

Curriculum Vitae

JOHN T. GUTHRIE

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ACADEMIC BACKGROUND

- B.A. Earlham College, Psychology, 1964
Junior year- University of London, England, 1962-63
- M.A. University of Illinois, Educational Psychology, 1966
- Ph.D. University of Illinois, Educational Psychology, 1968 (Learning and Instruction)

HONORS AND CITATIONS

Kennedy Scholar in Education, Johns Hopkins University, 1970-1974
Visiting Scholar, University of Auckland, New Zealand, January-May, 1980
Board of Directors, National Reading Conference, 1980-1983
Fellow, American Psychological Association (Division 15), 1981
Delegate, United States Department of Education Study Group to China, 1984
Steering Committee International Literary Survey, International Association for the Evaluation of Educational Achievement, 1985-90
Fellow, American Psychological Association, 1990
Fellow, National Council of Research in English, 1992
Oscar S. Causey Award for outstanding contributions to reading research, 1992, the National Reading Conference
Chair, Fellows Committee, Educational Psychology, Division 15, American Psychological Association, 1993-95
International Reading Association - Elected to the "Reading Hall of Fame", 1994
National Academy of Sciences--National Research Council 1996-1999
University of Maryland Regent's Faculty Award for research/scholarship/creative activity, 2004
University of Illinois, Distinguished Alumni Award, 2006

University of Maryland, College of Education Scholarship Award, 2006
University of Maryland, Inaugural Jean Mullan Professor of Literacy, 2006-2008
Fellow, American Educational Research Association (AERA Fellows Program),
2008

PROFESSIONAL WORK EXPERIENCE

- 12/2007 Retirement from University of Maryland
- 2006-2007 Jean Mullan Professor of Literacy
- 1991-2007 Professor of Human Development
College of Education, University of Maryland, College Park
- 2001-2008 Director, Maryland Literacy Research Center
- 1992-1997 Co-Director, National Reading Research Center
University of Maryland, College Park
- 1984-1991 Director, Center for Educational Research and Development
Professor, Department of Curriculum and Instruction, College of
Education, University of Maryland at College Park
- 1974-1984 Director of Research
International Reading Association, Newark, DE
- 1974-1984 Associate Professor of Education
University of Delaware, Newark, DE
- 1970-1974 Assistant Professor of Pediatrics
Johns Hopkins University, Baltimore, MD
- 1968-1970 Project Director, Center for Social Organization Schools, and
Assistant Professor of Education, Johns Hopkins University
- 1966-1968 Teaching Assistant in Educational Psychology
University of Illinois
- 1964-1966 Research Assistant to Richard C. Anderson,
University of Illinois

PUBLICATIONS

Books (Authored or Co-authored)

Guthrie, J. T. & Siefert, M. (1984). *Measuring readership: Rationale and technique*. Paris: Unesco. (English, Spanish, French).

Books (Edited or Co-edited)

Guthrie J. T. (Ed.). (1976). *Aspects of reading acquisition*. Baltimore, MD: John Hopkins University Press.

Guthrie, J. T. (Ed.). (1977). *Cognition, curriculum, and comprehension*. Newark, DE: International Reading Association.

Guthrie, J. T. (Ed.). (1983). *Comprehension and teaching: Research reviews*. Newark, DE: International Reading Association.

Guthrie, J. T. (Ed.). (1984). *"Reading" by William S. Gray: A research retrospective, 1881-1941*. Newark, DE: International Reading Association.

Pressley, M., Harris, K., & Guthrie, J. (Eds.). (1992). *Promoting academic competence and literacy in school*. San Diego: Academic.

Guthrie, J. T., & Wigfield, A. (Eds.). (1997). *Reading engagement: Motivating readers through integrated instruction*. Newark, DE: International Reading Association.

Guthrie, J. T., & Alvermann, D. E. (Eds.). (1999). *Engaged reading: Processes, practices, and policy implications*. New York: Teachers College Press.

Baker, L., Dreher, M. J., & Guthrie, J. T. (Eds.). (2000). *Engaging young readers*. New York: Guilford.

Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (Ed.). (2004). *Motivating reading comprehension: Concept-Oriented Reading Instruction*. Mahwah, NJ: Erlbaum.

Guthrie, J. T. (2008). *Engaging adolescents in reading*. Thousand Oaks, CA: Corwin Press.

Guthrie, J. T., Wigfield, A., & Klauda, S. L. (Eds.) (in press). *Adolescents' engagement in academic literacy*, Sharjah, UAE: Bentham Science Publishers.

Peer-reviewed Journal Articles

- Anderson, R. C., & Guthrie, J. T. (1966). Effects of some sequential manipulations of relevant and irrelevant stimulus dimensions on concept learning. *Journal of Experimental Psychology*, 72, 501-504.
- Guthrie, J. T. (1967). Expository instruction versus a discovery method. *Journal of Educational Psychology*, 48(1), 54-59.
- Wolff, J., & Guthrie, J. T. (1968). Overtraining and stimulus change in extra-dimensional shifts. *Psychonomic Science*, 13, 309-310.
- Guthrie, J. T. (1969). The interface of psychology and education (Review of psychological science and the educational enterprise by G. G. Andrews). *Contemporary Psychology*, 14, 442-443.
- Guthrie, J. T., & Baldwin, T. L. (1970). Effects of discrimination, grammatical rules, and application of rules on the acquisition of grammatical concepts. *Journal of Educational Psychology*, 61, 358-364.
- Guthrie, J. T. (1971). The effects of two types of verbal hierarchy on problem solving. *The Journal of General Psychology*, 84, 213-218.
- Guthrie, J. T. (1971). Relationships of teaching method, socioeconomic status and intelligence in concept formation. *Journal of Educational Psychology*, 62, 245-350.
- Guthrie, J. T. (1972). Learnability versus readability of texts. *The Journal of Educational Research*, 65, 273-280.
- Guthrie, J. T. (1972). Motivational effects of feedback in reading. *Journal Supplement Abstract Service*, 2, 57.
- Guthrie, J. T., & Goldberg, H. K. (1972). Evaluation of visual perceptual factors in reading disability. *Journal of Pediatric Ophthalmology*, 9(1), 18-25.
- Kidder, S. J., & Guthrie, J. T. (1972). Training effects of a behavior modification game. *Simulation and Games*, 3(1), 17-28.
- Guthrie, J. T. (1973). Models of reading and reading disability. *Journal of Educational Psychology*, 65(1), 9-18.
- Guthrie, J. T. (1973). Educational assessment of the handicapped child. In R. H. Haslam (Ed.), *Pediatric Clinics of North America*, 20, 89-103.

- Guthrie, J. T. (1973). Reading comprehension and syntactic responses in good and poor readers. *Journal of Educational Psychology, 65*, 294-300.
- Preston, M. S., Guthrie, J. T., & Childs, B. (1974). Visual evoked responses (VERs) normal and disabled readers. *Psychophysiology, 11*, 452-457.
- Steinheiser, R. & Guthrie, J. T. (1974). Scanning times through prose and word strings for various targets by normal and disabled readers. *Journal of Reading Behavior, 39*, 931-938.
- Guthrie, J. T. (Guest editorial) (1974-75). Multiplicity of reading research. *Reading Research Quarterly, 10*, 147-150.
- Finucci, J. M., Guthrie, J. T., Childs, A. L., Abbey, H., & Childs, B. (1976). The genetics of specific reading disability. *Annals of Human Genetics, 40*(1), 1-23.
- Guthrie, J. T., & Tyler, S. J. (1976). Psycholinguistic processing in reading and listening among good and poor readers. *Journal of Reading Behavior, 8*, 415-426.
- Guthrie, J. T., & Seifert, M. (1977). Letter-sound complexity in learning to identify words. *Journal of Educational Psychology, 69*, 686-696.
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- Steinheiser, R., & Guthrie, J. T. (1977). Perceptual and linguistic readers. *Journal of Reading Behavior, 9*, 217-225.
- Kirsch, I., & Guthrie, J. T. (1977). The concept and measurement of functional literacy. *Reading Research Quarterly, 13*, 485-507.
- Guthrie, J. T. (1978). Research training in reading. *Epistle, 5*, 24-30.
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- Guthrie, J. T., & Tyler, S. J. (1978). Cognition and instruction of poor readers. *Journal of Reading Behavior, 10*(1), 57-78.
- Steinheiser, F., Jr., & Guthrie, J. T. (1978). Reading ability and efficiency of graphemic-phonemic encoding. *The Journal of General Psychology, 99*, 281-291.
- Guthrie, J. T., & Fillos, R. M. (1979). The research in the school system. *FOCUS: Teaching English Language Arts, 6*(1), 97-100.

- Kirsch, I. S., & Guthrie, J. T. (1980). Construct validity of functional reading tests. *Journal of Educational Measurement, 17*, 81-93.
- Hart, J. T., Guthrie, J. T., & Winfield, L. (1980). Black English phonology and learning to read. *Journal of Educational Psychology, 72*, 636-646.
- Guthrie, J. T. (1981). Reading in New Zealand: Achievement and volume. *Reading Research Quarterly, 17*(1), 6-27.
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- Kirsch, I. S., & Guthrie, J. T. (1984). Adult reading practices for work and leisure. *Adult Education Quarterly, 34*, 219-238.
- Kirsch, I. S., & Guthrie, J. T. (1984). Prose comprehension and text search as a function of reading volume. *Reading Research Quarterly, 19*, 331-342.
- Guthrie, J. T., & Lissitz, R. W. (1985). A framework for assessment-based decision making in reading education. *Educational Measurement: Issues and Practice, 4*, 26-31.
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- Golden, J., & Guthrie, J. T. (1986). Convergence and divergence in reader response to literature. *Reading Research Quarterly, 21*, 408-422.
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- Guthrie, J. T., Weber, S., & Kimberly, N. (1993). Searching documents: Cognitive processes and deficits in understanding graphs, tables and illustrations. *Contemporary Educational Psychology*, 18, 186-221.
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- Guthrie, J. T., Schafer, W., Wang, Y. Y., & Afflerbach, P. (1995). Relationships of instruction to amount of reading: An exploration of social, cognitive, and instructional connections. *Reading Research Quarterly*, 30(1), 8-25.
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- Sweet, A. P., & Guthrie, J. T. (1996). How children's motivations relate to literacy development and instruction. *The Reading Teacher*, 49, 660-675.
- Guthrie, J. T., Van Meter, P., McCann, A., Wigfield, A., Bennett, L., Poundstone, C., Rice, M. E., Fabisch, F., Hunt, B., & Mitchell, A. (1996). Growth of literacy engagement: Changes in motivations and strategies during concept-oriented reading instruction. *Reading Research Quarterly*, 31, 306-332.
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- Guthrie, J. T., Anderson, E., Alao, S., & Rinehart, J. (1999). Influences of Concept-Oriented Reading Instruction on strategy use and conceptual learning from text. *Elementary School Journal, 99*(4), 343-366.
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- Guthrie, J. T., & Wigfield, A. (1999). How motivation fits into a science of reading. *Scientific Studies of Reading, 3*(3), 199-207.
- Guthrie, J. T., Wigfield, A., Von Secker, C. (2000) Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology, 92*(2), 331-341.
- Guthrie, J. T., Schafer, W. D., Von Secker, C., Alban, T. (2000) Contributions of instructional practices to reading achievement in a statewide improvement program. *Journal of Educational Research, 93*(4), 211-225
- Guthrie, J. T., Cox, K. E. (2001) Classroom conditions for motivation and engagement in reading. *Educational Psychology Review, 13*(3), 283-302.
- Cox, K. E., Guthrie, J. T. (2001). Motivational and cognitive contributions to students' amount of reading. *Contemporary Educational Psychology, 26*(1), 116-131.
- Guthrie, J. T., Schafer, W. D., & Huang, C. (2001) Benefits of opportunity to read and balanced instruction on the NAEP. *Journal of Educational Research, 94*(3), 145-162.
- Guthrie, J. T., & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly, 19*, 59-85.
- Azevedo, R., Guthrie, J. T., & Seibert, D. (2004). The role of self-regulated learning in fostering students' conceptual understanding of complex systems with hypermedia. *Journal of Educational Computing Research, 30*(1), 85-109.
- Wang, J. H., & Guthrie, J. T. (2004). Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text

- comprehension between U.S. and Chinese students. *Reading Research Quarterly*, 39(2), 162-186.
- Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, 97(6), 299-309.
- Guthrie, J. T. (2004). Teaching for literacy engagement. *Journal of Literacy Research*, 36(1), 1-30.
- Ozgungor, S., & Guthrie, J. T. (2004). Interactions among elaborative interrogation, knowledge, and interest in the process of constructing knowledge from text. *Journal of Educational Psychology*, 96, 437-443.
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96, 403-423.
- Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *Journal of Educational Research*, 99, 232-245.
- Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., & Perencevich, K. C. (2006). From spark to fire: Can situational reading interest lead to long-term reading motivation? *Reading Research and Instruction*, 45, 91-118.
- Taboada, A., & Guthrie, J. T. (2006). Contributions of student questioning and prior knowledge to construction of knowledge from reading information text. *Journal of Literacy Research*, 38, 1-35.
- Lutz, S. L., Guthrie, J. T., & Davis, M. H. (2006). Scaffolding for engagement in elementary school reading instruction. *Journal of Educational Research*, 100, 3-20.
- Guthrie, J. T., Hoa, L. W., Wigfield, A., Tonks, S. M., Humenick, N. M., & Littles, E. (2007). Reading motivation and reading comprehension growth in the later elementary years. *Contemporary Educational Psychology*, 32, 282-313.
- Guthrie, J. T., McRae, A. C., & Klauda, S. L. (2007). Contributions of Concept-Oriented Reading Instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42, 237-250.
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- Guthrie, J. T., Coddington, C. S., & Wigfield, A. (2009). Profiles of reading motivation among African American and Caucasian students. *Journal of Literacy Research, 41*, 317-353.
- Ho, A. N., & Guthrie, J. T. (in press). Patterns of association among multiple motivations and aspects of achievement in reading. *Reading Psychology*.

Chapters

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Cognition for composition. 1984, 27, 747-749.
Performance assessments in reading language arts. 1994, 48, 266-271.

Research Reports in the National Reading Research Center

Themes and Directions of the National Reading Research Center. January 1993, PR No. 1.
Concept-Oriented Reading Instruction: An Integrated Curriculum to Develop Motivations and Strategies for Reading. Summer 1993, RR No. 10.
Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Summer 1993, RR. No. 3.
District-Level Policies of Reading and Instruction in Maryland and their Relation to the Statewide Performance Assessment. 1994, RR No. 27.
Test Quality for Use in Curricular and Instructional Decision Making in Reading. Fall 1994, RR No. 28.
Teacher Perceptions of Students' Motivation to Read. Fall 1994, RR No. 29.
Effects of a Statewide Performance Assessment Program on Classroom Instruction Practice in Literacy. Winter 1995, RR No. 32.
Dimensions of Children's Motivations for Reading: An Initial Study. Spring, 1995, RR No. 34.
Barriers to the Implementation of a Statewide Performance Program: School Personnel Perspectives. Winter 1996, RR No. 51.
Growth of Literacy Engagement: Changes in Motivations and Strategies During Concept-Oriented Reading Instruction. Spring 1996, RR No. 53.
How do Classroom Characteristics Influence Intrinsic Motivations for Literacy? Summer 1996, RR No. 56.
The Influence of Embedded Word-Study Instruction, Social Context, and Motivation of Children's Independent Reading and Writing: A Case Study of Three First-Graders. Summer 1996, RR No. 65.
Does Concept-Oriented Reading Instruction Increase Motivation, Strategies, and Conceptual Learning? Summer 1996, RR No. 66.
Teachers' Perceptions and Students' Literacy Motivations. Fall 1996, RR No. 69.
Instructional Resource Reports in the National Reading Research Center
Measuring Reading Activity: An Inventory. Spring 1994, IR No. 4.
A Questionnaire Measure of Children's Motivations for Reading. IR No. 22

SPEAKING ENGAGEMENTS

AERA/IRA	1975	Cosponsored Meeting at AERA. Interaction Among Disciplines in Reading Research
AERA	1976	Defining and Measuring Literal Comprehension
IRA	1976	Understanding and Using Research Workshop
AERA/IRA	1977	Cosponsored Meeting at AERA Open Discussion: Critique of Research in Reading Instruction
IRA	1977	Resources for Understanding and Using Research Workshop
NRC	1977	Critique of Pearson's Acquiring Knowledge from Text
AERA	1977	Information Supply and Demand in Reading
NIMH	1978	Association for Children with LD 'Remediation'
IRA	1979	Understanding and Using Research Workshop (with Seifert)
NRC	1979	Taxonomy of Reading Functions (pre NRC Institute)
IRA	1980	Interpreting and Using Research Workshop (with Seifert)
IRA	1981	Categories of Text Processing Symposium
NRC	1981	Volume and Achievement of Reading in Three Countries
IRA	1982	Differing Functions of Reading Symposium Alternative Methods of Research Workshop
AERA	1985	Literacy Measurement Symposium
NCRE	1985	Mid-Decade Research Appraisal
IRA	1985	Themes and Progressions in Research on English
AERA	1986	Problem Solving with Text
IEA	1986	Design for IEA Reading Literacy Study
AERA	1986	Computer Simulation of Study Skills
NRC	1986	Classifying Three Aspects of Reading
NRC	1986	The Knowledge Base for Assessments of Reading
AERA	1987	Assessment of Reading: Symposium Critique
NRC	1987	Inspecting and Extracting Text Information
AERA	1988	Cognitive Search Models
NRC	1988	Literacies of Young Adults
MRI	1988	Research Trends '88
AERA	1989	Reading, Literacy, and Search
NRC	1990	Alternative Statistics for Literacy Research
AERA	1991	Cognitive Strategies in Concept Learning
APA	1993	A Psychology of Classroom Reading Instruction. Invited address to Division 15
NRC/AERA/IRA	1992- 94	Papers, Symposia and/or Pre-Convention Institutes Co-authored with students at least one at each convention yearly.
AERA	1995	Empowering Teachers as Researchers: Benefits for Students and Professionals
AERA	1995	Promoting Engagement in Literacy: Motivational Development and Strategy Learning in Concept-Oriented Reading Instruction
IRA	1995	Promoting Motivation and Metacognition Through

		Conceptually Oriented Literacy Instruction
CRA	1995	Education for Engagement in Literacy
NRC	1995	Real-World Observations for Literacy Engagement
AERA	1996	Motivational Predictors of Reading
IRA	1996	Future Direction for Reading Research
AERA	1999	Affective Factors in Literacy: Engagement in School Learning
IRA	2000	Development of Reading Comprehension Across Grade Levels
AERA	2001	Mediational Models for Reading Motivation and Comprehension
CIERA & OERI	2002	Engagement and Motivation as Factors in the Assessment of Comprehension
AERA	2002	Roles of Multimedia in Reading Motivation and Achievement.
AERA	2003	Use of a Computer Task to Measure Knowledge Acquired During Reading
AERA	2003	Instructional Influences on Children's Reading Motivation
AERA	2003	Increasing Reading Comprehension, Strategy Use, and Motivation Through Concept-Oriented Reading Instruction
IRA	2003	Information Text Reading
NCEE	2003	Increasing Reading Motivation Strategies and Motivation
New Standards	2003	Intermediate Reading Standards: Reading Comprehension in Science
New England Reading Assn.	2003	Creating Context for Classroom Engagement in Reading
NICHD/IRA	2004	The Importance of Bringing Psychologists, Reading Educators and Special Educators Together
New Standards: 4-5 Grade	2004	Beyond Multiple Disciplines of Research on Reading Comprehension
AERA	2004	The Measurement of Reading Comprehension Components and Their Differential Relations to Cognitive Strategies
IRA	2004	CORR: Keynote Address Classroom Practices that Promote Reading Engagement and Achievement
PREL	2004	Focus on Comprehension Forum Teaching for Literacy Engagement Practices
NJ Dept. of Ed	2004	Governor's Literacy Forum: Keynote Address Teaching for Literacy Engagement: Practices, Policies and Pitfalls
Colorado Reading Assn.	2005	Keynote Address Engagement in Reading: The Pathway to Comprehension
Colorado Reading Assn.	2005	Scaffolding for Engagement: Techniques for Teachers – Up-close and Personal
State of West	2005	Striving Readers in Middle Schools: Needs

		Assessments and Educational Strategies
Virginia/University of West Virginia AERA	2006	<ul style="list-style-type: none"> • The Impact of Concept-Oriented Reading Instruction on Children's Reading Comprehension and Reading Motivation • Engagement and Motivation
UKLA	2006	Keynote Address: Engagement and Expertise in Reading
National Geographic Society	2006	Reading Non-Fiction Texts for Learning
Berkeley Literacy	2006	Building Engaging Classrooms
National Reading Conference	2006	Engagement Theory in the 21 st Century
University of Virginia AERA	2007	Building Engaging Classrooms
AERA	2007	Contributions of Three Components of Reading Fluency to Reading Comprehension in the Later Elementary Grades
AERA	2007	How Do Distinct Reading Motivations Predict Corresponding Cognitive Reading Outcomes?
AERA	2007	Pathways for the Contribution of Reading Motivation to the Growth of Science Knowledge
IRA	2007	HABITS: How to Boost Motivation to Read
National Geographic Society	2007	Engaging Practices for Non-fiction Books
AERA	2008	The Role of Inference Load in a Reading Comprehension Measure
AERA	2008	Internal and Avoidance Motivation for School Reading
National Geographic Society	2008	Concept-Oriented Reading Instruction in Action
IRA (Minn., MN)	2009	Addressing the Achievement Gap with Profiles of Motivation for African American and Caucasian Students
Massachusetts	2009	Adolescent Reading Engagement
Chicago IRA	2010	Fostering Engagement in Multiple Literacies for Students with Diverse Learning Profiles

GRANT AWARDS

United States Office of Education, Division of Training Programs
Training Grant for Graduate Program in Special Education, 1970-1974 (\$180,000 annually).

Spencer Foundation Grant
Identification and Instruction of Children with Reading Disability, 1971-1974 (\$90,000).

National Institute of Education Research Contract
A Study of the Locus and Nature of Reading Problems in the Elementary School, 1975-1976 (\$40,000).

National Institute of Education Research Contract
Evaluation Guidelines for Reading Programs, 1979-1981 (\$6,000).

Army Research Institute for the Behavioral and Social Science
Competencies and Uses of Reading, 1981-1984 (\$120,000).

Unesco Commission
Develop Guidelines for Conducting Readership Surveys, 1981-1982 (\$11,000).

National Institute of Education Contract
Survey of the Private and Federal Funds for Reading Research, 1982 (\$5,500).

International Business Machines
Exploratory Education System Problem Solving, 1985 (\$25,000).

EXXON Education Foundation (with Hilda Borko), 1986 (\$30,850).

Designated Research Initiative Fund
University of Maryland Interactive Video Software Development, 1987-88 (\$18,000).
Graduate School, University of Maryland 1989 (\$5,500).

EXXON Education Foundation
Reading Achievement of Minorities, 1989-91 (\$42,000).

Army Research Institute for the Behavioral and Social Sciences,
Applications of Cognitive Science to Instructional Development, 1988 -1991 (\$76,000 annually).

National Reading Research Center - Co-Director
Office of Educational Research and Improvement, U.S. Department of Education,
Consortium of Universities of Maryland and Georgia, 1992 -1997 (\$7,400,000 for a 5-year period).

National Assessment of Educational Progress Secondary Analysis
Office of Educational Research and Improvement, U.S. Department of Education, 1998
-1999 (\$100,000).

National Assessment of Educational Progress Secondary Analysis
Office of Educational Research and Improvement, U.S. Department of Education:
Effects of integrated instruction and reading time on reading achievement in middle
school: A policy analysis of NAEP data, 1999 - 2000 (\$100,000).

National Science Foundation: Roles of multimedia in integrated learning in science and
reading, 1999-2001 (\$600,000). Collaborator with Allison Druin, Principal Investigator.

Interagency Education Research Initiative (IERI): Increasing reading comprehension,
motivation, and science knowledge through Concept-Oriented Reading Instruction in a
district-wide experiment, 2000 - 2006 (\$4,800,000).

Reading Is Fundamental (RIF): Student motivation: The role of motivational activities
and practices in RIF program, 2005 – 2007 (\$112,800).

National Institute of Child Health and Human Development (NICHD): Identification,
Prediction, and Intervention in Adolescent Reading, 2007 – 2012 (\$2,794,345).

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
American Psychological Association (Fellow, Division 15)
American Psychological Society (Fellow)
International Reading Association
National Council of Research in English
National Reading Conference
National Reading Conference, Research Ethics Committee (Member), 1994-95
American Psychological Association (Chair, Division 15), 1993-96

PROFESSIONAL ACTIVITIES

Consultation for the Following Organizations:
Center for the Study of Reading, University of Illinois
Carnegie Foundation
Chase Foundation
Education Directorate, United States Army
Educational Testing Services

Exxon Education Foundation
Human Resources Research Organization
Institute for Research on Teaching, Michigan State University
Kennedy Foundation
National Assessment of Educational Progress-Reading
National Institute of Child Health and Human Development
National Institute of Education
National Institute of Law Enforcement and Criminal Justice
National Institute of Mental Health
National Science Foundation
Office of Educational Research and Improvement, Center for Statistics
Office of Technology Assessment
Reading Disabilities Research Institute, Rutgers University, School of Medicine
Right to Read
Spencer Foundation
State Boards of Education: Connecticut, Delaware, Maryland, New York,
Virginia, District of Columbia
District of Columbia Public Schools Systemic Reform Board
Maryland Reading Task Force

CONSULTING EDITOR

American Educational Research Journal
Educational Researcher
Child Development
Educational Psychologist
International Review of Education
Journal of Abnormal and Social Psychology
Journal of Educational Psychology
Journal of Learning Disabilities
Journal of Reading Behavior
Journal Supplement Abstract Service
National Reading Conference Yearbook
Psychological Bulletin
Review of Educational Research
Science
Sociology of Education

EDITORIAL ADVISORY BOARDS - CURRENT

Contemporary Educational Psychology
Journal of Educational Psychology
Reading Research Quarterly

NATIONAL AND INTERNATIONAL ADVISORY PANELS

Research of Teachers, Right to Read, 1975-1976.
Literacy in the Armed Services, Department of the Army, 1976.
National Advisory Council on Dyslexia, National Institute of Mental Health, 1976-1978.
Planning Basic Research in Reading Disabilities, National Institute for Child Health and Development, 1977.
National Assessment of Education Progress--Test Development, Education Commission of the States, 1977, 1984.
Research and Development Interpretation Service, National Institute of Education, 1977-1978.
Institute for Research in Learning Disabilities, University of Minnesota, Bureau of Education for the Handicapped, 1977-1980.
Learning Disability: Field Initiated Research, Bureau of Education for the Handicapped, 1978.
National Institute of Education Synthesis of Research on Reading, 1982.
American Association of Publishers Research Grants, 1983-1985.
Excellence in Education: Making it Happen, College Board, 1984.
Center for Policy Research in Education, 1986.
National Assessment of Educational Progress, 1987-1990.
Technical Review Panel, NAEP, 1988-1990.
Chief State School Officer Assessment Office, 1989-90.
National Research Council, National Academy of Sciences, 1990.
Department of Labor, 1990-92.
Education Testing Service-National Testing Exam, 1989-1991.
Standards Project in the English Language Arts, 1992-1994.
National Assessment of Educational Progress
 Standing Committee - Reading and Writing, 1997-2000
National Academy of Sciences--National Research Council
 Committee on Equivalence of Educational Tests, 1997-1998
National Academy of Sciences--National Research Council
 Committee on Voluntary National Test of Reading, 1998-1999
Reading Excellence Act Expert Panel 2000-2001 --Reviewed \$340 million in State Proposals
RAND Reading Research Study Group, 1999-2001
National Institute for Child Health and Human Development
 Panel on Child and Adolescent Literacy, 2000-2002.
Evaluation of Title I, nationwide, 2002-2005
New Standards Project Grades 3-5, 2002-2006
Evaluation of Early Reading First, nationwide, 2003-2005
NICHD Reading Comprehension Research Agenda, 2004
Institute for Education Sciences, Special Education Panel, 2005
Institute for Education Sciences, Reading and Writing Standing Panel, 2005-2008
Programme of International Student Assessment (PISA) 2009: 2006-2011