987, Fall 1988, Spring 1992, Fall 1993, Fall 1995, Fall 1998, Fall 2002
EDCI 788I	Issues in Literacy Education: Summer 2001*, Summer 2003*
EDCI 788F	Computer Applications in Software Evaluation in Reading and Language Arts: Summer 1984**, Summer 1986
EDCI 788U	Instructional Implications of Cognitive Science: Summer 1991, Summer 1992, Fall 1992*, Summer 1993, Summer 1993, Summer 1994, Summer 1995, Summer 1997, Summer 1998, Summer 1999, Summer 2000 (crosslisted as EDHD 692: Cognitive Bases of Instruction)
EDEL 788	Special Topics in Elementary Education, Field Research: Fall 1982*, Spring 1983*,
EDEL/EDCI 798	Special Problems in Education: Fall 1981*, Spring 1982*, Summer 1982, Fall 1982, Spring 1984*, Fall 1988,* Spring 1989, Fall 1990, Spring 1991, Fall 1991, Summer 1992, Fall 1992, Spring 1993, Summer 1993, Summer 1994, Fall 1994, Spring 1995, Summer 1995, Fall 1995, Spring 1996, Summer 1997, Fall 1997, Spring 1998, Fall 1998, Spring 1999, Fall 1999, Spring 2000, Summer 2000, Fall 2000, Spring 2001, Fall 2001, Spring 2002, Fall 2002, Spring 2003, Spring 2004
EDCI 798	Special Topics in Elementary Education, Field Research: Spring/Summer 1998*
EDCI 861	Research Methods in Reading: Spring 1984, Spring 1990, Spring 1994, Spring 1996, Summer 1997*, Spring 1998, Spring 2000, Spring 2002, Spring 2004
EDCI 880	Doctoral Proposal Seminar: Summer 1998*, Fall 2000
EDCI 899	Doctoral Dissertation Research: Fall 1983, Spring 1984, Fall 1984, Spring 1985, Fall 1985, Spring 1986, Fall 1986, Spring 1987, Fall 1987, Spring 1988, Fall 1988, Spring 1989, Summer 1989, Fall 1989, Spring 1990, Fall 1993, Spring 1994, Fall 1994, Spring 1995, Fall 1995, Spring 1996, Fall 1996, Fall 1997, Spring 1998, Fall 1998, Spring 1999, Fall 1999, Spring 2000,

Summer 2000, Fall 2000, Spring 2001, Fall 2001, Spring 2002,
Fall 2002, Spring 2003. Fall 2003, Spring 2004

* Courses taught off campus

** Original course

Graduate advising:

Current master's advisees:

Laura Broach
Heather C. Eitemiller
Anna Jerome

Jennifer King
Michelle Koopman
Lora Lewis

Completed master's degrees:

Julie Kemp, M.Ed., 2002
Barbara Pequet, M.Ed., 2002
Cristie Ritz-King, M.Ed., 2002
Maria Lama, M.Ed., 2002
Randi Hauer, M.Ed., 2001
Leslie Dorn, M.Ed., 2001
Elizabeth Byam, M.Ed., 2000
Connie Vest Champ, M.Ed., 1999
Jennifer Klein, M.Ed., 1998
Lisa Koenigsburg, M.Ed., 1998
*Angela Lanier, M.Ed., 1998
Deborah Guidry, M.Ed., 1998
**Tracy Husted, M.Ed., 1997
Angela Luecke, M.Ed., 1997
Martha Tracy Downs Darling, M.Ed., 1997
Mary Hattery, M.Ed., 1997
Carolina Velasco McKenzie, M.Ed., 1997
Kym Perry, M.Ed., 1997
Christine DiPaola, M.Ed., 1996
Marie Zito, M.Ed., 1995
Johanna Mack Bugg, M.Ed., 1994

Michelle Murphy, M.Ed., 1994
Michelle Ciminelli, M.Ed., 1993
Sherri Hite, M.Ed., 1993
Janice Lieberman, M.Ed., 1993
Michele Mendelson, M.Ed., 1992
Cheryl Dzubak, M.Ed., 1991
Ann Gallagher, M.Ed., 1991
Mary Lois Dadin, M.Ed., 1990
Patricia Windle, M.Ed., 1989
Susan Slagter, M.Ed., 1989
Ellen Hulihan, M.Ed., 1988
LeAnn Johnson, M.Ed., 1987
Ellen Shaheen, M.Ed., 1986
Jill Broder, M.Ed., 1985
Linda Kane, M.Ed., 1985
Nancy Duddy, M.Ed., 1984
Sharon Pivowar, M.Ed., 1984
Janice Wagner, M.Ed., 1984
Lea Shiloach, M.Ed., 1983
Joy Cohen, M.Ed., 1982
Deborah McAllister, M.Ed., 1982

* Graduate Minority Grant Recipient

** Graduate Fellowship Recipient

Number of M.Ed. seminar papers directed: 116

Master's thesis committee membership:

Angela Katenkamp, University of Maryland, Baltimore County, Department of Psychology, M.A. 2003

Adia Garrett, University of Maryland, Baltimore County, Department of Psychology, 2003

Doctoral advisees:

Diane Braxton

(advanced to candidacy Fall 2002)

Donna Dougherty

Ann M. Dromsky**

Rebecca Gibson

Margaret Ho Jenkins

Noshin Jihan

Janice O'Hara

Judith Ross

Rachel Scholz

(advanced to candidacy Fall 2002)

Sharon R. Stein

(advanced to candidacy Spring 2003)

Kristine Strasbaugh

Anna Varakin

** Graduate Fellowship Recipient

Doctoral dissertations directed:

Janice E. Knight, Ed.D., 2003

Helping Able Readers Synthesize Information from Multiple Sources in Response to Open-ended Questions

Sharon A. Craig, Ed.D., 2001

The Effects of an Adapted Interactive Writing Intervention on Kindergarten Children's Phonological Awareness, Spelling, and Early Reading Development: A Contextualized Explicit Approach to Instruction

Dr. Craig won the International Reading Association's 2003 Outstanding Dissertation Award.

Jill Oliver Manga, Ed.D., 2001

An Examination of the Transferability of Reading Recovery Practices From Reading Recovery Teachers to First-Grade Classroom Teachers

Leslie A. Rach, Ph.D., 2000

Literacy Demands on Deaf Adults in the Workplace: An Investigation of Reading and Writing Practices on the Job

L. Susan Seidenstricker, Ed.D., 1999

The Comparative Effects of Small Group Peer-led Discussion on the Strategic Reading Comprehension, Literary Interpretation, and Engagement of Seventh Grade Readers

Dr. Seidenstricker won the 2001 National Association of Secondary Principals (NASSP) Middle School Dissertation Award.

Carolyn S. Johnston, Ed.D., 1990

Preparing Intermediate-Grade Students for Reading: Basal Manuals and Teachers' Reported Practices

James T. Orr, Ed.D., 1989

The Perceived Usefulness of a New Teacher Handbook on Becoming Acclimated to a Rural County Public School System

Suzanne Erskine, Ed.D., 1989

Establishing the Reliability and the Concurrent and Predictive Validity of a County-developed Reading Readiness Test

Peter McCallum, Ed.D., 1989

The Effects of an Exemplary Fourth-Grade Teacher's Expectations and a Satisfactory Fourth-Grade Teacher's Expectations on the Reading Instruction Provided to High- and Low-achieving Students: An Ethnographic Study

Dr. McCallum won the Judith Ruchkin Research Award. From the Maryland Association of Supervision and Curriculum Development (MASCD). His work also received the State of Maryland International Reading Association Council's (SoMIRAC) Research Award.

Debra C. Catts, Ed.D., 1987

The Effects of Teaching Listening Versus Notetaking Strategies on Lecture Performance and Notetaking Strategy Awareness of Underprepared College Students

Marie F. Hutton, Ed.D., 1986

The Perceptions of Students, Faculty Members, and Administrators of the Role of the Academic Advisor at an Historically Black State College

LaVerne Byrd Smith, Ph.D., 1985

Cognitive Task Performance in Six Curricular Areas by Average Adolescents with Significant Differences between Verbal and Nonverbal Aptitudes

Sara D. Zenge, Ph.D., 1984

The Relation of Metalinguistic Awareness in First Grade to Reading Achievement in Third and Fifth Grades: A Longitudinal Study

Judith B. Spiegel, Ed.D., 1984

The Effects of a Teacher Inservice Program on the Use of Instructional Time in
Elementary School Classrooms

Doctoral dissertation committee membership

University of Maryland, College Park

Department of Curriculum and Instruction

- *Sharon Russell (prop. apprvd Spring 2003)
- *Jennifer Beach (prop. apprvd Spring 2003)
- *Deborah Litt, Ph.D., 2003
- *Barbara Kehr, Ed.D., 1999
- *Donna McCusick, Ed.D., 1999
- *Elizabeth Little, Ed.D., 1999
- *Cynthia Marello, Ed.D., 1999
- *RoseMarie Codling, Ph.D., 1998
- *Roy Jenkins, Ph.D., 1995
- *Rebecca Sammons, Ph.D., 1995
- *Lawrence Harrison, Ed. D., 1994
- *Barbara M. Palmer, Ph.D., 1993
- *Janice Almasi, Ph.D., 1993
- *Jeffrey Bender, Ph.D., 1992
- *Xueying Wang, Ph.D., 1992
- *Marsha Baumeister, Ph.D., 1992
- *Shirley Thompson, Ed. D., 1992
- Steven Lottes, Ed.D., 1991
- *Susan King Fullerton, Ph.D., 1991
- *Kay McElvey, Ed.D, 1990
- *Nancy H. Dorman, Ed.D., 1990
- *Franklin Horstman, Ph.D., 1989
- *Paula Montgomery, Ph.D., 1989
- *Nancy Feichtel, Ed.D., 1988
- *Linda Carter, Ph.D., 1986
- *Gwendolyn Handy, Ed.D., 1986
- *Everett Toomey, Ed.D., 1986
- *Kenneth Gerlach, Ed.D., 1985
- *Sylvia Keene, Ph.D., 1985
- *Carol Sokolski, Ph.D., 1985
- *William Tubman, Ed.D., 1985
- *James VanSciver, Ed.D., 1985
- *Jacqueline Elder, Ed.D., 1984
- *James Gibb, Ed.D., 1984
- *Frederic Hildenbrand, Ed.D., 1984
- *Merle Marsh, Ed.D., 1984
- *Anna Mauk, Ed.D., 1984
- *Barry Tull, Ed.D., 1984
- *Donald W. Harmon, Ed.D., 1983
- Rosalind Neuder, Ph.D., 1983
- *Robert Scherr, Ed.D., 1983
- *Janice Sheble, Ed.D., 1983
- *Thomas A. Flowers, Ed.D., 1982
- *Barbara Kapinus, Ph.D., 1982
- *Dorothy B. Nave, Ed.D., 1982
- *Carol Williamson, Ed.D., 1982
- Natalie Felsher, Ph.D., 1981

Department of Human Development

- *Jennifer G. Cromley (prop. apprvd Fall 2003)
- *Kathleen Cox (prop. apprvd Spring 2000)
- *Ana Taboada, Ph.D., 2003
- *Judy Huei-yu Wang, Ph.D., 2001
- *Emily Anderson, Ph.D., 1998
- *Mary Ng, Ph.D., 1998

*Deborah Stone, Ph.D., 1997
*Barbara Bershon, Ph.D., 1987

Department of Education Policy, Planning, and Administration

Mary M. Galligan, Ph. D., 1989

Department of Special Education

Lynn Larsen, Ph.D., 2003
*LeAnn Johnson, Ph.D., 1993
*Barbara Desrosier, Ph.D., 1993
Linda Schnapp, Ph.D., 1990

College of Information Studies

*Emily Marsh, Ph.D., 2002

University of Maryland, Baltimore County

Department of Psychology

*Deborah Scher, Ph.D., 1999

* Also member of dissertation proposal committee

1-24-2004