

JENNIFER DANRIDGE TURNER

CURRENT EMPLOYMENT

Position: Assistant Professor in Reading Education
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EDUCATION

Michigan State University, East Lansing, Michigan

Ph.D. in Educational Psychology, July 2003
Specialization: Literacy Education

Temple University, Philadelphia, Pennsylvania

M.Ed in Counselor Education, 1995
PA Certification in Secondary School Counseling (Grades 7-12)

University of Pennsylvania, Philadelphia, Pennsylvania

B.A. in Sociology with Honors, 1994

ACADEMIC HONORS

National

American Educational Research Association Minority Dissertation Fellowship, 2001-2002
National Reading Conference Multicultural Issues Fellowship, 2001

Michigan State University

Graduate School Dissertation Completion Fellowship, 2002
MSU/Spencer Research Training Grant Fellowship, 1999-2001
College of Education Alumni Endowed Scholarship, 1999-2000
University Graduate Continuing Fellowship, 1999
Summer Acceleration Fellowship, 1998, 2000
Scholarship for Third Doctoral Course, 1997-99
Minority Competitive Doctoral Fellowship, 1997-2000
University Recruitment Fellowship, 1997

University of Pennsylvania

Mayor's Scholarship awarded by the City of Philadelphia, 1990-1994

PUBLICATIONS

- Breaux, G., Danridge, J.C., & Pearson, P.D. (2002). Scott Elementary School: Home-grown school improvement in the flesh. In B.M. Taylor & P.D. Pearson (Eds.), *Teaching reading: Effective schools, accomplished teachers* (pp. 217-236). Mahwah, NJ: Lawrence Erlbaum.
- Danridge, J.C., Edwards, P.A., & Pleasants, H.M. (2003). Making kids winners: New perspectives in literacy from urban elementary school principals. In J.S. Schumm & P. Mason (Eds.), *Promising practices for urban reading instruction* (pp.319-333). Newark, DE: International Reading Association.
- Danridge, J.C., Edwards, P.A., & Pleasants, H.M. (2000). Making kids winners: New perspectives in literacy from urban elementary school principals. *The Reading Teacher*, 53(8), 654-662.
- Edwards, P.A. & Danridge, J.C. (2001). Developing collaborations with parents: Some examples. In V. J. Risko & K. Bromley (Eds.), *Collaboration for diverse learners: Viewpoints and Practices* (pp. 251-272). Newark, DE: International Reading Association.
- Edwards, P.A., Danridge, J., McMillon, G.T. & Pleasants, H.M. (2001). Taking ownership of literacy: Who has the power? In P.R. Schmidt & P.B. Mosenthal (Eds.), *Reconceptualizing literacy in the new age of pluralism and multiculturalism* (pp. 111-136). Greenwich, CT: Information Age Publishing.
- Edwards, P.A., Danridge, J.C., & Pleasants, H.M. (2000). *Exploring urban teachers' and administrators' conceptions of at-riskness*. (CIERA Report #2-010). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.
- Edwards, P.A., Danridge, J.C. & Pleasants, H.M. (1999). Are we all on the same page? Investigating teachers' and administrators' conceptions of at-riskness in an urban school. In T. Shanahan & F.V. Rodriguez-Brown (Eds.), *National Reading Conference Yearbook: Yearbook 48* (pp. 329-340). Chicago: National Reading Conference.
- Edwards, P.A., McMillon, G.T., Turner, J.D., & Laier, B. (2001). Who are you teaching? Coordinating instructional networks around the students and parents you serve. *The Reading Teacher*, 55(2), 146-150.
- Laier, B.B., Edwards, P.A., McMillon, G.T., & Turner, J.D. (2001). Connecting Family Values to Multicultural Literature. In P.R. Schmidt & A.W. Pailliotet (Eds.), *Exploring values through literature, multimedia, and literacy events* (pp. 64-75). Newark, DE: International Reading Association.
- Turner, J.D. & Kim, Y. (2003). Afterword. In J.S. Schumm & P. Mason (Eds.), *Promising practices for urban reading instruction* (pp. 523-530). Newark, DE: International Reading Association.

Under Review

- Turner, J.D. "Change is hard, but it's worth it": Teachers moving towards culturally responsive literacy instruction. Submitted to *Journal of Reading Education*.

GRANTS

- Edwards, P.A., Danridge, J.C., & Roberts, E.M. (1998). *Understanding at-riskness: A longitudinal study of Head Start children*. Grant funded by the Spencer Foundation.

THESES

- Turner, J. D. (2003). *To tell a new story: A narrative inquiry into the theory and practice of culturally relevant teaching*. Unpublished Doctoral Dissertation, Michigan State University, East Lansing, MI.
- Danridge, J.C. (2000). *In the trenches and between the borders: Understanding culturally-relevant teaching from the perspective of an urban elementary school teacher*. Unpublished Research Practicum Thesis, Michigan State University, East Lansing, MI.
- Danridge, J.C. (1994). *What you wear is who you are: Examining the social-psychological meanings of clothing worn in urban rap videos*. Unpublished Senior Thesis, University of Pennsylvania, Philadelphia, PA.

PRESENTATIONS

Refereed

- Turner, J.D. (2004, April). *Teachers as Curriculum Makers: Stories of Dilemmas, Decisions, and Discovery in Culturally Relevant Teaching*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Kim, Y. & Turner, J.D. (2002, December). *Being there and being here: Exploring teachers' and researchers' experiential processes of "becoming multicultural."* Session conducted at the 51st Annual Meeting of the National Reading Conference, Miami, FL.
- Turner, J.D. (2001, December). *Reading, writing, and resilience: Lessons learned from "best practice" teachers*. Symposium paper presented at the 50th Annual Meeting of the National Reading Conference, San Antonio, TX.
- Edwards, P.A., Turner, J.D., McMillon, G.T., & Laier, B. (2000, December). *At the deep end of instructional change: The process, the problems, and the possibilities in an urban elementary school*. Paper presented at the 49th Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Katz, D. & Danridge, J.C. (2000, April). *The formation of identity within an interactive social environment: A model for reflection upon border pedagogy*. Roundtable presentation at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Danridge, J.C. (1999, December). *Discovering the Heart & Soul of literacy: Exploring Literate and cultural identity construction in an African American women's book club*. Symposium paper presented at the 48th Annual Meeting of the National Reading Conference, Orlando, FL.
- Edwards, P.A. & Danridge, J.C. (1999, December). *Examining instructional networks: A tale of one urban elementary school*. Paper presented at the 48th Annual Meeting of the National Reading Conference, Orlando, FL.
- Danridge, J.C. & Pearson, P.D. (1999, April). *Making literacy "transparent" as a culturally responsive instruction*. Roundtable presentation at the Annual Meeting of the American Educational Research Association, Montreal, PQ.
- Edwards, P.A., Danridge, J.C., & Roberts, E.M. (1999, April). *Beyond ethics: The moral obligations of educational researchers*. Presentation at the Invisible College at the Annual Meeting of the American Educational Research Association, Montreal, PQ.

- Pearson, P.D., Garvaligia, D., Walker-Webb, T., Danridge, J.C., Lycke, K., & Roberts, E. (1999, April). *Symposium for the National Assessment of Educational Progress (NAEP) Study held at the Annual Meeting of the American Educational Research Association, Montreal, PQ.*
- Edwards, P.A., Danridge, J.C., & Roberts, E.M. (1999, March). *Crossing the Borderlands: A Case Study of a Head Start classroom.* Paper presented as a work-in-progress at the University of Pennsylvania's Ethnography in Education Forum, Philadelphia, PA.
- Breaux, G., Danridge, J.C., & Pearson, P.D. (1998, December). *Smith Community School: The Case for Home-Grown Approaches to School Reform.* Symposium for the Center for the Improvement of Early Reading Achievement's (CIERA) study on effective teaching practices held at the 47th Annual Meeting of the National Reading Conference, Austin, TX.
- Edwards, P.A., Danridge, J.C., & Pleasants, H.M. (1998, December). *Are we all on the same page? Investigating teachers' and administrators' conceptions of at-riskness in an urban school.* Paper presented at the 47th Annual Meeting of the National Reading Conference, Austin, TX.
- Danridge, J.C. (1998, December). *Understanding at-riskness. A longitudinal study of Head Start children.* Poster session held at the 47th Annual Meeting of the National Reading Conference, Austin, TX.
- Danridge, J.C. (1996, December). *What's Love Got To Do With It?: Addressing Students' Interpersonal Relationship Issues in Educational Settings.* Paper presented at the Pennsylvania Educational Opportunities Programs (PAEOPP) Conference, Erie, PA.

Invited

- Turner, J.D. & Kim, Y. (2004, May). *The role of ownership in urban reading instruction.* Presentation at the Promising Practices for Urban Reading Instruction Symposium at the 49th Annual Meeting of the International Reading Association, Reno, NV.
- Turner, J.D. (2004, March). *"I just see children, not color": Exploring the Problems and Possibilities of Culturally Relevant Literacy Instruction for European American Elementary Teachers.* Paper presented at the Maryland Institute for Minority Achievement and Urban Education.
- Turner, J.D. (2003, December). *Problems, perspectives, and Possibilities for Creating Literacy Communities in Multicultural Classrooms: Case Studies of Two Language Arts Teachers.* Paper presented at the Maryland Literacy Research Center, University of Maryland at College Park.
- Danridge, J.C. (1999, February). *In the trenches and between the borders: Understanding culturally-relevant teaching from the perspective of an urban elementary school teacher.* Paper presented as a work-in-progress at the SocioCultural Research Colloquium, Michigan State University.
- Roberts, E.M. & Danridge, J.C. (1999, February). *Discovering the "Heart and Soul" of literacy: A Closer Look at Race, Gender, and Identity Issues in a Book Club for African-American Women.* Paper presented at the Students of Color of Rackham (SCOR) Conference, University of Michigan.

RESEARCH EXPERIENCE

Spencer Fellow, Spencer Research Training Grant, Michigan State University, 1999-2001

Completed and defended a dissertation proposal for a study of educational resilience in action that explores the interpersonal and pedagogical styles of three successful teachers who have motivated and supported African American elementary students' school success and literacy achievement. The dissertation proposal included a critical literature review that integrated educational resilience, sociocultural theory, and literacy, as well as a detailed methodology section.

Graduate Research Assistant, Center for the Improvement of Early Reading Achievement (CIERA), With Patricia A. Edwards, Michigan State University, 2000-2001, 1998-1999

Collected and analyzed qualitative data to document the school reform process at an "at-risk" elementary school. Previously assisted in primary data collection of observational and interview data of teachers, students, parents, and administrators; assessed students' literacy development using the Emergent Literacy Survey; collaborated in the development of interview protocols for principals, teachers, and parents; assisted in the development of data collection plans, and schedules and participated in presentations related to ongoing research.

Research Associate, National Voluntary Test (NVT) Project, With P. David Pearson, Su. 1998

Project's goal was to collect data on students' performance on protocols developed using items from the National Voluntary Test. Completed two-day training on think-aloud interviews. Assisted in assessing fourth grade students in reading and eighth grade students in math using think-aloud interviews, and scored and entered data.

Research Associate, National Assessment of Educational Progress (NAEP) Project, With P. David Pearson, 1998-1999

Project's goal was to collect data on students' reading and math performance on protocols developed using NAEP items. Assisted in assessing eighth grade students using the think-aloud interviews, collaborated in the analysis of the quantitative and qualitative data for the math interviews, and drafted several data analysis sections for the final report.

Graduate Research Assistant, Center for the Improvement of Early Reading Achievement (CIERA), With P. David Pearson, 1997-1998

Assisted with collection of observational and interview data from K-3 teachers and administrators at an urban elementary school, collaborated in the construction of interview protocols, completed observation and interview syntheses, participated in and contributed to monthly meetings focused on data analysis, co-authored a case study based upon the findings, and participated in colloquiums organized by principal investigators of grant.

Research Associate for the Grants Office, With Sharon Montague, Delaware Valley College, Summer 1996

Researched funding sources for proposed projects in the Grants Office, constructed and maintained a database of these funding sources using Microsoft Access, and composed a draft of a proposal for a Student Support Services grant for the College.

Graduate Research Assistant, Center for Research on Adolescent Drug Abuse (CRADA), With Howard Liddle, Temple University, 1994-1996

Assisted in collecting data for research on adolescent substance abuse. Conducted intake interviews, including psychological assessments (i.e. Child Behavior Checklist, Diagnostic Instrument) with adolescents and families, assessed treatment outcomes via three sessions of post-testing, and assisted with the organization, coding, and entering of quantitative data.

Research Associate, With Daniel Wagner, The National Center on Adult Literacy, University of Pennsylvania, 1993-1994

Assisted in developing a national survey for adult basic education programs that specifically emphasized instructional issues around the notion of “math literacy.” Also, assisted with the qualitative data analysis of the open-ended survey items and the management of the database.

TEACHING EXPERIENCE

Instructor, EDCI 462: Advanced Reading Methods for Elementary Schools, Fall 2004

a Currently teaching a course in advanced elementary reading methods. The course is taken by graduate students in the master’s certification program. The course covers topics associated with a balanced approach to reading instruction, including phonics/phonemic awareness, literature-based instruction, motivation, and culturally responsive teaching.

Instructor, EDCI 362: Reading Methods for Elementary Schools, Fall & Spring 2004

Currently teaching a course in elementary reading methods taken by undergraduate preservice teachers. The course covers topics associated with “best practices” in reading instruction, including phonics/phonemic awareness, balanced literacy instruction, literature-based instruction, motivation, and culturally responsive teaching.

Instructor, EDCI 464: Reading Instruction and Diagnosis Across the Content Areas, Spr. 2004

Taught a course in reading assessment in elementary classrooms taken by preservice teachers. The course covers various forms of formal and informal assessment measures used for reading diagnosis and instruction.

2000 Co-Instructor for a Doctoral Research Seminar, Texas Woman’s University, June

Co-planned and co-taught an intensive, week-long, doctoral-level research seminar with Dr. Patricia A. Edwards. The goal of the seminar was to provide a “hands-on” experience of conceptualizing and conducting research by supporting students in writing a research proposal about their own interests. Co-teachers used a conversational style to discuss major themes and issues in research, then held individual conferences with students about their writing and research ideas. Co-teachers developed a syllabus based upon the readings from the Spencer RTG Fellowship, and used these readings to frame class discussions and students’ writing about research.

SUPERVISORY EXPERIENCE

Faculty Leader, Section 101 Methods Instructors (Team B), Fall 2004

Currently the faculty leader for the instructors teaching the “methods block” courses in the undergraduate elementary education program. Responsibilities include organizing and facilitating meetings with methods instructors, handling student issues related to the methods coursework, and co-facilitating meetings for school professionals at the PDS sites.

WORK EXPERIENCE

Educational Counselor, with The Legacy Program, Philadelphia, PA, 1995-1997

Managed caseload of over 200 Philadelphia public school students in grades 7-12. Primary responsibilities included monthly assessment of students' academic/psychosocial skills; provision of individual counseling, academic advising, and referral services; promotion of college exploration and career awareness via workshops, discussion groups, guest speakers, and field trips; consultation with teachers and parents about students' educational progress; and maintenance of accurate records of students' test scores, academic progress, and personal issues.

Volunteer Instructor for The Nurture Center, Inc., Philadelphia, PA, 1995-1997

Taught basic reading/writing skills and conflict resolution strategies to African American children ages 10-12, facilitated discussion groups focused upon relevant social issues, and utilized techniques such as role-playing and creative writing to promote respect for self and others.

SERVICE-RELATED ACTIVITIES

Editorial Activities

Journal of Literacy Research Editorial Board Member, 2003-present

Reviewer Activities

Manuscript Reviewer for *Urban Education* (April 2004)

Proposal Reviewer for the American Educational Research Association's Annual Meetings, 1999; 2003-present (Divisions B and C)

Proposal Reviewer for National Reading Conference Annual Meetings, 1999-2001; 2003-present (Area 2: Literacy Teaching and Learning Processes and Area 8: Multicultural and Multilingual Issues in Literacy)

Grant Proposal Reviewer for the Research Awards Committee for the International Reading Association, 2003

Manuscript Reviewer for the Center for the Improvement of Early Reading Achievement (CIERA), 1998-1999

Maryland State Department of Education

Member of the Reading Course Revision Committee, 2004

University of Maryland

Committee Work:

Member of the Charles County Outreach Committee, 2003-present

Member of the Admissions Subcommittee for the Elementary Education Committee, 2003-present

Professional Development Activities for K-12 Teachers:

Workshop for Prince George's County PDS Mentor Teachers entitled: *The Six W's of Multicultural Literature in Elementary Reading Instruction* (April, 2004).

Graduate Student Activities:

Faculty Discussant for the Graduate Research Seminar in the College of Education (April, 2004).

Michigan State University

Council Of Graduate Student Representative (COGS), 1998-1999

Anti-Discrimination Judicial Board Member, 1998-2000

Black Graduate Student Association (BGSA), 1997-2000

Executive Board Member and Community Outreach Chair, 1998
Member, 1997-2000

Education Graduate Student Organization (EGSO), 1997-1999

Member of "Brown Bag" Speaker Committee, 1997-1998

Literacy Colloquy, 1998-2000

Sociocultural Research Group (SCRG), 1997-1999

State of Michigan

Member of the Bias Review Committee for the Michigan Educational Assessment Program
(MEAP) Test, Michigan State Dept of Education, 1997-1998

Mentoring Activities

Michigan State University

McNair/SHROP Undergraduate Program for Minority Students, MSU, 1998

Graduate School Orientation for Incoming Students, MSU, 1998

PROFESSIONAL AFFILIATIONS

International

International Reading Association

Alpha Kappa Delta International Honor Society in Sociology

Kappa Delta Pi International Honor Society in Education

National

American Educational Research Association

American Association of University Women

National Reading Conference