

Marilyn McKinney, Ph.D.
Professor of Literacy Education
Director, Southern Nevada Writing Project

Academic Degrees

Ph.D. 1985 University of Iowa, Iowa City, IA (Elementary Education)
MS.Ed. 1975 Northwest Missouri State University, Maryville, MO (Education, Reading)
B.A. 1971 Mary Washington College, Fredericksburg, VA (American Studies)

Professional Experience

9/2000 - present Professor of Literacy Education, University of Nevada, Las Vegas
1998-2008 Co-director, Southern Nevada Writing Project (SNWP)
8/91- 9/00 Associate Professor of Literacy Education, University of Nevada, Las Vegas
8/88 - 9/91 Assistant Professor of Literacy Education, University of Nevada, Las Vegas
8/86-6/88 Visiting Assistant Professor, The University of Iowa, Iowa City, IA
8/85-8/86 Instructor, Psychological & Quantitative Foundations, The University of Iowa
Fall 1985 Lecturer of Language Arts, Marycrest College, Davenport, IA
6-9/85-86 Director Children's Reading Clinic, The University of Iowa
8/75-6/77 Title I Reading/Math Teacher, W. Nodaway R-I School District, MO
8/74-6/75 Grade 2 teacher, North Nodaway R-VI School District, Hopkins, MO

SCHOLARSHIP

Refereed Publications

- McKinney, M. & Giorgis, C. (in press). Narrating and performing identity: Literacy specialists' writing identities, *Journal of Literacy Research*, 40, 1-44
- Mallette, M.H., McKinney, M., Moffit, C., Giraldo, E., & Levitt, G. (2008). Developing, negotiating, and enacting literacy curriculum. In Kim, Y., et al. (Eds.), *57th Yearbook of the National Reading Conference* (pp. 244-255). Oak Creek, WI: National Reading Conference, Inc.
- McKinney, M., Lasley, S.J., & Holmes-Gull, R. (2008). The Family Writing Project: Creating space for sustaining teacher identity. *English Journal*, 97, 52-57.
- McKinney, M. (2003). Learning Communities: An exploration of theoretical conceptualizations (pp. 295-307). In Fairbanks, C., Worthy, J., Maloch, B., Hoffman, J.V. & Schallert, D.L. (Eds.). *52nd Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.
- Nagelhout, E. & McKinney, M. (2003). Simulated Destinations in the Desert: The Southern Nevada Writing Project. In McComiskey, B. & Ryan, C. (Eds.). City Comp: Identities, spaces, practices. NY: SUNY Press.
- Miller, S.P., Perkins, P.G., Suzuki, C., Odell, S.J., & McKinney, M. (2002). Linking Research to Practice Within a Secondary Teacher Preparation Program, American Secondary Education, 31 (1), 2-26.
- Perkins, P. G., Odell, S. J., McKinney, M., & Miller, S. P. (2001). Collaboration in preparing urban teachers. Action in Teacher Education, 23 (1), pp. 64-71.
- Odell, S. J., McKinney, M., Perkins, P. G., & Miller, S. P. (2001). Selecting, preparing, and mentoring teachers in urban contexts. ERIC-SP Clearinghouse, "e-primers" section, <http://www.ericsp.org/pages/digests/eprimers.html>. American Association of Colleges for Teacher Education: Washington, D.C.
- Meyerson, M.J. & McKinney, M. (2000). Making meaning of teaching cases: Views from different vantage points. Journal of Reading Education, 22-26.
- Anderson, R., McKinney, M., Scanlan, P, Ford, M., Roehler, L, & Bruneau, B. (2000) Opening the portfolio again: Conflicting viewpoints on assessment in K-12 Classrooms. National Reading Conference Yearbook, 49, 291-304.

- Mallette, M.H., Kile, R.S., Smith, M.M., McKinney, M., & Readence, J.E. (2000). Constructing meaning about literacy difficulties: Preservice teachers beginning to think about pedagogy. Teaching and Teacher Education, 16, 593-612.
- Mallette, M.H., Readence, J.E, McKinney, M., & Smith, M.M.(2000). A critical analysis of two preservice teachers' knowledge of struggling readers: Raced, classed, and gendered. Reading Research and Instruction, 39, 222-234.
- McKinney, M., Sexton, T., & Meyerson, M.J. (1999). Validating the efficacy-based change model. Teaching and Teacher Education, 15, 471-485.
- Strudler, N.B., McKinney, M.O., Jones, W.P., & Quinn, L.F. (1999). First-year teachers' use of technology: Preparation, expectations and realities. Journal of Technology and Teacher Education, 7, 115-130.
- McKinney, M. (1999). "What's she doing, just trying to fill up time?" Exploring how to teach reading and build communities of inquiry. Journal of Reading Education, 24 (2), 11-17.
- Falba, C., Bean, T, Dixon, J.K., Markos, P.A., McKinney, M., Strudler, N., & Zehm, S.J. (1999). Choreographing change one step at a time: Reflections on integrating technology into courses. Action in Teacher Education, 21 (1), 61-73.
- Kile, R.S., Odell, S., McCarthy, J., McKinney, M., Miller, S., & Perkins, P. (1998). Innovative ways to prepare teachers for diverse urban contexts - the Accelerated Schools experience in Las Vegas. Accelerated Schools Special Interest Group Conference Proceedings (95-106). American Education Research Association Conference, San Diego, CA.
- McKinney, M. (1998). Preservice teachers' portfolios: Integrating technology, self-assessment and reflection. Teacher Education Quarterly, 25, 85-103.
- McKinney, M., & Meyerson, M.J. (1996). Teachers' perspectives on instruments used to measure educational change. In Leu, D.J., Kinzer, C.K., & Hinchman, K.A. (Eds.). Literacies for the 21st Century: Research and Practice, 45th Yearbook of the National Reading Conference (pp. 522-532) Chicago, IL: The National Reading Conference.
- McKinney, M.O., Perkins, P.G., & Jones, W.P. (1995). Evaluating self-assessment portfolios in a literacy methods class. Reading Research and Instruction, 35, 19-36.
- McKinney, M.O. (1995). Confessions of a university teacher researcher: A dialogue in process. Teacher Research, 3, 69-86.
- Ohlhausen, M. M., Powell, R.P., and Reitz, B. (1994). Parents' views of traditional and alternative report cards. School Community Journal, 4, 81-97.
- Mills, R.F. & Ohlhausen, M.M. (1992). Negotiating a workshop in middle school language arts: A case study of two team teachers. Research in Middle Level Education, 16, 99-113.
- Ohlhausen, M. M. & Jepsen, M. (Winter 1992). Lessons from Goldilocks: Somebody's *been* choosing my books, but I can make my own choices now. The New Advocate, 5, 31-46.
- Ohlhausen, M.M. and Roller, C.M. (1988). The operation of text structure and content schemata in isolation and in interaction. Reading Research Quarterly, 23, 70-88.
- Ford, M.P. and Ohlhausen, M.M. (1988). Classroom reading incentive programs: Removing the obstacles and hurdles for disabled readers. The Reading Teacher, 41, 796-798.
- Ford, M.P. and Ohlhausen, M.M. (1988). Tips from reading clinicians for coping with disabled readers in regular classrooms. The Reading Teacher, 42, 18-22.
- Ohlhausen, M.M. (1988). The Quilt. Iowa Reading Journal, 1, 18-19.
- Ohlhausen, M.M. and Roller, C.M. (1987). Help college students perceive supporting details. Journal of Reading, 30, 354-355.
- Ohlhausen, M.M. and Roller, C.M. (1986). Teaching students to use a nation schema to learn about countries. Journal of Reading, 30, 212-217.

Other Professional Publications

- McKinney, M. (8/31/08). *Francesca Abbott: Case Report* submitted to the National Writing Project as part of the NWP Legacy 3 Research Project, pp. 1-58.

- National Writing Project (2006). *Summary Report of the National Results, Local Site Research Initiative Report, Cohort II (2004-2005)*, pp. 11, 17-18. Available at <http://www.writingproject.org/pressroom/impact.csp>.
- McKinney, M., Lasley, L., Nussbaum, M., Holmes-Gull, R., Kelly, S., Sicurella, K., Thackeray, M., & Kinghorn, M. (2005). *Through the Lens of the Family Writing Project: The Southern Nevada Writing Project's Impact on Student Writing and Teacher Practices*. Preliminary report to the National Writing Project, reporting the results of the Local Sites Research Initiative.
- McKinney, M. (October, 2004). Developing leaders for inquiry for equity: Documenting the work of the NWP participants of the Teacher Research Collaborative. *Report to the National Writing Project. (Based on two years of documenting five teacher research communities within the National Writing Project who collaborated with Coalition of Equitable Schools, Bay Area Writing Project, Bay Area Coalition for Equitable Schools, and the Carnegie Foundation.)*
- Romero, D.P. & McKinney, M. (2004). Local schools empowering families through engagement in their children's literacy: A review of family literacy programs in NREA schools. *College of Education Multicultural and Diversity Newsletter*, 8 (2), 24-28.
- McKinney, M. (April 23, 2004). Becoming writers and teachers of writing: Supporting, learning about, and sustaining writing in NREA schools. *NREA Notes*, 2 (3), 4-6 [available online: <http://www.nevadarea.org/resources.html#newsletters>].
- McKinney, M. (August 22, 2002). Embracing the work of the NREA Partnership. *NREA Notes*, 1 (1), 3. [available online: <http://www.nevadarea.org/resources.html#newsletters>]
- McKinney, M., Taylor, J., Conner, M. & Obermeyer, G. (December 13, 2002). Speaking about compliance and funding. *NREA Notes*, 1 (3), 1-2. [available on the NREA website: <http://www.nevadarea.org/resources.html#newsletters>]
- McKinney, M. (2001). *Splices from the life and times of the NWP Teacher Inquiry Community*. National Writing Project's Professional Writing Retreat Anthology. Santa Fe, New Mexico: National Writing Project.
- McKinney, M. (2000). Commentaries on teacher education cases (5.2B: Identifying story themes; and 12.1A: Adapting to meet all students' needs). In Richards, J.C. & Gipe, Joan P. (Eds). Elementary Literacy Lessons: Cases and commentaries from the field. Mahwah, N.J.: Lawrence Erlbaum.
- McKinney, M. & Giorgis, C. (2000). Notes from the Field: Experiencing Malawi Multicultural and Diversity Newsletter, 5 (1), 3-9.
- McKinney, M. (2000). Entering the Sea. Poem published in Nevada High Desert Review, 5, 35-36.
- McKinney, M. (1999). Notes from the field: Savoring San Juan. Multicultural and Diversity Newsletter, 3 (3), 1-4.
- McKinney, M. & Odell, S.J. (1998). UTP Intern Handbook. Las Vegas, NV: College of Education, University of Nevada, Las Vegas. (revised in 1999)
- Odell, S.J. & McKinney, M. (1998). UTP Mentor Handbook. Las Vegas, NV: College of Education, University of Nevada, Las Vegas. (revised in 1999)
- Strudler, N., Falba, C. & McKinney, M. (1997). Project Evaluation for Eisenhower grant, *Integrating technology: Preparing teachers to mentor practicum students in K-5 mathematics and science*.
- Strudler, N.B., Quinn, L.F., McKinney, M. & Jones, W.P. (1995). From coursework to the real world: First-year teachers and technology. In J. Willis, B. Robin, & D.A. Willis (Eds.), Technology in Teacher Education Annual 1995, (pp. 774-777). Charlottesville, VA: Association for the Advancement in of Computing in Education.
- McKinney, M.O. (1994). Institutional concerns in implementing portfolios in teacher education. ERIC: ED 379-595. 8 pages (Paper presented at the 44th Annual Meeting of the National Reading Conference, San Diego, CA).
- Ohlhausen, M.M. & Ford, M.P. (1992). The process and the promise of portfolio self-assessment in literacy education classes. In Frager, A.M. & Miller, J. (Eds.). Using Inquiry in Reading Education. Pittsburgh, KS: The College Reading Association.
- Ford, M.P. & Ohlhausen, M.M. (Dec. 1991). Portfolio assessment in teacher education courses: Impact on students' beliefs, attitudes and habits. ERIC: ED 343 088. 7 pages. (Paper presented at the 41th Annual Meeting of The National Reading Conference, Palm Spring, CA.)

- Ohlhausen, M. M. (Spring 1991). Assessing literacy: Hey kids, let's cut a record! The Whole Idea. Bothell, WA: The Wright Group.
- Ohlhausen, M. M. (Winter 1990-91). Creating literacy--Students see themselves as authors. The Whole Idea. Bothell, WA: The Wright Group.
- Ohlhausen, M.M. & Ford, M.P. (Nov. 1990). Portfolio assessment in teacher education: A tale of two cities. ERIC: ED 329917.
- Scanlan, P.A., Ohlhausen, M.M., & Ford, M.P. (July 1990). Reflecting on learning about teaching: The use of journals in teacher education. Teacher Education for Literacy around the World. Proceedings from the Second International Symposium Organization of Teacher Educators in Reading, Thirteenth World Congress on Reading, International Reading Association, Stockholm, Sweden.
- Ohlhausen, M.M. (1990). On becoming a student again to learn about teaching... again. Point of Departure: Collective IWP Memories. Iowa Writing Project.
- Ohlhausen, M. (1989). Teaching ideas: The cheap thrill of reading aloud. Legends in Literacy, 1, 3.
- Ohlhausen, M.M. & Roller, C.M. (1985, February). Compu-Read 3.0, The Courseware Critique, Iowa City, IA: The University of Iowa College of Education, pp. 7-8.
- Alessi, S. & Ohlhausen, M.M. (1983). PAL Reading Series, The Courseware Critique, Iowa City, IA: The University of Iowa College of Education, pp. 11-12.
- Alessi, S. & Ohlhausen, M.M. (1983). Vocabulary skills: Context clues. The Courseware Critique, Iowa City, IA: The University of Iowa College of Education, pp. 15-16.

Submitted and in process

- Friedrich, L. & McKinney, M. Teacher Inquiry for Equity: Collaborating to Improve Teaching and Learning (submitted to *Language Arts* for Themed issue on Collaboration for Change).
- Smith, T.B. & McKinney, M. "I Feel Like a New Teacher": One Teacher's Growth Towards a More Democratic Practice (to be submitted to the *58th Yearbook of the National Reading Conference*).
- Shanton, K., Meyer, T., McKinney, M. & Friedrich, L.D., Leveraging Teacher Leadership in Literacy Professional Development: National Writing Project Legacy Study (working title; to be submitted to the *58th Yearbook of the National Reading Conference*).
- Smith, T.B. & McKinney, M. *Walking in the Shoes of Writers: A Conversation with Ralph Fletcher about Learning to Teach Writing and Mentor Texts* (under revision).

Reprints of Refereed Publications

- Reprint of the chart of the Goldilocks Strategy for choosing books. (November 1996) Reprinted in School Talk, 1 (3), Urbana, IL: NCTE.
- Ohlhausen, M.M., Meyerson, M., & Sexton, T. (1994). Viewing educational innovations through the Efficacy-Based Change Model: A whole language application. In The Whole Language Approach, Educational Research Service Information Folio. (reprint of Journal of Reading article).
- Ford, M.P. and Ohlhausen, M.M. (1989). Helping Disabled Readers in the Regular Classroom, Education Digest, 54, 48-51 (reprinted from Reading Teacher article).
- Ford, M.P. & Ohlhausen, M.M. (1989). Helping Disabled Readers in the Regular Classroom, Educating Exceptional Children, (76-78). Sluice Dock, Guilford, Connecticut: The Dushkin Publishing Group, Inc. (reprint of Education Digest article above).

Grants

- NWP Continued Funding Applications (Yearly application in 2009 for \$4600 + 9500 in mini-grant proposals).*
- Exploring Powerful Continuity and Student Learning through SNWP's Family Writing Project (2003) [Funded: for \$20,000 through the National Writing Project; continued funding through 2005]*
- Nevada Reading Excellence Act (NREA). (2001). PI for southern Region. \$26.1 million Submitted by the Nevada State Department of Education to the US Department of Education. As a member of the Nevada Reading Excellence Act (NREA) Advisory Council, I was involved in responding to and conceptualizing components of the grant proposal being written by Joan Taylor in the Nevada*

Department of Education. The grant, which was funded in August, 2001 for \$26.1 million, is a state partnership between the Nevada Department of Education, the UCCSN, UNLV, UNR, NEA and Library Districts of Clark and Washoe Counties. The NREA funds tutorial and local reading improvement subgrants on a competitive basis to eligible schools throughout the state to improve early literacy, family literacy, and professional development of teachers.

Project THREAD PT3 Mini-Grant (2003). Creating Video CDs for Literacy Methods Students (with Darrin Hardman). Funded for \$1500.

Project THREAD PT3 Mini-Grant. Funded for \$1500 through the Project THREAD Faculty mini-grant program. Sole author. Project: *Literacy Connections* – development of a Web Page to support preservice teachers in ICG 445, 447, 655, and 733. The site provides helpful information related to the courses and links to resources (<http://www.unlv.edu/faculty/mckinney>).

Schools to Career Summer Faculty Externship grant. Funded for \$500. Developed materials and lessons based on my summer experience in Malawi where I worked to build a house for a family with members of a Habitat for Humanity team (including Cyndi Giorgis).

Strudler, N., Heflich, D., & McKinney, M. (1999). *Project THREAD (Technology: Helping Restructure Educational Access and Delivery)*. Submitted to U.S. Department of Education's Preparing Tomorrow's Teachers Today. Funded for \$132,331.

McKinney, M., Kile, S., Miller, S.P., Odell, S., Perkins, P. (1997). *Partnerships for Alternative Licensure*. UNLV Planning Initiative Grant. Funded for \$48,220.

Strudler, N., McKinney, M., and Falba, C. (1996). *Integrating Multimedia in K-5 Mathematics and Science: Preparing teachers in a Professional Practice School to Mentor Preservice Teachers*. Dwight D. Eisenhower Mathematics and Science Education Act, Nevada Higher Education Programs. Funded for \$11,152.

Strudler, N., McKinney, M., and Falba, C. (1996). *Integrating Telecommunications into K-5 Mathematics and Science: Supporting and Sustaining School Change*. Dwight D. Eisenhower Mathematics and Science Education Act, Nevada Higher Education Programs. Funded for \$9,764.

Strudler, N., Falba, C. & McKinney, M. (1995). *Integrating Technology: Preparing teachers to mentor practicum students in K-5 Math and Science*. Dwight D. Eisenhower Mathematics and Science Education Act, Nevada Higher Education Programs. Funded for \$14,171.

National/International Presentations

McKinney, M. (December 3, 2008). Learning leadership through opportunities and challenges. (Part of Symposium entitled *Leveraging teacher leadership in literacy professional development with Friedrich, L., Shanton, K., & Meyer, T.*), 58th Annual Meeting of the National Reading Conference, Orlando, FL.

Smith, T. B. & McKinney, M. (December 5, 2008). *Learning to enact a democratic writing pedagogy through professional development*, 58th Annual Meeting of the National Reading Conference, Orlando, FL.

Developing, Negotiating, and enacting literacy curriculum (November 28, 2007), 57th National Reading Conference, Austin, TX (Malette, M., Moffitt, C., McKinney, M., Levitt, G.).

The invitational summer institute: Developing Teacher-Consultants from interview to inservice (November 15, 2007), National Writing Project Annual Meeting, New York, NY (Gage, F., Shortlife, D., Amos, D., Wolph, J; Holmes-Gull, R, & McKinney, M.).

Memories of literacy education and the construction of teachers' identities through oral histories (December 1, 2006). 56th National Reading Conference, Los Angeles, CA (Jordan, C., Lejeune, M., McKinney, M., Moffit, C., & O'Brien, E.).

Touching the past through oral histories of retired teachers: Implications for our future (November 18, 2006). NCTE Annual Convention, Nashville, TN (Jordan, C., Lejeune, M., McKinney, M., Moffit, C., & O'Brien, E.)

Teacher inquiry communities at work: Beginning, sustaining, and disseminating teacher inquiry. (November 16, 2006). National Writing Project Annual Meeting, Nashville, TN. With Elizabeth Campbell).

Southern Nevada Writing Project's Teacher Inquiry communities at Work: An Overview. (November 17, 2005). National Writing Project Annual Meeting, Pittsburgh, PA. With E. Campbell and R. Devlin.

Teacher Inquiry Communities: Portraits of NWP Sites at Work (November 17, 2005). Pittsburg, PA: 2005 NWP Annual Meeting.

Developing and facilitating writing: Context and Community matter (December 1, 2004). San Antonio, TX: 54th Annual Meeting of the National Reading Conference. Paper in a symposium entitled Shifting roles and identities of literacy specialist: Looking inside multiple contexts within a large federally funded project (paper was with Cyndi Giorgis).

Investigating learning communities in and outside of schools: Can (or should) they inform reform agendas? 24th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia (February 28-March 1, 2003).

Exploring conceptualizations of learning communities: Theoretical considerations (December 4, 2002). Miami, FL: 52nd Annual Meeting of the National Reading Conference.

What Is a Writing Project Site Anyway? Atlanta, GA: National Writing Project Annual Meeting (With Marie Blake).

A teacher research community at work (May 2002). San Francisco, CA: 47th Annual Convention, International Reading Association (with Elizabeth Campbell, Suzanne Fabbi, Susan Giancaspro, Karen Ames, Ruth Devlin).

Journeying: From intern to teacher (July 30, 2002). Edinburgh, Scotland: 19th World Congress on Reading, International Reading Association (With Cyndi Giorgis).

Technology and the Teacher Inquiry Communities Network. (November 16, 2001). Baltimore, MD: National Writing Project Annual Meeting. (With Karen McComas, Del Arnold, and Ruth Devlin).

What is it about learning communities? (December 5, 2001). San Antonio, TX: 51st Annual Meeting of the National Reading Conference.

Documenting the impact of the summer institute on teachers' attitudes, beliefs, and practices. (November 16, 2001). Research Roundtable. Baltimore, MD: National Writing Project Annual Meeting (With Michelle Truman).

Technology and the teacher inquiry communities network. (November 16, 2001). Baltimore, MD: National Writing Project Annual Meeting. (With Karen McComas, Del Arnold, and Ruth Devlin).

Grappling with questions that matter: A teacher inquiry community at work (April 28, 2001). Las Vegas, NV: National Writing Project Urban Sites Conference. (With members of the Southern Nevada Teacher Inquiry Community).

Learning to teach literacy in urban schools: Changing beliefs (November 2000). Scottsdale, AZ: 50th Annual Meeting of the National Reading Conference. (With Perkins, Unger, Miller, Odell)

Understanding preservice teachers' and researchers' knowledge through the lens of their beliefs (November 2000). Scottsdale, AZ: 50th Annual Meeting of the National Reading Conference. (With M. Mallette, J. Readence, & M. Smith)

Selecting, preparing, and mentoring teachers in urban contexts (January 2000). Washington, DC: National Conference on Teacher Quality sponsored by the U.S. Department of Education. (Invited; with S.J. Odell)

The old, the young, and the common (March 2000). Philadelphia: 21st Annual Ethnography in Education Research Forum. (With R. Devlin, Shirley Brown, & Susan Brown).

Learning to teach literacy: Confronting beliefs and assumptions at the preservice level (April 28-29, 2000). Chicago, IL: National Writing Project Urban Sites Conference.

Changing our ways: Effective literacy methods classes in field-based settings (December 1999). Orlando, FL: 49th Annual Meeting of the National Reading Conference. (With R. Anderson, B. Bruneau, M. Ford, L. Roehler, & P. Scanlan).

Child-focused literacy methods classes: Different delivery, same destination? (May 1999). San Diego, CA: 44th Annual Conference of the International Reading Association. (With Meyerson)

Searching for Elsewhere: Reimagining schooling and teacher education through connections with The Giver. (November 1999). Denver, CO: 89 Annual Convention of the National Council of Teachers of English. (With C. Giorgis)

Once upon a professional collaboration: Stories of learning to teach literacy in partnership schools (December 1999). Orlando, FLA: 49th Annual Meeting of the National Reading Conference. (With M.J. Meyerson as part of an alternative format session entitled "Professional development schools and the transformation of teacher education : Addressing the challenges of "A New Orthodoxy." with B. Bergeron, & S. L'Allier)

Child-focused literacy methods classes: What is gained? What is lost? (December 1998). Austin, TX: 48th Annual meeting of the National Reading Conference (NRC). (With M. Meyerson, D. Kulesza, C. Smith, L. Stevens, T. Cardinal, S. Hendricks, & A. Amoia)

Innovative ways to prepare teachers for diverse urban contexts - the Accelerated Schools experience in Las Vegas. (April 1998). San Diego, CA: American Education Research Association". Odell, S., McCarthy, J, Kile, R.S., McKinney, M, Miller, S, & Perkins, P. & Wright, K. (Co-authored paper presented by S. Odell)

Learning from those who do and those who don't: After-effects of portfolio experiences in teacher education programs. (December 1997). Scottsdale, AZ: 47th Annual meeting of the National Reading Conference (NRC). (With L. R. Roehler, R. S. Anderson, B. J. Bruneau, P. Scanlan, & M. P. Ford)

Learning to deal with ambiguities of electronic portfolios: Reassessing visions of technology to deal with reality (March 1997). Chicago, IL: Annual meeting of the American Educational Research Association (AERA).

Creating communities of inquiry (March 1997). Chicago, IL: Annual meeting of the American Educational Research Association (AERA).

Learning to love the questions: Emerging teachers construct stories that matter (April 1997). Charlotte, NC: The National Council of Teachers of English Spring Conference.

Making meaning of cases of teacher change: Views from different vantage points. (December 1997). Scottsdale, AZ: 47th Annual meeting of the National Reading Conference (NRC). (With M. J. Meyerson)

Establishing a portfolio culture in teacher education courses: Providing an alternative context for learners to manage their own learning (July 1994). Buenos Aires, Argentina: International Reading Association 15th World Congress on Reading. (With M.P. Ford)

Extending the culture of self-assessment into the realm of electronic portfolios: Cases of evolving practice (December 1996). Charleston, SC: 46th Annual Meeting of the National Reading Conference.

Studying the instruments used to study teacher change (November 1995). New Orleans, LA: 45th Annual Meeting of the National Reading Conference.

Sustaining an educational innovation: Stories of teacher change (November 1994). Orlando, FL: Annual Convention of National Council of Teachers of English.

Continuing an innovation or not: Stories of teacher change (December 1994). San Diego, CA: 44th Annual Meeting of the National Reading Conference.

Institutional concerns in implementing portfolios in teacher education (December 1994). San Diego, CA: 44th Annual Meeting of the National Reading Conference.

Establishing a portfolio culture in teacher education courses: Providing an alternative context for learners to manage their own learning (July 1994). Buenos Aires, Argentina: International Reading Association 15th World Congress on Reading. (With M.P. Ford)

Assessing self-assessment portfolios in a literacy methods class (December 1993). Charleston, SC: 43rd Annual Meeting of the National Reading Conference. (With P. Perkins & P. Jones).

Confronting dilemmas in teacher education: An invitation to develop new insights and understandings (December 1993). Charleston, SC: An alternative format session presented at the 43rd Annual Meeting of the National Reading Conference.

Longing for work that is real: Teacher research and reader response. (July 1993). Sydney, Australia: Australian Reading Association Conference. (Paper presented as part of a symposium entitled "Who are we as learners? The role of inquiry in teacher education." (Co-authored paper with M. P. Ford and P. Scanlan, presented by M.P. Ford and P. Scanlan).

Creation of a Learning Environment: Using a workshop approach for teaching middle grades language arts. (April 1993). Atlanta, GA: Paper presented at the Annual Meeting of the American Educational Research Association (with R. F. Mills).

Creating communities of inquiry: Teacher educators exploring who we are (December 1992). San Antonio, TX: 42nd Annual Meeting of the National Reading Conference.

'Shared critical literacy': Implications for research (November 1992). Louisville, KY: 82nd Annual Convention of the National Council of Teachers of English.

Personal reflection with future teachers (March 1992). Washington, DC: Spring Conference of The National Council of Teachers of English.

Portfolio assessment in teacher education courses: Impact on students' beliefs, practices and habits (December 1991). Presentation at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA

Whole language as an education innovation: How classroom teachers change (December 1991). Presentation at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.

Assessing parent schemata for traditional and alternative report card systems (December 1991). Presentation at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.

Alternative assessment in literacy learning classrooms: Empowerment, support and collaboration (May 1991). Las Vegas, NV: Symposium presented at the 36th Annual Convention of the International Reading Association.

Facilitating educational change: An analysis of the whole language movement (February 1991). New Orleans, LA: 71st Annual Meeting of the Association of Teacher Educators.

Portfolio assessment in teacher education: A tale of two cities (November 1990). Miami, FL: 40th Annual Meeting of The National Reading conference.

Reflections on learning about teaching (July 1990). Thirteenth World Congress on Reading, International Reading Association, Stockholm, Sweden.

Putting the 'right way' to rest (March 1990). Spring Conference of the National Council of Teachers of English, Colorado Springs, Colorado.

State and Regional Presentations

Professional growth through research Tales from a teacher research collaborative (November 14, 1997). Las Vegas, NV: Nevada League of Professional Schools Fall Conference. (with R. Devlin, S. Fabbi, C. Gaynor, A. Hensen, K. McVeigh, P. Perry, & K. Ward)

The sustaining force of IWP: Encounters with reality, visions of possibility (November 2, 1992). Des Moines, IA. Invited address at the Fall Conference of the Iowa Writing project.

Explosions! Picture books that have made a difference: From In the Night Kitchen to Daddy's Roommate (January 1992). Tucson, AZ: Symposium at the Twentieth Southwest Regional Conference of the International Reading Association (with R. Boord, D. Barone, & S. Maxson).

Children's picture books: Explosive perspectives (October 1992). Presentation at the Southwest Regional Conference for Teachers of English/Language Arts, Reno, NV (with D. Barone and S. Maxson).

Grading Las Vegas Style: Portfolio assessment in Teacher Education (October 1990). Des Moines, IA: The Iowa Writing Project Fall Conference.

Letter writing CAN make a difference (March 1989). Presentation at the Silver State Reading Institute, Las Vegas, NV.

First steps of the journey--Success through whole language (October 1987). Presentation at the 15th Plains Regional Conference of the International Reading Association, Des Moines, IA.

Effective techniques for the remedial reader (November 1984). Presentation at the Twelfth Plains Regional Convention of the International Reading Association, St. Louis, MO.

Local Presentations

Journeying: From Africa to UTP (May 19, 2001). Las Vegas, NV: First Annual Best Practices Workshop. Invited Address with Cyndi Giorgis (as recipients of Schools to Careers Externship award).

Improving student writing skills & motivation for writing improvement with increased classroom utilization of publishing computer tools: Writing process 'stuff'. (August 20, 1998). Presentation to Eisenberg/Kahre Staff as part of a Nevada Goals 2000 Mini-grant.

Phonics and word recognition skills (February 20, 1998). Presentation at the Southeast Area Staff Development Day. (With M. Meyerson).

Portfolio assessment: Rapping to the beat of a different drummer? (November 14, 1998). Manch Elementary School.

Trends in teacher education (November 7, 1996). Presentation to the Reading Tri-Council of Clark County. Walter Long Elementary School.

Celebrating whole language across the curriculum (October 1989). Presentation to The Nevada State Council of Teachers of English, Las Vegas, NV.

Three views of the varied voices in a second grade process classroom (April 1989). Presentation at the Spring Conference of the National Council of Teachers of English, Charleston, SC.

Getting started with whole language (October 1988). Presentation at the Las Vegas Council of the International Reading Association, Las Vegas, NV.

Ways to improve reading comprehension (April 1985). Presentation to the River Valley Reading Council, DeWitt, IA.

The influence of reader- and text-based factors on experts' and novices' perceptions of importance (November 1984). Symposium presented at the 34th Annual Meeting of the National Reading Conference, Clearwater Beach, FL.

Five kinds of readers and how they grew: Plodding readers (April 1981). Symposium at the 26th Annual Convention of the International Reading Association, New Orleans, LA.

Awards and Recognition

College of Education Collaboration Award (2008) – Southern Nevada Writing Project (SNWP)

College of Education Collaboration Award (2003) – Nevada Reading Excellence Act Grant (NREA)

Selected to attend the National Writing Project's Professional Writing Retreat in Santa Fe, New Mexico, June 21-24

Best Research Paper, Society for Information Technology and Teacher Education, 1995 (with Strudler, Quinn and Jones)

Summer Faculty Fellowship Award (\$5000), Summer 1995

Lilly Fong Distinguished Professor Award, 1991

CSUN Teacher of the Year Nominee from the College of Education, 1991

Excellence in Education Program, Clark County School District, 1990

Foundation Faculty Grant, 1990

TEACHING

Doctoral Committees Chaired or Co-chaired

Thomas B. Smith (2007). *Democratic writing pedagogy and the Southern Nevada Writing Project*.

Margaret M. Smith (1999). *The influence of an intermediate intervention model on two teachers' literacy practices* (Co-Chair with John Readence)

Linda Skrobback-Heisler (1997). *A critical analysis of barriers that inhibit Latino parent involvement as students make the transition from ESL to mainstream classrooms* (Co-chair with Stan Zehm)

Doctoral Committee membership

Michael Barton (2007). *An analysis of fiscal allocations in elementary schools meeting and not meeting AYP*.

Carey Royball-Benson (2006). *Becoming Phonemically Aware: A Study on the Role of Assistance in Language Learning*.

Karla Kingsley (2005). *A quantitative investigation of American history software on middle school student achievement scores*.

Joan Taylor (2005). *A history of written composition in U.S. elementary schools to 1945*.

Dorothy Kulesza (2001). *An Examination of the Daily Activities of Remedial Reading Teachers*
 Diane Brantley (2001). *America Reading Tutors: Scaffolding Tutees, Reading Instruction*
 Marla Mallette (1999). *Learning to teach literacy: A beginning kindergarten teacher's developing pedagogical content knowledge*
 Craig Kadlub (1997). *The development of an at-risk index and its implications for the state of Texas*
 Nora I. Alder (1996). *Interpretations of the meaning of care: Creating caring relationships in a middle school classroom.*
 Sylvia P. Maxson (1993). *The influence of teachers' beliefs on literacy instruction for at-risk first graders: A multiple case study.*
 James R. Birrell (1993). *The influence of prior experiences on teaching schemata of traditional and nontraditional elementary preservice teachers.*

Master's Thesis Committees Chaired

Ruth K. Devlin (1996). *Developing language skills in second language learners through literature discussions*

Master's Thesis Committee Membership

Tom Smith (2003). *A case study three eighth-grade students in a writing workshop classroom.*
 Joseph Slat (1999). *Relationship of hamstring and hip flexor flexibility to injury rates in collegiate football players.* Kinesiology. (Member)
 Merrill Kieffer (1998). *Teaching methods and school designs of American elementary schools and how the methods are reflected in the school's designs.* School of Architecture. (Member)
 Susan J. Hembree (1998). *An evaluation of teen parenting programs.* School of Social Work. (Member).
 Dora J. Olson (1997). *The use of portfolios to inform classroom practice.* C&I. (Committee member)

Honors' Thesis Committee Membership

Lori Lawson, Education

Professional Papers chaired

Paula Laub (2007). *Exploring the function of teacher language during book talks in a 2nd grade classroom.*
 Approximately 15 Professional Papers since 1998)
 Reva Newcomer (1998). *Using photograph talks to foster Latino parental involvement and increased student language.* (Chair).
 Annelisa Polk (1994). *Developing a reading program in a multi-age intermediate classroom as a first year teacher.* (Chair)
 Cheryl N. Paladino (1994). *This rocket is taking off: A journey towards literacy.* (Chair)
 Lynn M. Schneider (1994). *Talk amongst the wolves.* (Chair)

Undergraduate Courses Taught

EDRL 442	Literacy I
EDRL 443	Literacy II
ICG 445	Instruction & Assessment of Reading & Writing I*
ICG 447	Instruction & Assessment of Reading & Writing II*
CIR 455/655	Teaching Elementary School Reading
CIR 457	Diagnosis & Correction of Reading Difficulties
CIE 453	Teaching Elementary School Language Arts
CIE 451	Practicum supervision

Graduate Courses Taught

CIL 726	Organization and Supervision of Literacy Programs
CIL 717	Southern Nevada Writing Project: Invitational Institute
CIL 701	Foundations of Literacy

CIL 774	Historical Foundations of Literacy Instruction and Research
ICG 790	Social and Political Issues of Literacy
CIG 717	Seminar in C&I: Literacy
ICG 737	Theory & Research in Literacy: History of Literacy Instruction*
CIL 716	Teaching Writing
CIG 736-1	Topics in Elem. School Lang Arts: Sustaining Change in Holistic Practices*
CIG 750	Whole Language: Theory & Practice*
CIR 701	Foundations of Literacy Learning
CIR 715	Classroom Diagnosis & Correction of Reading Difficulties
CIR 765	Seminar in Reading Research
CIE 703	Integrating Reading & Writing
CIE 723	Curriculum Development in the Language Arts
CIE 734	Topics in Elementary School Language Arts: Whole Language
CIE 745	Literature-based Instruction in Reading/Language Arts
ICG 721	Contemporary Literature for Children and Young Adults

Distance Education and Continuing Education

Instructor of Record for Southern Nevada Literacy Collaborative (SNLC)

ICG 700E Special Problems: Teaching Phonics and Word Recognition Strategies (developed with M. J. Meyerson)*

ICE/ICS 499 Southern Nevada Writing Project: Teachers as Researchers/Inquirers*

ICE/ICS 700 Southern Nevada Writing Project Invitational Institutes

ICE/ICS 499 Teacher Inquiry: Spelling Matters*

*Courses developed alone or in collaboration

SERVICE

University

UNLV Faculty Senate Grievance Committees (2008)

UNLV Faculty Development Leave Committee (2005 to present)

Status of Women Committee (2000-present; Co-chair beginning Fall 2002-2007)

UNLV Strategic Planning Council (Fall 1997-2000)

University Academic Freedom, Promotion & Tenure (Fall 1994 - Spring 1998)

Faculty Marshall (UNLV commencements)

Hearing Board, UNLV Student Conduct System (1990-1995)

Ad Hoc Faculty Rewards Process Committee (Spring 1999-2001)

Womyn's Festival Planning Committee (1994)

College

COE Promotion & Tenure Committee (2005 to present)

Ad hoc COE Collaboration Committee (2004-2005)

Elementary program review primary writer, NCATE

COE Merit Committee (2000)

Commission on Teacher Preparation (Fall 1996-Spring 1997)

Tenure & Promotion Committee (1991-1998, 2003-present), (Chair, 1992-94)

Board Representative to the Southern Nevada Writing Project (Fall 1992-Spring 1997)

Dean's Advisory Council (Spring 1998)

Elementary Coordinator, Urban Teaching Partnership (UTP) (1997-2000)

COE Reorganization Committee (Spring 1997)

Department

Elementary Content Area (ongoing)

Teaching Quality/NCATE Committee (Fall 2008 – present)
By-laws (2007-present)
Promotion and Tenure Committee (Chair/Co-chair 2004-2006)
Literacy Lecturer Search Committee Chair (2007)
Literacy Search (Chair, 2006; member 2007)
Elementary Reform Program Committee (2003-2007)
Literacy Content Area Co-Chair (2004-2006)
Literacy Faculty in Residence Search Committee Chair (2005 summer)
Assistant Chair, Curriculum & Instruction (2000-2001)
Language & Literacy Faculty Interest Group (Chair Fall 1995-Spring 1996)
Language, Literacy & Culture Curricular Committee (Fall 2000-2004)
Chair's Advisory Council (2002-present)
Retention, Promotion & Tenure Committee (1992-present; Co-chair 2002)
Doctoral Admissions Committee
Undergraduate Governing Committee – Chair (2000-2001)
C&I Merit Committee
Comprehensive Examination proctor
Elementary Faculty Interest Group (Chair, 1993-1994)
Coordinator of CLIMB (Collaborative Learning Instructional Methods Block) (1995-1997)
Chair, Children's Literature Search Committee (1995)
Chair, Elementary Education Clinical position (1998)
Teacher Education Search Committee (1996)
Coordinator, Graduate Licensure Program
Doctoral Admissions Committee (1993-2001)

Service to the Profession

Director, Southern Nevada Writing Project (January 2009 – present)
First Vice President for Programs, 2003-2006 - History of Reading Special Interest Group of the International Reading Association.
Management Team and PI for the South, *Nevada Reading Excellence Act* partnership (NREA) (\$26 million federal grant awarded to the Nevada Department of Education, U.S. Department of Education).
Area 6 Conference co-chair (with Tom Bean and Lisa Stevens) for the National Reading Conference, 2003
IRA Research Program Development Subcommittee (member, 1999-2000)
Member-at-large, History of Reading SIG of the International Reading Association
Co-Director, Southern Nevada Writing Project (since 1997)
Technology Liaison Advisory Board, National Writing Project
Editorial Review Board: *Journal of Literacy Research* (Ongoing)
Invited Reviewer, *Journal of Teacher Education* (spring 2009)
Invited Reviewer, *Teaching and Teacher Education* (ongoing)
Editorial Review Boards: *Reading Research Quarterly*, *Language Arts*, *Reading Teacher*, *National Reading Conference Yearbook* (1997)
Guest Reviewer, *Reading Research & Instruction* special issue on Literacy and Technology
Teaching & Teacher Education (invited reviewer)
Program Reviewer: Review Research Proposals IRA's Research Strand (2000 IRA Convention)
Conference proposal reviewer, National Reading Conference
Textbook reviewer: Merrill, Prentice-Hall Publishing Company

School- and Community-based Service

Just Voices – Co-Chair, Steering Committee (2005-present)
C&I Rep to Fremont Professional Development School (Fall 2008 – present)
CCSD Religious Texts Curriculum Task Force (Spring 2008)
Rose Warren Elementary School (2006-2007). Working with the writing community teachers.

Lunt Elementary School (2006-2007). Writing consultant with Rosemary Holmes-Gull.
SNWP Teacher Inquiry groups
SNWP/RPDP Writing Institute (2003), Round Mountain, NV (with Rosemary Holmes-Gull).
Regional Professional Development Program (RPDP) Summer Institute. At Bill Hanlon's request, I organized and facilitated workshop sessions in literacy with C&I literacy faculty (Meyerson, Bean, Giorgis, McCafferty, Iddings) for the week-long RPDP institute, June 18-22, 2001.
Project WIK – Working with Intelligent Keyboards. Funded through a CCSD Leaders Choice Initiative Grant written by Dr. Christy Falba.
Regional Professional Development Program (RPDP) Summer Institute, June 18-22, 2001.
Volunteer for Habitat for Humanity, Malawi, Africa (Summer 2000)
Volunteer for Global Citizens Network, Guatemala (January 1998)
State of Nevada English Language Arts Standards Committee(s)
CCSD/UNLV Elementary School Accountability Task Force
Teacher Research Collaborative
Presentation about teaching writing, videotaped for America Reads tutors (1997)

Current Professional & Academic Memberships

National Reading Conference
National Council of Teachers of English
International Reading Association
American Educational Research Association
History of Reading SIG (IRA)
Southwest Oral History Association
Organization of Teacher Educators in Reading (OTER)
National Writing Project
Silver State Reading Association