

CURRICULUM VITAE

GEORGE A. KAMBERELIS, PH.D.

Professor, Chair, Graduate Program Director (Department of Education)
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EDUCATION

- Ph.D. in Education and Psychology, University of Michigan, 1993
- M.S. in Psychology, University of Michigan, 1990
- Interdisciplinary Program in Language and Cognition, Northwestern University, 1984-86
- M.A. (Literature and Religion Focus), University of Chicago, 1979
- B.A. in Philosophy and Religion, Bates College, Cum Laude 1976

ACADEMIC APPOINTMENTS

- Professor, Department Chair, Graduate Program Director (Department of Education)
Co-director (Center for Teaching Excellence)
Western Colorado University, Gunnison, CO, June 2018 –present
- Associate Professor, Watson College of Education, University of North Carolina
Wilmington, August 2016–August 2018
- Professor and Director, School of Education, College of Health and Human Sciences,
Colorado State University, July 2014–August 2016
- Wyoming Excellence in Higher Education Endowed Chair of Literacy Education
Professor, Department of Early Childhood and Elementary Education
Co-Director of Graduate Programs in Literacy Education
Co-Executive Director, University of Wyoming Literacy Research Center and Clinic
University of Wyoming, January 2010–August 2014
- Professor, Department of Reading, University at Albany-SUNY, January 2008–
December 2009
- Associate Professor, Department of Reading, University at Albany-SUNY,
January 2001–December 2007
- Director, Center for Creative Teaching, Bennington College, August 2005–August 2006
- Associate Professor, Department of Curriculum and Instruction, Purdue University,
August 1997–December 2000

- Assistant Professor, Department of Speech Communication, Department of Curriculum and Instruction, Center for Writing Studies, University of Illinois at Urbana Champaign, August 1992–July 1997

Other Relevant Employment and Experience

- Supervisor, Undergraduate Research Opportunities Program, Psychology Department, University of Michigan, 1988–1992
- Research Project Director and Academic Tutor, Reading and Learning Skills Center, University of Michigan, 1987–1989
- Founder, Owner, Operator, *Café Express*, Evanston, IL, 1982–1987
- Middle School Teacher and Curriculum Coordinator, Near North Montessori School, Chicago, IL, 1982–1986
- Assistant Principal and High School English Teacher, Harvard School, Chicago, IL, 1981–1982
- Codirector and Middle School Teacher, Van Gorder-Walden School, Chicago, IL, 1979–1981
- House Parent and High School English Teacher, Hampshire Country School Rindge, NH, 1976–1978

AWARDS AND HONORS

- Award for Outstanding Research, College of Education, University of Wyoming, 2013.
- Appointed to the National Assessment of Educational Progress (NAEP) Standards Setting Team for the 2011 Writing Assessment, National Assessment Governing Board, Washington, DC and Measured Progress, Dover, NH, 2010–2012.
- Appointed to the National Assessment of Educational Progress (NAEP) Test Development Standing Committee for the 2011 Writing Assessment, National Center for Education Statistics, Washington, DC and Educational Testing Service, Princeton, NJ, 2008–2011.
- Appointed to the National Assessment of Educational Progress (NAEP) Planning Committee for the 2011 Writing Assessment, National Assessment Governing Board, Washington, DC and ACT, Iowa City, IA, 2006–2007.
- National Reading Conference Early Career Achievement Award, 2002.
- National Academy of Education/Spencer Foundation Postdoctoral Fellowship, 1999–2001.
- University Faculty Scholar Award, Purdue University, 2000-2005 (Declined).
- School of Education Outstanding Faculty Teaching Award, Purdue University, 1999–2000.

- Department of Curriculum and Instruction Outstanding Faculty Teaching Award, Purdue University, 1999–2000.
- Finalist, Jason Millman Promising Scholar Award, Cornell University, 1998.
- Faculty Research Fellowship, Program for the Study of Cultural Values and Ethics, University of Illinois, 1994.
- Willard C. Olson Award for Innovative Research, University of Michigan, 1992.
- Horace H. Rackham Predoctoral Fellowship, University of Michigan, 1991–1992.
- Marguerite Wilker Johnson Fellowship, University of Michigan, 1990–1991.
- Michigan Program in Child Development and Social Policy Fellowships, University of Michigan, 1989–1990; 1990–1991.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association (AERA)
 - Language and Social Processes Special Interest Group (AERA)
 - Qualitative Research Special Interest Group (AERA)
 - Writing Special Interest Group (AERA)
 - Cultural/Historical Special Interest Group (AERA)
- International Literacy Association
- National Council of Teachers of English
- National Conference on Research in Language and Literacy
- Literacy Research Association
- International Congress of Qualitative Inquiry
- Phi Beta Kappa

PUBLICATIONS

Books

- Kirshner, J., & Kamberelis, G. (2021). *Decolonizing Transcultural Teacher Education through Participatory Action Research: Dialogue, Culture, and Identity*. London: Routledge.
- Kamberelis, G., & Dimitriadis, G. (2013). *Focus groups: From structured interviews to collective conversations*. New York: Routledge.
- Hampton, S., Resnick, L. B., & New Standards Group. (2008). *Reading and writing with understanding*. Newark, DE: International Reading Association. (New Standards Group members include Sally Hampton, Lauren Resnick, Phil Daro, Diane August, Kathy Bomer, Lucy Calkins, Courtney Cazden, Michelle De Bellis, Janice Dole, Susana Dutro, Lily Wong Fillmore, John Guthrie, Georgia Heard, Phyllis Hunter, George Kamberelis,

Walter Kintsch, Margaret McKeown, Mary McMacklin, Sandy Murphy, Martin Nystrand, P. David Pearson, Edgar Schuster, Lillie Sipp, Catherine Snow, Joan Stuart, Dorothy Strickland, Peter Afflerbach, Jo Anne Eresh, Andrés Henríquez, Gaea Leinhardt, G. Reid Lyon, Sara Michaels, Helen Min, Senta Raizen, Bruce VanSledright, Monica Yoo).

- Dimitriadis, G., & Kamberelis, G. (2006). *Theory for education*. New York: Routledge.
- Kamberelis, G., & Dimitriadis, G. (2005). *On qualitative inquiry: Approaches to language and literacy research*. New York: Teachers College Press.

Refereed Journal Articles

- McGinley, W., & Kamberelis, G. (under review). Reading sentimentally: Emotion and imagination in the English classroom. *Research in the Teaching of English*.
- Kamberelis, G., & Reaves, M. (revision under review). Early writing development: A dynamic systems perspective. *Linguistics and Education*.
- Kirshner, J., & Kamberelis, G. (2020). Deep engagement: Imagining and enacting possible selves and possible worlds for glocal change. *International Journal of Education Policies*, 14(1), 5-31.
- McGinley, W., Kamberelis, G. & White, J. (2020). Exploring selves and worlds through affective and imaginative engagements with literature. *Educational Philosophy and Theory*, 53(X4), 1-13. DOI: [10.1080/00131857.2020.1785285](https://doi.org/10.1080/00131857.2020.1785285).
- Kirshner, J., & Kamberelis, G. (2019). Relationship building across transcultural lines for transformation in teachers' identities and classroom practices. *Educational Research: Theory and Practice*.
- Reaves, M., & Kamberelis, G. (2019). Reading, writing, cheetahs, oh my!: Literacy, collaborative learning, and making movies. *Journal of Literacy and Technology*, 11(3), 150-207.
- Kirshner, J., & Kamberelis, G. (2018). "Take me to the river": Mapping global flows from crayons to connections. *Transformative Dialogues: Teaching and Learning Journal*, 11(3), 1-17.
- McGinley, W., Kamberelis, G., Welker, A., Kelly, M., & Swafford, J. (2017). Roles of affect and imagination in reading and responding to literature: Reclaiming the humanities in the English classroom. *Journal of Curriculum Theorizing*, 32(1), 65-83.
- Kamberelis, G., McGinley, W., & Welker, A. (2015). Literature discussions as mangles of practice: Sociological theories of emergence and/in dialogic learning events. *Dialogic Pedagogy: An International Online Journal*, 3, 98-130. doi:<http://dx.doi.org/10.5195/dpj.2015.69>.
- Kamberelis, G., Gillis, V. R., & Leonard, J. (2014). Disciplinary literacy, English learners, and STEM education. *Action in Teacher Education*, 36(3), 1-5.
- Martin, A. D., & Kamberelis, G. (2013). Mapping not tracing: Qualitative educational research with political teeth. *International Journal of Qualitative Studies in Education*, 26(6), 668-679.

- Kamberelis, G. (2013). Generative routinized practices and the production of classroom cultures and identities. *Pedagogies: An International Journal*, 8(1), 24-43.
- Kamberelis, G., & Wehunt, M. D. (2012). Hybrid discourse practice and science learning. *Cultural Studies of Science Education*, 7, 505-534.
- Bialostok, S., & Kamberelis, G. (2012). The play of risk, affect, and the enterprising self in a fourth-grade classroom. *International Journal of Qualitative Studies in Education*, 25(4), 417-434.
- Bialostok, S. M. & Kamberelis, G. (2010). New capitalism, risk, and subjectification in an early childhood classroom. *Contemporary Issues in Early Childhood Education*, 11(3), 299-312.
- Kamberelis, G. (2010). Writing and/in genres and/in fourth and fifth grades. http://www.reading.org/Libraries/Book_Supplements/bk767Supp-Kamberelis.sflb.ashx. Newark DE: International Reading Association.
- Glasswell, K., & Kamberelis, G. (2007). Drawing and (re)drawing the map of writing studies [Review essay based on the *Handbook of writing research*]. *Reading Research Quarterly*, 42(2), 304-323.
- McElhoe, D. L., Kamberelis, G., & Peters, J. L. (2006). Designing and implementing a qualitative evaluation protocol for non-credit life-long learning programs. *The Qualitative Report*, 11(1), 113-137.
- de la Luna, L., & Kamberelis, G. (2006). The power of power in classroom discourse. In J. K. Richards (Ed.), *International perspectives on education and training* (pp. 473-488). Athens: ATINER.
- Kamberelis, G. (2004). (Re)reading Bakhtin as poetic grammarian and strategic pedagogue. *Journal of Russian & East European Psychology*, 42(6), 95-105.
- Kamberelis, G. (2003). Ingestion, elimination, sex, and song: Trickster as premodern avatar of postmodern research practice. *Qualitative Inquiry*, 9(5), 673-704.
- Kamberelis, G. (2002). Coordinating reading and writing competencies during early literacy development. In J. Hoffman, D. L. Schallert, C. M. Fairbanks, J. Worthy & B. Maloch (Eds.), *Fifty-first Yearbook of the National Reading Conference* (pp. 227-241). Chicago: National Reading Conference.
- McGinley, W., & Kamberelis, G. (2002). Just only stories. *Colorado Libraries*, 28(1), 6-10.
- Kamberelis, G. (2001a). Producing heteroglossic classroom (micro) cultures through hybrid discourse practice. *Linguistics and Education*, 12(1), 85-125.
- Kamberelis, G. (2001b). Theory into practice: Fusing literature and life in our classrooms. *TELLing Stories: Theory, Practice, Interviews, and Reviews*, 51(1), 12-20.

- Kamberelis, G., & McGinley, W. (2001). Literature and the life of our classrooms: Transforming our students/transforming ourselves. *The Language and Literacy Spectrum*, 11, 63-73.
- Kamberelis, G. (2000). Just only stories: Linking literature and life in our classrooms. *Chautauqua Language Arts*, 1(5), 3-4.
- Kamberelis, G. (1999). Genre development and learning: Children writing stories, science reports, and poems. *Research in the Teaching of English*, 33(4), 403-460.
- Kamberelis, G., & Bovino, T. D. (1999). Cultural artifacts as scaffolds for genre development. *Reading Research Quarterly*, 34(2), 138-170.
- Kamberelis, G. (1998). Relations between children's literacy diets and genre development: You write what you read. *Literacy, Teaching, and Learning: An International Journal of Early Reading and Writing*, 3(1), 7-53.
- Kamberelis, G., & de la Luna, L. (1998). Walking the walk without talking the talk: Reaching (un)common ground in collaborative action research in literacy classrooms. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), *The Forty-seventh Yearbook of the National Reading Conference* (pp. 472-484). Chicago: National Reading Conference.
- de la Luna, L., & Kamberelis, G. (1997). Refracted discourses/disrupted practices: Possibilities and challenges of collaborative action research in classrooms. In K. A. Hinchman, D. J. Le & C. K. Kinzer (Eds.), *Inquiries in literacy theory and practice: Forty-sixth Yearbook of the National Reading Conference* (pp. 213-8). Chicago: National Reading Conference.
- Dimitriadis, G., & Kamberelis, G. (1997). Shifting terrains: Mapping education within a global landscape. *The Annals of the American Academy of Political and Social Sciences*, 551, 137-15.
- Kamberelis, G., & de la Luna, L. (1996). Constructing multiculturally relevant pedagogy: Signifying on the basal. In D. J. Leu, C. K. Kinzer, & K. A. Hinchman (Eds.), *Literacies for the 21st Century: Research and Practice: Forty-fifth Yearbook of the National Reading Conference* (pp. 329-344). Chicago: National Reading Conference.
- McGinley, W. J., & Kamberelis, G. (1996). Maniac Magee and Ragtime Tumpie: Children negotiating self and world through reading and writing. *Research in the Teaching of English*, 30, 75-113.
- Kamberelis, G. (1995). Genre as institutionally informed social practice. *Journal of Contemporary Legal Issues*, 6, 115-171.
- Kamberelis, G. (1995). Performing classroom community: A dramatic palimpsest of answerability. In K. A. Hinchman, D. J. Leu, & C. K. Kinzer (Eds.), *Perspectives on literacy research and practice: 44th Yearbook of the National Reading Conference* (pp. 148-160). Chicago: National Reading Conference.

- McGinley, W., Mahoney, T., & Kamberelis, G. (1995). Reconsidering stories. *Statement: A Journal of the Colorado Language Arts Society*, 31(3), 9-16.
- Kamberelis, G. (1993). The roles of particular cultural exemplars and abstract cultural schemata in the acquisition and use of genre knowledge. In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice: Forty-second Yearbook of the National Reading Conference* (pp. 419-429). Chicago: National Reading Conference.
- Abdullah, S., Kamberelis, G., & McGinley, W. (1992). Literacy, identity, and resistance within the African American slave community and some reflections for new forms of literacy pedagogy. In C. K. Kinzer, D. J. Leu & J. A. Peter (Eds.), *Literacy research, theory, and practice: Views from many perspectives: Forty-first Yearbook of the National Reading Conference* (pp. 379-391). Chicago: National Reading Conference.
- Kamberelis, G. (1992). Markers of cognitive change during the transition to conventional literacy. *Reading and Writing: An Interdisciplinary Journal*, 4(4), 365-402.
- Kamberelis, G., & McGinley, W. (1992). One writer's construction of text and self: The role of voice. In C. K. Kinzer, D. J. Leu & J. A. Peter (Eds.), *Literacy research, theory, and practice: Views from many perspectives: Forty-first Yearbook of the National Reading Conference* (pp. 199-214). Chicago: National Reading Conference.
- Kamberelis, G., & Scott, K. D. (1992). Other people's voices: The coarticulation of texts and subjectivities. *Linguistics and Education*, 4, 359-403.
- McGinley, W., & Kamberelis, G. (1992a). Personal, social, and political functions of children's reading and writing. In C. K. Kinzer, D. J. Leu & J. A. Peter (Eds.), *Literacy research, theory, and practice: Views from many perspectives: Forty-first Yearbook of the National Reading Conference* (pp. 403-413). Chicago: National Reading Conference.
- McGinley, W., & Kamberelis, G. (1992b). Transformative functions of children's writing. *Language Arts*, 69(5), 330-338.
- Kamberelis, G., & Sulzby, E. (1988). Transitional knowledge in emergent literacy. In J. E. Readence & R. S. Baldwin (Eds.), *Dialogue in Literacy Research: Thirty-seventh Yearbook of the National Reading Conference* (pp. 95-106). Chicago: National Reading Conference.

Book Chapters

- Kamberelis, G., & Welker, A. (under contract). Qualitative research methods: Focus groups. In Nataliya Ivankova (Ed.), *International encyclopedia of education*. Oxford, UK: Elsevier.
- Welker, A., & Kamberelis, G. (2021). Mapping trajectories: Analyzing focus group data rhizomatically. In C. Vanover, J. Saldana, & P. Mihaus (Eds.), *Analyzing and interpreting qualitative data: After the interview* (pp. 183-206). Thousand Oaks, CA: Sage

- Renga, I. P., Kamberelis, G., Axtell, A., Woytek, C., & Powders-Forrest, C. (2021). Supporting the co-construction of specialized content knowledge for teaching specials. In P. E. Bernhardt, T. Conway, & G. Richardson (Eds.), *Effective clinical practice: Preparing mentor teachers and university-based educators to support teacher candidate learning and development* (pp. 7-20). New York: Rowman & Littlefield.
- Kirshner, J., & Kamberelis, G. (2019). Participatory action research in intercultural contact zones: Effects of relationship building on teacher identities, classroom practices, and student learning. In P. Cook (Ed.), *Discovering educational trends (Vol. 3)* (pp. 133-154). Cambridge, UK: Cambridge Scholars Publishing.
- Croom, M., Flores, T., & Kamberelis, G. (2019). Literacies of interrogation and literacies of vulnerability: Reimagining preservice teacher preparation to promote social justice in education. In R. Papa (Ed.), *Handbook on promoting social justice in education* (pp. 2-41). New York: Springer.
- Kamberelis, G., Dimitriadis, G., & Welker, A. (2018). Focus group research and/in figured worlds. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (5th ed., pp. 692-716). Thousand Oaks, CA: Sage Publications.
- Bialostok, S., & Kamberelis, G. (2014). The play of risk, affect, and the enterprising self in a fourth-grade classroom. In D. Blum & C. Ullman (Eds.), *The globalization and corporatization of education: Limits and liminality of the market mantra* (pp. 51-68). New York: Routledge. (Originally published in *International Journal of Qualitative Studies in Education*, 25(4), 417-434).
- Kamberelis, G., & Dimitriadis, G. (2014). Focus groups: Retrospect and prospect. In *The Oxford Handbook of Qualitative Research Methods* (pp. 315-340). New York: Oxford University Press.
- Howe, L., & Kamberelis, G. (2013). Sequencing through time and place. In W. L. Bredehoft, S. Moldenhauer, & M. Wilson, *Sequencing through time and place* (pp. 7-15). Laramie, WY: Art Works.
- Kamberelis, G. (2013). Focus group research. In M. Savin-Baden & C. Major (Eds.), *An Introduction to qualitative research* (pp. 386-387). New York: Routledge.
- Kamberelis, G., & Dimitriadis, G. (2011). Focus groups: Contingent articulations of pedagogy, politics, and inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed., pp. 545-561). Thousand Oaks, CA: Sage Publications.
- Dimitriadis, G., & Kamberelis, G. (2009). The symbolic mediation of identity in Black popular culture: The discursive life, death, and rebirth of Tupac Shakur. In G. Dimitriadis, *Performing identity/performing culture: Hip hop as text, pedagogy, and lived practice* (2nd ed., pp. 123-148). New York: Peter Lang.
- Kamberelis, G., & Dimitriadis, D. (2008). Talkin' Tupac: Speech genres and the mediation of cultural knowledge. In M. Ryan (Ed.), *Cultural studies: An anthology*. Malden, MA: Wiley-Blackwell Publishing. (Reprint of Kamberelis, G., & Dimitriadis, G.

- (1999). Talkin' Tupac: Speech genres and the mediation of cultural knowledge. In C. McCarthy, G. Hudak, S. Miklaucic & P. Saukko (Eds.), *Sound identities: Popular music and the cultural politics of education* (pp. 119-150). New York: Peter Lang.)
- Kamberelis, G., & Albert, M. (2007). Douglas Waples (1893-1978): Crafting the well-read public. In S. E. Israel & E. J. Monaghan (Eds.), *Shaping the reading field: The impact of early reading pioneers, scientific research, and progressive ideas* (pp. 247-277). Newark, DE: International Reading Association.
 - Kamberelis, G. (2006). Forward. In C. B. Jenkins & A. A. Earle, *Once upon a fact: Helping children write nonfiction* (pp. vii-ix). New York: Teachers College Press.
 - Kamberelis, G., & Dimitriadis, G. (2006). Chronotopes of human science inquiry (Revised version of Chapter 2, *On qualitative inquiry: Approaches to language and literacy research*). In N. K. Denzin & M. D. Giardina (Eds.), *Qualitative inquiry and the conservative challenge* (pp. 3-30). Walnut Creek, CA: Left Coast Press.
 - Kamberelis, G., & Dimitriadis, G. (2005a). Collectively remembering Tupac: The narrative mediation of current events, cultural histories, and social identities. In J. Jensen & S. Jones (Eds.), *Afterlife as afterimage: Understanding posthumous fame* (pp. 143-170). New York: Peter Lang.
 - Kamberelis, G., & Dimitriadis, G. (2005b). Focus groups: Strategic articulations of pedagogy, politics, and research practice. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (3rd ed., pp. 887-907). Thousand Oaks, CA: Sage Publications.
 - Kamberelis, G. (2004). The rhizome and the pack: Liminal literacy formations with political teeth. In K. M. Leander & M. Sheehy (Eds.), *Spatializing literacy research and practice* (pp. 161-197). New York: Peter Lang.
 - Kamberelis, G., & de la Luna, L. (2004). Children's writing: How textual forms, contextual forces, and textual politics co-emerge. In C. Bazerman & P. A. Prior (Eds.), *What writing does and how it does it: An introduction to analyzing texts and textual practices* (pp. 239-277). Mahwah, N.J.: Lawrence Erlbaum Associates.
 - Kamberelis, G., & Scott, K. (2004). Other people's voices: The coarticulation of texts and subjectivities. In N. W. Shuart-Faris & D. Bloome (Eds.), *The uses of intertextuality in classroom and educational research* (pp. 197-246). Greenwich, CN: Information Age Publishing. (Reprinted with permission from *Linguistics and Education: An International Journal*).
 - Dimitriadis, G., & Kamberelis, G. (2001). The symbolic mediation of identity in Black popular culture: The discursive life, death, and rebirth of Tupac Shakur. In G. Dimitriadis, *Performing identity/performing culture: Hip hop as text, pedagogy, and lived practice* (pp. 93-118). New York: Peter Lang.
 - Kamberelis, G. (2000). Hybrid discourse practice and the production of classroom (multi)cultures. In R. Mahalingam & C. McCarthy (Eds.), *Multicultural curriculum: New directions for social theory, practice, and policy* (pp. 261-285). New York: Routledge.

- Dimitriadis, G., & Kamberelis, G. (2000). A critique of AT&T's Learning Circles. In J. Benyon & D. Dunkerley (Eds.), *Globalization: The reader* (pp. 210-212). New York: Routledge. (Reprint of portion of: Dimitriadis, G., & Kamberelis, G. (1997). Shifting terrains: Mapping education within a global landscape. *The Annals of the American Academy of Political and Social Sciences*, 551, 137-150.).
- Kamberelis, G., & Dimitriadis, G. (1999). Talkin' Tupac: Speech genres and the mediation of cultural knowledge. In C. McCarthy, G. Hudak, S. Miklaucic & P. Saukko (Eds.), *Sound identities: Popular music and the cultural politics of education* (pp. 119-150). New York: Peter Lang.
- McGinley, W., Kamberelis, G., Mahoney, T., Madigan, D., Rybicki, V., & Oliver, J. (1997). Re-visioning reading and teaching literature through the lens of narrative theory. In T. Rogers & A. O. Soter (Eds.), *Reading across cultures: Teaching literature in a diverse society* (pp. 42-68). New York: Teachers College Press.
- Kamberelis, G., & Perry, M. (1994). A microgenetic study of cognitive reorganization during the transition to conventional literacy. In D. F. Lancy (Ed.), *Children's emergent literacy: From research to practice* (pp. 93-123). Westport, CT: Praeger.
- McGinley, W., & Kamberelis, G. (1993). Lisa, Rosa, and Paul: "I'm glad I wrote, instead of just telling it to somebody." In S. Hudson-Ross, L. M. Cleary & M. Casey (Eds.), *Children's voices: Children talk about literacy* (pp. 119-128). Portsmouth, NH: Heinemann.
- Hagen, J. W., Kamberelis, G., & Segal, S. (1991). A dimensional approach to cognition and academic performance in children with medical problems or learning difficulties. In L. V. Feagans, E. J. Short & L. Meltzer (Eds.), *Subtypes of learning disabilities: Theoretical perspectives and research* (pp. 53-82). Hillsdale, N.J: L. Erlbaum Associates.
- Hagen, J. W., & Kamberelis, G. (1990). Cognition and academic performance in children with learning disabilities, low academic achievement, diabetes mellitus, and seizure disorders. In H. L. Swanson & B. K. Keogh (Eds.), *Learning disabilities: Theoretical and research issues* (pp. 299-314). Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Sulzby, E., Teale, W. H., & Kamberelis, G. (1989). Emergent writing in the classroom: Home and school connections. In D. S. Strickland & L. M. Morrow (Eds.), *Emerging literacy: Young children learn to read and write* (pp. 63-79). Newark, DE: International Reading Association.

Briefing Papers/White Papers

- Kamberelis, G. (2006). *Thinking psychologically and rhetorically about genres and writing practices*. White paper prepared for ACT, Iowa City, IA.
- Kamberelis, G. (2006). *Writing and/in genres and/in 4th and 5th grade*. Briefing paper prepared for the National Center for Education and the Economy, Washington DC.
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Book Reviews

- Kamberelis, G. (2001a). Situated writing practices/Dialogic contingency [Review of the book *Writing on the plaza: Mediated literacy practices among scribes and clients in Mexico City*]. *Linguistics and Education*, 12(2), 233-237.
- Kamberelis, G. (2001b). Understanding situated literacy practices: Verisimilitude, contingency, and understatement [Review of the book *Writing on the plaza: Mediated literacy practices among scribes and clients in Mexico City*]. *Journal of Literacy Research*, 33(1), 203-210.
- Kamberelis, G., & MacGeorge, E. (1996). "Accounts" as communicative practice [Review of the book *Social accountability in communication*]. *Theory & Psychology*, 6(2), 327-330.

Dissertation

- Kamberelis, G. A. (1993). Tropes are for kids: Young children's developing understanding and use of narrative, scientific, and poetic written discourse genres. *Dissertation Abstracts International*, 54, 4379. (University Microfilms No. 9409,724)

Manuscripts in Preparation

- Kamberelis, G., Reaves, M., & McGinley, W. (2019). "Mattering maps": Motivation and engagement among middle school readers and writers. Manuscript in preparation.

Relevant Unpublished Manuscripts

- Kamberelis, G., & Jaffe, A. (2003). *Imagining and enacting the linguistic anthropology of education* (Final Report). National Academy of Education, New York, NY.
- Kamberelis, G. & McGinley, W. (1991). *Personal, social, and political functions of reading and writing: A taxonomy and handbook for coding and analysis*. Unpublished manuscript. Synoptic versions published as appendices in McGinley and Kamberelis (1996) and McGinley and Kamberelis (1992a).
- Kamberelis, G. (1990). *Functions of young children's writing: A classification scheme and handbook for coding and analysis*. Unpublished manuscript.
- Kamberelis, G. (1985). *Imagination and metaphor: Philosophical, literary, and psychological perspectives*. Unpublished manuscript.
- Kamberelis, G. (1979a). *Imagination and structure: A semiotic analysis of Midéwiwan ritual symbols*. Unpublished manuscript.
- Kamberelis, G. (1979b). *Ingestion, elimination, and cultural form: The body as a site of interpretive understanding in the Winnebago trickster myths*. Unpublished master's thesis, University of Chicago.
- Kamberelis, G. (1976). *Ontological guilt and the symbolism of evil: A comparative study*

of Martin Heidegger and Paul Ricoeur. Unpublished bachelor's honors thesis, Bates College, Lewiston, ME.

Reports Written for the Center for Creative Teaching (Bennington College), the School of Education and the Department of Curriculum and Instruction (Purdue University), the College of Liberal Arts and Sciences and the Department of Speech Communication University of Illinois)

- Kamberelis, G. (2006). *Institutional narrative: Results oriented performance assessment in the state of Vermont*, Center for Creative Teaching, Bennington College.
- Kamberelis, G., Philion, J., & Brock, R. (2000). *Report from the Committee for Restructuring Multicultural Education Courses*, Department of Curriculum and Instruction, Purdue University.
- Kamberelis, G., Abell, S., & Heilman, E. (2000). *Report from the Committee for Creating Capstone Course on Integrated Literacy Instruction*, Department of Curriculum and Instruction, Purdue University.
- Kamberelis, G. (1995). *Report from the Qualitative and Discourse Research Methods for Graduate Students Committee*, Department of Speech Communication, University of Illinois.
- Kamberelis, G., Miller, P., Goldsmith, D., Taylor, C., & Perry, M. (1995). *Report from the Communication, Culture, and Social Interaction Program Development Committee*, Department of Speech Communication, University of Illinois.
- Kamberelis, G. (1994). *How to set up a composition II course and get it approved. A manual for developing writing intensive courses designed to satisfy the "Composition II" requirement*. University Subcommittee on Composition II of the General Education Board, University of Illinois.

CONFERENCE PRESENTATIONS

Refereed International Meetings

- Kamberelis, G. (2020, December). *Intercultural conundrums and fighting gravity: The messiness of focus group research*. Paper presented at Messes in Qualitative Research Praxis: Realities in Ethnographic, Focus Group, Documentary, Interview Methods, University of Kent, Kent, UK (virtual).
- Kamberelis, G. (2020, May). *Focus group research on the post-qualitative inquiry landscape*. Workshop conducted at the 16th International Congress of Qualitative Inquiry, Urbana, IL (virtual).
- Reaves, M., Kamberelis, G., & McGinley, W. (2020, May). *Reading with affect and imagination to understand and negotiate difference*. Paper presented at the 16th International Congress of Qualitative Inquiry, Urbana, IL.

- Kamberelis, G. (2019, May). *Focus group research and arts-based education*. Workshop conducted at the 15th International Congress of Qualitative Inquiry, Urbana, IL.
- Kirschner, J., & Kamberelis, G. (2019, May). “*Take me to the river*”: *Mapping global flows from crayons to connections*. Paper presented at the 15th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2018, May). *Focus group research in post-qualitative inquiry spaces*. Workshop presented at the 14th International Congress of Qualitative Inquiry, Urbana, IL.
- McGinley, W., & Kamberelis, G. (2018, July). *Imagining humanities education: Reading with critique and imagination in the secondary literature classroom*. Paper presented at the Sixteenth International Conference on New Directions in the Humanities, Philadelphia, PA.
- Reaves, M., & Kamberelis, G. (2018, May). *Mirror effects of performing tutoring encounters as microcultures of care*. Paper presented at the 14th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G., & Welker, A. (2017, May). *Focus group research in post-qualitative inquiry spaces*. Workshop presented at the 13th International Congress of Qualitative Inquiry, Urbana, IL.
- Reaves, M., & Kamberelis, G. (2017, May). *Building microcultures of care: Humanizing literacy tutoring*. Paper to be presented at the 13th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2016, May). *Conducting focus group research*. Workshop presented at the 12th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2015, May). *Conducting focus group research*. Workshop presented at the 11th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2014, July). *Promoting deep inquiry through arts-based education*. Paper presented at the 28th International Congress of Applied Psychology: From Crisis to Sustained Well-Being, Paris, France.
- McGinley, W., & Kamberelis, G. (2014, May). *Reading sentimentally: Emotion and imagination in the secondary literacy classroom*. Paper presented at the 10th International Congress of Qualitative Inquiry, Urbana, IL.
- Panozzo, D., Bredehoft, W., Kamberelis, G., & Maitra, D. (2014, May). *Museum education, inquiry, and disciplinary practice*. Paper presented at the 10th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G., & Dimitridis, G. (2014, May). *Conducting focus group research*. Workshop presented at the 10th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2013, May). *Early writing development: A dynamic systems perspective*. Paper presented at the Fifteenth International Conference on Education (Athens Institute for Education and Research), Athens, Greece.
- Kamberelis, G., & Dimitridis, G. (2013, May). *Conducting focus group research*. Workshop presented at the 9th International Congress of Qualitative Inquiry, Urbana, IL.

- Leavell, J., de Osuna, A., Kennedy, A., Hanekom, A., Ferreira, A., Perrotti, L., Robinson, P., & Kamberelis, G. (2012, May). *The Cuban literacy campaign of 1961 and its legacy*. Poster presented at the Annual Meeting of the International Reading Association, Chicago, IL.
- Kamberelis, G., & Wehunt, M. (2012, May). *Defend THAT, Professor K: A Freirean dialogue about academics as imposters on the social justice stage*. Paper presented at the 8th International Congress of Qualitative Inquiry, Urbana, IL.
- Wehunt, M., & Kamberelis, G. (2012, May). *Beyond aesthetics: Experimental variations on a traditional "art as inquiry" exercise*. Paper presented at the 8th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G., & Dimitriadis, G. (2012, May). *Synergy and unpredictability in focus group work*. Workshop presented at the 8th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G., Dimitriadis, G., & Wehunt, M. D. (2011, May). *Focus groups: From structured interviews to collective conversations*. Workshop presented at the 7th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. & Dimitriadis, G. (2010, May). *Focus groups, contingency, and the politics of evidence*. Workshop presented at the 6th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G., & Shim, J. (2010, May). *Problematizing community and community building in multicultural education*. Paper presented at the 6th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. & Dimitriadis, G. (2009, May). *Focus groups: Theory, research, and practice*. Workshop presented at the 5th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. & Dimitriadis, G. (2008, May). *Locating focus groups and their effects in qualitative inquiry of the new millennium*. Workshop presented at the 4th International Congress of Qualitative Inquiry, Urbana, IL.
- Shim, J., & Kamberelis, G. (2008, May). *Language ideologies in letters to the editor about English Only legislation: Complicity, compromise, or resistance?* Paper presented at the 4th International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2007, May). *Causality: Whose version?: Insights from poststructuralism, cultural studies, and new materialism*. Paper presented at the 3rd International Congress of Qualitative Inquiry, Urbana, IL.
- Dimitriadis, G., & Kamberelis, G. (2007, May). *Synergy: The elusive center of focus group activity*. Workshop presented at the 3rd International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2006, May). *Community-based English language learning as rhizome*. Paper presented at the 2nd International Congress of Qualitative Inquiry, Urbana, IL.

- Dimitriadis, G., & Kamberelis, G. (2006, May). *Conducting focus group research*. Workshop presented at the 2nd International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G., & de la Luna, L. (2005, May). *Sociological theories of emergence and the analysis of classroom discourse*. Paper presented at the Seventh International Conference on Education (Athens Institute for Education and Research), Athens, Greece.
- de la Luna, L., & Kamberelis, G. (2005, May). *The power of power in classroom discourse*. Paper presented at the Seventh International Conference on Education (Athens Institute for Education and Research), Athens, Greece.
- Kamberelis, G., & Dimitriadis, G. (2005, May). *Chronotopes of qualitative inquiry*. Paper presented at the 1st International Congress of Qualitative Inquiry, Urbana, IL.
- Kamberelis, G. (2005, May). (Chair and Discussant). *Reading histories/histories of reading*. Symposium presented at the Annual Meeting of the International Reading Association, San Antonio, TX.
- Kamberelis, G., & de la Luna, L. (2004, January). *The co-emergence of text and activity genres within literature discussions*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Kamberelis, G., de la Luna, L., & Gardiner, D. (1998, June). *Disrupting institutional discourses and forging hybrid identities through critical social practice*. Paper presented at the Fourth Congress of the International Society for Cultural Research and Activity Theory, Aarhus, Denmark.
- Kamberelis, G., & Dimitriadis, G. (1998, June). *Icons of youth culture: Speech genres and the mediation of knowledge and identity*. Paper presented at the Fourth Congress of the International Society for Cultural Research and Activity Theory, Aarhus, Denmark.
- Halle, T., Shatz, M., Kamberelis, G., & Sulzby, E. (1998, June). *Developing internal models of conventional writing across kindergarten and first grade*. Poster session presented at the 28th Annual Symposium of The Jean Piaget Society, Chicago, IL.
- Kamberelis, G., & de la Luna, L. (1996, September). *Discourse lamination and the construction of classroom culture*. Paper presented at Sociolinguistics Symposium 11, Cardiff, Wales.
- Waddoups, G., & Kamberelis, G. (1994, March). *With/in/between two worlds: The construction of multiple subjectivities among Mormon academics*. Paper presented at Sociolinguistics Symposium 10, Lancaster, England.
- Hagen, J. W., & Kamberelis, G. (1989, July). *Cognition and academic performance in children with learning disabilities or low academic achievement*. Paper presented at the Tenth Biennial Meetings of the International Society for the Study of Behavioural Development, Jyväskylä, Finland.

Refereed National Meetings

- Reaves, M., Wohlwend, K. E., Kamberelis, G., Lysaker, J., Rowe, D., Johnston, P., & Spence, L. (2020, December). *Early authoring as multimodal practice*. Workshop conducted at the 70th Annual Conference of the Literacy Research Association, Virtual.
- Renga, I., Kamberelis, G., Tower, A., Woytek, C., Forrest, C. (2020, April). *Understanding and improving opportunities for specialized content knowledge learning among specials candidates*. Paper presented at the Annual Meeting of the American Educational Research Association, Virtual.
- Kirshner, J., & Kamberelis, G. (2019, December). *Effects of relationship building in Belize on teacher identities, classroom practices, and student learning*. Paper presented at the 69th Annual Conference of the Literacy Research Association, Tampa, FL.
- Kirshner, J., & Kamberelis, G. (2019, October). *Relationship building across transcultural lines for transformation in teachers' identities and classroom practices*. Paper presented at the Annual Conference of the Northern Rocky Mountain Educational Research Association, Denver, CO.
- Kamberelis, G., Reaves, M., & Sanders, A. (2016, December). *Balancing/negotiating exemplary practice and accountability*. Alternative format session presented at the 66th Annual Conference of the Literacy Research Association, Nashville, TN.
- Kirshner, J., & Kamberelis, G. (2016, December). *Negotiating conflict improvisationally within the Belize Education Project*. Paper presented at the 66th Annual Conference of the Literacy Research Association, Nashville, TN.
- Reaves, M., Wohlwend, K. E., Kamberelis, G., & Kidd, J. K. (2016, December). *Early authoring as multimodal practice*. Workshop conducted at the 66th Annual Conference of the Literacy Research Association, Nashville, TN.
- McGinley, W., & Kamberelis, G. (2015, December). *Negotiating liberal humanities education in an age of common core state standards: A study of language arts teaching in middle school classrooms*. Paper presented at the 65th Annual Conference of the Literacy Research Association, Carlsbad, CA.
- Reaves, M., Wohlwend, K. E., Kamberelis, G., & Kidd, J. K. (2015, December). *Early authoring as multimodal practice*. Workshop conducted at the 65th Annual Conference of the Literacy Research Association, Carlsbad, CA.
- Reaves, M., & Kamberelis, G. (2015, December). *Reading, writing, cheetahs, oh my: Responsive teaching within interest-based learning*. Paper presented at the 65th Annual Conference of the Literacy Research Association, Carlsbad, CA.
- Reaves, M., & Kamberelis, G. (2014, December). *Interest-based, purpose-driven learning dialogues: Collaboratively producing an e-cookbook*. Paper presented at the American Reading Forum, Sanibel Island, FL.
- Ford-Connors, E. L., Robertson, D., Paratore, J., Kamberelis, G., Reaves, M., & Sanders, A. (2014, December). *Enhancing teaching effectiveness through interactive video analysis with literacy coaches*. Paper presented at the 64th annual conference of the Literacy Research Association, San Marco Island, FL.

- McGinley, W., & Kamberelis, G. (2014, December). *Reading “sentimentally:” Emotion and imagination in the secondary literature classroom*. Paper presented at the 64rd annual conference of the Literacy Research Association, San Marco Island, FL.
- Reaves, M., Burns, S., Kamberelis, G., Kidd, J., Lysaker, J., & Rowe, D. W. (2014, December). *Early writing as multimodal embodied practice: Opening a dialogue*. Workshop conducted at the 64rd annual conference of the Literacy Research Association, San Marco Island, FL.
- Sanders, A., Reaves, M., Kamberelis, G., & Frahm, T. (2014, October). *Hail to the Queen: Olivia’s literacy development within a play writing literacy event*. Paper presented at the Annual Conference of the Northern Rocky Mountain Educational Research Association, Rapid City, SD.
- Robertson, D., Paratore, J., Kamberelis, G., & Ford-Connors, E. L. (2013, December). *Enhancing teaching effectiveness through interactive video analysis with literacy coaches*. Paper presented at the 63rd annual conference of the Literacy Research Association, Dallas, TX.
- Kamberelis, G., & Reaves, M. (2012, December). *Cognitive reorganization during early writing development: A comparison of English-speaking and Spanish-speaking children*. Paper presented at the 62nd annual conference of the Literacy Research Association, San Diego, CA.
- Kamberelis, G. (2012, April). *Tracing (representing) and mapping (producing) the real in qualitative inquiry*. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, CA.
- Kamberelis, G., & Reaves, M. (2011, December). *Cognitive development during the transition to conventional literacy: A dynamic systems perspective*. Paper presented at the 61st annual conference of the Literacy Research Association, Jacksonville, FL.
- Reaves, M., & Kamberelis, G. (2011, December). *Multiple case studies of microgenesis during early literacy development*. Paper presented at the 61st annual conference of the Literacy Research Association, Jacksonville, FL.
- Kamberelis, G. (2011, April). (Discussant). *Philosophically-informed qualitative research for the public good*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Kamberelis, G., Reaves, M., & Chan, H. Y. (2011, April). *Cognitive reorganization during early literacy development: A comparison of Spanish-speaking and English-speaking children*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Kamberelis, G. (2009, December). *Structure and emergence in classroom literature discussions*. Paper presented at the 59th annual National Reading Conference.
- Kamberelis, G., & Dimitriadis, G. (2009, November). *Epistemological traditions of qualitative inquiry*. Paper presented at the Annual Conference of the National Council of Teachers of English, Philadelphia, PA.

- Kamberelis, G., & Shim, J. (2009, October). *Deconstructing the utopian impulse in social justice education*. Paper presented at the 30th Annual Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton OH.
- Kamberelis, G., & Dimitriadis, G. (2009, April). *Rethinking On Qualitative Inquiry four years later*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Kamberelis, G., & Shim, J. (2009, March). *Building community/Complicity with empire*. Paper presented at the Second Annual Equity & Social Justice Conference, Pomona, NJ.
- Kamberelis, G. (Chair). (2008, December). *Teachers' discourse and teacher education*. Panel session at the 58th Annual National Reading Conference, Orlando, FL.
- Kamberelis, G., & Shim, J. (2008, December). *History matters: Problematizing the utopian impulse in literacy research*. Paper presented at the 58th Annual National Reading Conference, Orlando, FL.
- Kamberelis, G., & Dimitriadis, G. (2008, March). *Chronotopes of inquiry: Retrospect and prospect*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Kamberelis, G. (2006, November). *Philosophical foundations of interpretive inquiry: Retrospect and prospect*. Paper presented at the Annual Conference of the National Council of Teachers of English, Nashville, TN.
- Kamberelis, G., & Albert, M. (2006, May). *Conducting historical research in the field of literacy studies*. Paper presented at the Annual Meeting of the International Reading Association, Chicago, IL.
- Albert, M., & Kamberelis, G. (2005, December). *Douglas Waples: Voice from the past, avatar of the present*. Paper presented at the 55th Annual National Reading Conference, Miami, FL.
- Kamberelis, G. & Dimitriadis, G. (2004, December). *On qualitative inquiry: Philosophical foundations and disciplinary histories*. Paper presented at the 54th Annual National Reading Conference, San Antonio, TX.
- Kamberelis, G. (2004, December). (Panel member). *Research methodology panel: Questions and conversations*. Panel presented at the 54th Annual National Reading Conference, San Antonio, TX.
- Kamberelis, G. (2004, April). (Discussant). *Why power matters: Reading power relations in three local contexts for teaching and learning*. Symposium presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Kamberelis, G. (2003, December). *Hybridity in/and the articulation of text genres, activity genres, and micropolitics*. Paper presented at the 53rd Annual National Reading Conference, Scottsdale, AZ.
- Kamberelis, G. (2003, December). *Liminal literacy practices with political teeth*. Paper presented at the 53rd Annual National Reading Conference, Scottsdale, AZ.

- Kamberelis, G. (2003, October). *Writing and/in genres and/in fourth and fifth grades*. Briefing paper presented at the New Standards Conference, Aspen Wye River Conference Center, Queenstown, MD.
- Kamberelis, G. (2003, April). *Maneuvering on main streets and back roads of educational inquiry*. “Reach for the Stars” poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Kamberelis, G., & de la Luna, L. (2003, April). *Text and activity genres as emergent phenomena*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Kamberelis, G., & de la Luna, L. (2002, December). *Literary interpretation as a “mangle of practice.”* Paper presented at the 52nd Annual National Reading Conference, Miami, FL.
- Kamberelis, G., & Rutten, I. (2002, December). *To be (or not) “somebody” in and out of school*. Paper presented at the 52nd Annual National Reading Conference, Miami, FL.
- Kamberelis, G. (Discussant). (2002, April). *Literacies and standardizing practices*. Symposium presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Kamberelis, G., & de la Luna, L. (2002, April). *The development of linguistic knowledge and the transition to conventional literacy*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Kamberelis, G., de la Luna, L., & Bonacci, J. (2001, December). *Making the transition from emergent to conventional literacy*. Paper presented at the 51st Annual National Reading Conference, San Antonio, TX.
- de la Luna, L., & Kamberelis, G. (2001, December). *Difficulties in balancing issues of power in feminist action research*. Paper presented at the 51st Annual National Reading Conference, San Antonio, TX.
- Kamberelis, G. (Chair/Discussant). (2001, December). *A critical look at using discourse as a means of examining how knowledge is socially constructed in literacy classrooms*. Alternative format session presented at the 51st Annual National Reading Conference, San Antonio, TX.
- Kamberelis, G. (Organizer). (2001, April). *Challenges and risks of conducting research with adolescents in globalized, fast capitalist, media saturated social contexts*. Symposium presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Dimitriadis, G., & Kamberelis, G. (2001, April). *Negotiating friendship and authority in praxis-oriented research*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.
- Kamberelis, G. (Organizer). (2000, December). *Challenges and risks of researching the literate practices of adolescents in “New Times.”* Symposium presented at the 50th Annual National Reading Conference, Scottsdale, AZ.

- Kamberelis, G. (Chair). (2000, December). *Understanding the paradigms of reading research and instruction*. Roundtable session presented at the 50th Annual National Reading Conference, Scottsdale, AZ.
- Kamberelis, G. (Discussant). (2000, December). *Refusing literalness: Reading education that engages art, culture, and politics in teachers and children's lives*. Symposium presented at the 50th Annual National Reading Conference, Scottsdale, AZ.
- Kamberelis, G., & Dimitriadis, G. (2000, December). "Working the hyphens" at a local community center. Paper presented at the 50th Annual National Reading Conference, Scottsdale, AZ.
- Kamberelis, G., de la Luna, L., Rowell, B., Gardiner, G., & Hibbert, V. (2000, October). *Mapping the topography of teacher-researcher collaborations: An empirical synthesis of three action research projects*. Paper presented at the annual meeting of the National Academy of Education, New York, NY.
- Kamberelis, G. (Chair). (1999, December). *Exploring linkages between textual genres and activity genres in multiple disciplinary contexts*. Symposium presented at the 49th Annual National Reading Conference, Orlando, FL.
- Kamberelis, G. (1999, December). *Genres and subjectivization: Becoming selves in English and biology classrooms*. Paper presented at the 49th Annual National Reading Conference, Orlando, FL.
- Kamberelis, G., & Dimitriadis, G. (1999, December). *A genealogical investigation of interpretive approaches to language and literacy research*. Paper presented at the 49th Annual National Reading Conference, Orlando, FL.
- Kamberelis, G., & Dimitriadis, G. (1999, November). *Mapping interpretive approaches to language and literacy research*. Paper presented at the Annual Conference of the National Council of Teachers of English, Denver, CO.
- de la Luna, L., Kamberelis, G., & Gardiner, G. (1999, November). *Exploring "personal" tensions in a "professional" collaboration*. Paper presented at the Annual Conference of the National Council of Teachers of English, Denver, CO.
- Kamberelis, G. (1999, April). *Subjectivization and speech genres: Becoming a self in elementary classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- de la Luna, L., Kamberelis, G., & Gardiner, D. (1999, January). *The professional is always personal*. Roundtable presentation delivered at the 1999 Conference on Qualitative Research in Education, Athens, GA.
- Kamberelis, G. (1998, December). *Rearticulating the real: Political subtexts of literacy teaching and research*. Paper presented at the 48th Annual National Reading Conference, Austin, TX.
- de la Luna, L., & Kamberelis, G. (1998, December). *Micropolitics of the personal: How developing personal relationships affect teacher-researcher collaborations*. Paper presented at the 48th Annual National Reading Conference, Austin, TX.

- Kamberelis, G., & Dimitriadis, G. (1998, December). *Icons of youth culture: Speech genres and the mediation of cultural knowledge*. Paper presented at the 48th Annual National Reading Conference, Austin, TX.
- Dimitriadis, G., & Kamberelis, G. (1998, November). *Popular icons and television talk shows: Speech genres and the mediation of cultural knowledge*. Paper presented at the National Communication Association Convention, New York, NY.
- Kamberelis, G. (1998a, April). *Children talking science: Productively laminating popular and academic speech genres*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Kamberelis, G. (1998b, April). *Speech genres and the mediation of school and popular cultural knowledge*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- de la Luna, L., Kamberelis, G., Gardiner, D., & Rowell, B. (1998, April). *Trials and tribulations of questioning discourse practices in teacher-researcher collaborations*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Kamberelis, G., & de la Luna, L. (1997a, December). *Interrogating authorship and textual authority*. Paper presented at the 47th Annual National Reading Conference, Scottsdale, AZ.
- Kamberelis, G., & de la Luna, L. (1997b, December). *Theorizing the boundaries of teacher-researcher collaborations*. Paper presented at the 47th Annual National Reading Conference, Scottsdale, AZ.
- de la Luna, L., & Kamberelis, G. (1997, December). *Challenges of collaborative action research: What counts as research?* Paper presented at the 47th Annual National Reading Conference, Scottsdale, AZ.
- Kamberelis, G. (Discussant). (1996, December). *Writing for myself: Teacher and student perspectives on writing workshops in a language arts methods course*. Symposium presented at the 46th Annual National Reading Conference, Charleston, SC.
- Kamberelis, G., & de la Luna, L. (1996, December). *Disrupting and promoting hegemonic discourses in the classroom*. Paper presented at the 46th Annual National Reading Conference, Charleston, SC.
- Kamberelis, G., & de la Luna, L. (1996, April). *Enhancing children's literacy learning by linking home, community, and school-based discourses*. Paper presented at the Annual Conference of the National Council of Teachers of English, Chicago, IL.
- Thompson, L. C., Kamberelis, G., & Rowell, B. (1996, April). *Challenges and contradictions of teacher-researcher collaborations: Defamiliarizing familiar discourses, subject positions, and power relations*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.
- Kamberelis, G., Sadoshima, S., Thompson, L. C., & Rowell, B. (1995, November). *Integrating narrative theory, reader response theory, and culturally relevant pedagogy:*

Signifying on the basal. Paper presented at the 45th Annual National Reading Conference, New Orleans, LA.

- Kamberelis, G., & Waddoups, G. (1995, November). *Constructing classroom community: Looking through the lens of performance theory*. Paper presented at the Speech Communication Association Convention, San Antonio, TX.
- Kamberelis, G. (1995, April). *The twilight of author, text, and voice in writing studies*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Kamberelis, G., Waddoups, G., & Rowell, B. (1995, April). *Multicultural literacy instruction as polyphonic performance*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Kamberelis, G., & Waddoups, G. (1994, December). *Reading and writing texts, selves, and worlds: School, family, and community relations*. Paper presented at the 44th Annual National Reading Conference, San Diego, CA.
- Kamberelis, G. (1994a, August). *Reviving Trickster: The politics of self-positioning within critical qualitative research*. Paper presented at the Speech Communication Association Convention, New Orleans, LA.
- Kamberelis, G. (1994b, August). *Young children's tacit and explicit knowledge of narrative and scientific discourse genres*. Paper presented at the 3rd Annual Crisis of Text Symposium, San Diego, CA.
- Kamberelis, G. (1994a, April). *Tropes are for kids: Young children's understanding of narrative, scientific, and poetic discourse*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Kamberelis, G. (1994b, April). *Semiotic mediation and children's writing: The interplay of cognitive, social, and cultural processes*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Kamberelis, G. (1993, December). *Deconstructing author, text, and voice within writing studies*. Paper presented at the 43rd Annual National Reading Conference, Charleston, SC.
- McGinley, W., & Kamberelis, G. (1993, December). *Stories and meanings: What narrative theory, reader response theory, and critical literacy might teach us about understanding students' reading and response to literature*. Paper presented at the 43rd Annual National Reading Conference, Charleston, SC.
- Kamberelis, G. (1993, April). *Exploring the transition from a reliance on content knowledge to structural knowledge in the understanding and production of narrative, poetic, and expository discourse*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.
- Kamberelis, G., & Greene, J. (1992, December). *The roles of particular exemplars and abstract schemata in the acquisition of genre knowledge*. Paper presented at the 42nd Annual National Reading Conference, San Antonio, TX.

- McGinley, W., & Kamberelis, G. (1992, December). *Researching the functions of reading and writing*. Workshop conducted at the 42nd Annual National Reading Conference, San Antonio, TX.
- Kamberelis, G. (1992, April). *The "others" in the text: Roles of family, community, and culture in the construction of texts and identities*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Kamberelis, G. (Discussant). (1992, March). *The social construction of contexts for composing*. Symposium presented at the Conference on College Composition and Communication, Cincinnati, OH.
- Kamberelis, G. (1991, December). *Young children's understanding of genre distinctions and conventions*. Paper presented at the 41st Annual National Reading Conference, Palm Springs, CA.
- Kamberelis, G., & McGinley, W. (1991, December). *Other people's voices: The social construction of text among elementary school writers*. Paper presented at the 41st Annual National Reading Conference, Palm Springs, CA.
- McGinley, W., & Kamberelis, G. (1991, December). *Critical literacy, making meaning, and the study of children's reading and writing*. Paper presented at the 41st Annual National Reading Conference, Palm Springs, CA.
- Kamberelis, G., Perry, M., & Ifcher, J. (1991, July). *Cognitive reorganization during the transition to conventional literacy*. Poster session presented at the Eleventh Biennial Meetings of the International Society for the Study of Behavioural Development, Minneapolis, MN.
- Kamberelis, G. (1991, May). *Changes in children's print awareness and metacognition during the transition to conventional literacy*. Paper presented at the Conference on Family and School Support for Early Literacy, Toledo, OH.
- Shatz, M., Kamberelis, G., Halle, T., & Sulzby, E. (1991, April). *Children's judgments of writing varying in conventionality*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Kamberelis, G. (1990, December). *Intertextuality in the stories of African American kindergartners*. Paper presented at the 40th Annual National Reading Conference, Miami, FL.
- Rowe, D. W., & Kamberelis, G. (1990, November). *The role of theory in young children's literacy development*. Pre-Conference Institute of the 40th Annual National Reading Conference, Miami, FL.
- Kamberelis, G., & Perry, M. (1990, April). *Descriptions of conceptual change during early literacy development*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.
- Sulzby, E., & Kamberelis, G. (1990, April). *The effect of dialect differences in analyzing the language of storybook reenactments of low-SES children*. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

- Kamberelis, G. (1989a, December). *Empirical and theoretical perspectives on transitional knowledge in early literacy development*. Paper presented at the 39th Annual National Reading Conference, Austin, TX.
- Kamberelis, G. (1989b, December). *Markers of cognitive change in the transitional period between emergent and conventional literacy*. Paper presented at the 39th Annual National Reading Conference, Austin, TX.
- Kamberelis, G., Segal, S., Helwig, S., & Pareja, R. (1989, June). *A critique of the legitimacy and utility of the learning disabilities label*. Paper presented at the 1989 Joint Conference on Learning Disabilities, Ann Arbor, MI.
- Hagen, J. W., Kamberelis, G., Segal, S., Velayo, R., Gerstle, L., & Jeross, M. (1989, June). *A comparison of learning-disabled students and academic underachievers*. Paper presented at the 1989 Joint Conference on Learning Disabilities, Ann Arbor, MI.
- Kamberelis, G., Hagen, J. W., & Segal, S. (1989, April). *Cognition, academic performance, and social-psychological adjustment in children with chronic illness or learning problems*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, MO.
- Kamberelis, G. (1988, December). *Transitional knowledge in emergent literacy: Multiple case studies*. Paper presented at the 38th Annual National Reading Conference, Tucson, AZ.
- Fairbanks, C., Kamberelis, G., & Kuzmyn, Z. (1988, December). *Self-regulated learning strategies, writing, and academic success*. Paper presented at the 38th Annual National Reading Conference, Tucson, AZ.
- Hagen, J. W., & Kamberelis, G. (1988, June). *A dimensional approach to learning difficulties*. Paper presented at the First Annual Conference on Research and Theory in Learning Disabilities, University Park, PA.
- Hagen, J. W., & Kamberelis, G. (1988, February). *Information processing and school success in children with learning disabilities, low academic achievement, diabetes mellitus, and seizure disorders*. Paper presented at the meeting of the International Academy of Research on Learning Disabilities, Los Angeles, CA.
- Kamberelis, G. (1987, December). *Emergent writing and reading: Transitional developmental patterns*. Paper presented at the 37th Annual National Reading Conference, St. Petersburg, FL.
- Kamberelis, G., & Sulzby, E. (1986, December). *The emergent and polyphonic character of voice in adolescent writing*. Paper presented at the 36th Annual National Reading Conference, Austin, TX.
- Kamberelis, G. (1986, July). *Intertextuality, identity, and the development of voice in adolescent writing*. Paper presented at the International Summer Institute for Semiotic and Structural Studies, Evanston, IL.

Invited National Presentations

- Kamberelis, G. (2014, February). *Adaptive leadership and departmental health*. Invited paper presented at the College of Education, University of Nebraska, Lincoln, NE.
- Kamberelis, G. (2009, January). *Literature discussions as “mangles of practice.”* Invited colloquium paper presented at the College of Education, University of Wyoming, Laramie, WY.
- Kamberelis, G. (2009, January). *Structure and emergence in classroom discussions: A dance of agency.* Invited colloquium paper presented at the College of Education, University of Texas at El Paso, El Paso, TX.
- Kamberelis, G. (2007, February). *Research as found art/science and finding oneself in research*. Invited colloquium paper presented at the College of Education, University of Nevada, Las Vegas, NV.
- Kamberelis, G. (2006, February). *Constructing a career as a literacy researcher*. Invited colloquium paper presented at the School of Education, Boston University, Boston, MA.
- Kamberelis, G. (2005, February). *Microgenetic research methods and their effectivity in understanding early literacy development*. Invited colloquium paper presented at the College of Education, University of Arizona, Tucson, AZ.
- Kamberelis, G. (2002, November). (Discussant). *Imagining and enacting the linguistic anthropology of education*. Invited panel discussion hosted by the University of Pennsylvania and the National Academy of Education, Philadelphia, PA.
- Kamberelis, G. (2002, October). (Chair and Discussant). *Out-of-school literacies*. Panel presented at the National Academy of Education Meetings, Toronto, Ontario, CA.
- Kamberelis, G., & Jury, M. (2001, November). *Working with struggling readers: A workshop for middle school teachers*. Partnership for Literacy Institute, Center for English Learning and Achievement, Albany, NY.
- Kamberelis, G., & Jury, M. (2001, October). *Working with struggling readers: A workshop for middle school teachers*. Partnership for Literacy Institute, Center for English Learning and Achievement, Madison, WI.
- Kamberelis, G. (2001, March). *Children’s composing processes and products across multiple genres and disciplinary contexts*. Colloquium paper presented at Boston University, Boston, MA.
- Kamberelis, G. (2000, March). *Discourse “hot spots” and classroom learning*. Colloquium paper presented at Marquette University, Milwaukee, WI.
- Kamberelis, G. (2000, February). *Producing heteroglossic classroom (micro)cultures through hybrid discourse practices*. Colloquium paper presented at the University at Albany-SUNY, Albany, NY.
- Kamberelis, G. (1997, December). *(Re)conceptualizing literacy*. Birds of a Feather discussion conducted at the 47th Annual National Reading Conference, Scottsdale, AZ.

- Kamberelis, G. (1996, March). *Signifying on the basal: Hybrid talk and social interaction in a fourth-grade classroom*. Paper presented at the Language, Literacy, and Culture Colloquium Series, University of Massachusetts, Amherst, MA.
- Kamberelis, G. (1995, March). *Constructing classroom community: Ramifying webs of practice*. Paper presented at the School of Education Colloquia Series, University of Colorado, Boulder, CO.
- Kamberelis, G. (1993, April). *In the eyes of the beholder: The presentation of self during the academic job search*. Workshop conducted at the Annual Meeting of the American Educational Research Association, Atlanta, GA.
- Kamberelis, G. (1992, March). *Individualizing literacy instruction in the classroom*. Paper presented at the College of Education, State University of New York, Plattsburg, NY.

Refereed and Invited Regional Presentations

- Smith, L., & Kamberelis, G. (2018, January). *Teaching writing across the curriculum and utilizing the Writing Center*. Workshop conducted for the Center for Teaching Excellence, Western Colorado University, Gunnison, CO.
- Kamberelis, G. (2017, March). *(Re)imagining comprehension and comprehension instruction*. Workshop presented at the Professional Learning Day for EYC/Elementary Partnership Teachers and University Supervisors, University of North Carolina, Wilmington, NC.
- Lynham, S. A., & Kamberelis, G. (2014, October). *Approaches to qualitative inquiry in the human sciences*. Interactive workshop conducted with doctoral students in the Department of Occupational Therapy, Colorado State University, Fort Collins, CO.
- Reaves, G., & Kamberelis, G. (2013, March). *Early writing development: A dynamic systems perspective*. Paper presented at the Annual Research Symposium, College of Education, University of Wyoming.
- Kamberelis, G. (2007, April). *Afterschool programs and their role in promoting the academic, social, physical, and moral development of children and adolescents*. Paper presented to the Hamilton-Fulton-Montgomery Counties BOCES Board of Education, Johnstown, NY.
- Kamberelis, G. (2005, November). *Intergenerational poverty and its effects*. Workshop conducted at the 2005 Annual Northeast Regional Conference of Big Brothers Big Sisters of America, Saratoga Springs, NY.
- Kamberelis, G. (2005, November). *Engaging today's youth*. Workshop conducted at the 2005 Annual Northeast Regional Conference of Big Brothers Big Sisters of America, Saratoga Springs, NY.
- Kamberelis, G., & de la Luna, L. (2005, July). *Assessing and charting the progress of English language learners*. Workshop conducted as part of the First Literacy Institute, University at Albany, Albany, NY.

- Kamberelis, G. (2003, March). (Panel member). *From the quotidian to the sublime: Experiences of teaching online*. Panel discussion sponsored by the Center for Excellence in Teaching and Learning, University at Albany.
- Kamberelis, G. (2000, March). *Principles and practices of qualitative research in applied fields*. Colloquium paper presented in the Department of Restaurant, Hotel, Institutional, and Tourism Management, Purdue University, Lafayette, IN.
- Kamberelis, G. (1995, March). *Stylin' out in the classroom: Understanding African American classroom pedagogy*. Paper presented at the Institute for Communication Research, University of Illinois at Urbana-Champaign, Urbana, IL.
- Kamberelis, G. (1992, December). *Tropes are for kids: Young children's developing understanding of narrative, poetic, and expository discourse styles*. Paper presented at the Developmental Psychology Colloquium Series, University of Illinois at Urbana-Champaign, Urbana, IL.
- Kamberelis, G. (1991, November). *Young children's developing understanding of genre distinctions and conventions*. Paper presented at the Combined Program in Education and Psychology Colloquium Series, University of Michigan, Ann Arbor, MI.
- Kamberelis, G. (1990, December). *Intertextuality as a cultural tool in the construction of narratives by African American kindergartners*. Paper presented at the Combined Program in Education and Psychology Colloquium Series, University of Michigan, Ann Arbor, MI.
- Kamberelis, G. (1990, March). *Cognitive reorganization and the emergence of conventional literacy in young children*. Paper presented at the Developmental Psychology Colloquium Series, University of Michigan, Ann Arbor, MI.
- Kamberelis, G. (1990a, February). *Emergent literacy and whole language instruction in elementary classrooms*. Paper presented at Innovation '90: A Conference Sponsored by Hillsdale Community Schools, Jackson Hillsdale Professional Development Consortium, and Michigan Association for Supervision and Curriculum Development, Hillsdale, MI.
- Kamberelis, G. (1990b, February). *A functional approach to writing instruction in middle school classrooms*. Paper presented at Innovation '90: A Conference Sponsored by Hillsdale Community Schools, Jackson Hillsdale Professional Development Consortium, and Michigan Association for Supervision and Curriculum Development, Hillsdale, MI.
- Kamberelis, G. (1990c, February). *Literacy development during the early elementary years*. Paper presented at the Pontiac School District, Pontiac, MI.
- Kamberelis, G. (1990d, February). *Literacy development and instruction in the early elementary grades*. Paper presented at the Seventh Annual Open Classroom Conference, Brighton, MI.
- Kamberelis, G. (1989, November). *Cognitive change in early literacy development*. Paper presented at the School of Education, University of Michigan, Ann Arbor, MI.

- Kamberelis, G. (1989, May). *Children of minority families: Issues of socialization and education*. Invited response to a presentation by Richard Nisbett at the Michigan Program in Child Development and Social Policy, University of Michigan, Ann Arbor, MI.
- Kamberelis, G. (1988, February). *Reading readiness and literacy assessment from an emergent literacy perspective*. Paper presented at the Fifth Annual Open Classroom Conference, Clinton, MI.
- Kamberelis, G. (1987, December). *Power relations and modal acquisition in three-year-old children*. Paper presented at the Department of Psychology, University of Michigan, Ann Arbor, MI.
- Kamberelis, G. (1986, December). *Psychosocial functions of writing during adolescence*. Paper presented at the School of Education, University of Michigan, Ann Arbor, MI.
- Kamberelis, G. (1986, May). *The development of word meaning in young children*. Paper presented at the Department of Linguistics, Northwestern University, Evanston, IL.
- Kamberelis, G. (1986, March). *Toward an appropriate model for assessing adolescent writing*. Paper presented at the Department of Communication Disorders, Northwestern University, Evanston, IL.
- Kamberelis, G. (1985, October). *Critical concepts in Vygotsky's psychosocial theory of cognitive development*. Paper presented at the Department of Human Development and Social Policy, School of Education, Northwestern University, Evanston, IL.
- Kamberelis, G. (1985, May). *Extending Vygotsky's theory of concept development to include affective and gestural levels of meaning*. Paper presented at the Department of Linguistics, Northwestern University, Evanston, IL.
- Kamberelis, G. (1985, March). *Merleau-Ponty's gestural theory of language acquisition*. Paper presented at the Department of Philosophy, Northwestern University, Evanston, IL.
- Kamberelis, G. (1984, December). *An interdisciplinary approach to understanding the relations between imagination and metaphor*. Paper presented at the Department of Communication Disorders, Northwestern University, Evanston, IL.

COURSES TAUGHT

EDUC 693: Capstone Project (Action Research), Western Colorado University
 EDUC 608: Methods and Strategies of Effective Writing Instruction, Western Colorado University
 EDUC 680: Research and Critical Inquiry for School Leaders, Western Colorado University
 EDUC 681: Instructional Program Development and Evaluation, Western Colorado University
 EDN 340: Foundations of Reading, University of North Carolina Wilmington
 EDN 558: Language, Literacy, and Culture, University of North Carolina Wilmington
 EDN 584: Reading and the Teaching of Reading, University of North Carolina Wilmington
 EDN 586: Systems Change and Leadership in Literacy Education, University of North Carolina Wilmington

EDN 595: Early Literacy Learning and Development, University of North Carolina
Wilmington

EDRM 792: Narrative Theory and Narrative Research Methods, Colorado State University

EDRM 704: Introduction to Qualitative Research, Colorado State University

EDUC 792: Memoirs, Narratives, and Life Histories in Education

EDRE 5650: Advanced Qualitative Research Methods, University of Wyoming

EDCI 5760: Linguistics, Sociolinguistics, and Social Literacies for Teachers, University of
Wyoming

EDCI 5070: Logics of Inquiry: The Interpretive Turn, University of Wyoming

EDCI 5870: Interpretive Research Methods in Literacy Education, University of Wyoming

EDCI 5870: Adolescent, Adult, and Workplace Literacies, University of Wyoming

EDCI 5070: Seminar: Current Trends in Literacy Education, University of Wyoming

EDEC 5320: Advanced Oral and Written Language Development, University of Wyoming

ERDG 710: Literacy as/is Social Practice, University at Albany-SUNY

ERDG 743: Researching Classroom Literacy, University at Albany-SUNY

ERDG 755: Critical Social Theory, University at Albany-SUNY

ERDG 632/610: Literacy and Society, University at Albany-SUNY

ERDG 655: Emergent Literacy, University at Albany-SUNY

ERDG 638: Media Literacies, University at Albany-SUNY

ERDG 687: Histories of Literacy Theory and Research, University at Albany-SUNY

ERDG 687: Logics of Qualitative Inquiry, University at Albany-SUNY

EDU 2207: Teaching and Learning, Bennington College

EDCI 306/314: Literacy Methods in the Elementary School, Purdue University

EDCI 500: Historical and Conceptual Foundations of Literacy, Purdue University

EDCI 612: Popular Culture and Media Literacy in Education, Purdue University

EDCI 615: Interpretive Research Methods in Education, Purdue University

EDUC 5265: Writing and the Teaching of Writing, University of Colorado

SPCOM 405/English 405: Foundations of Writing Studies, University of Illinois

SPCOM 406/English 406: Writing Studies: Theory & Research, University of Illinois

SPCOM 429: Theory and Research on Children's Discourse, University of Illinois

SPCOM 429: Intercultural Communication, University of Illinois

SPCOM 429: Logics of Interpretive Inquiry, University of Illinois

SPCOM 429: Advanced Interpretive Research Methods, University of Illinois

Chair/Co-Chair for Completed Ph.D. Dissertations

- Jean Kirshner, Education and Human Resource Studies, Colorado State University. *“Take me to the river”*: Global flows from crayons to connections. Unpublished Ph.D. dissertation, 2019.
- Melissa McAllister, Department of Curriculum and Instruction, University of Wyoming. *An examination of the identity development of novice teachers participating in a comprehensive induction program*. Unpublished Ph.D. dissertation, 2017.
- Megan Marshall, Department of Curriculum and Instruction, University of Wyoming, *Outside of ordinary: Pedagogy to disrupt normative assumptions in a freshman seminar*. Unpublished Ph.D. dissertation, 2015.
- Brian Eberhard, Department of Curriculum and Instruction, University of Wyoming, *Navigating the confluence: Institutional structures and forces affecting secondary social studies student-teacher practices across the boundary zone*. Unpublished Ph.D. dissertation, 2014.
- Melanie Reaves, Department of Curriculum and Instruction, University of Wyoming, *Exploring affective investments in cultural artifacts during early literacy learning: Children’s multiple becomings*. Unpublished Ph.D. dissertation, 2014.
- Marta Albert, Department of Reading, University at Albany, *Enhancing literacy among rural, work-oriented youth: A cultural analysis*. Unpublished Ph.D. dissertation, 2010.
- Kathleen Kielar, Department of Curriculum and Instruction, Purdue University, *Employee, department, and organizational impact of the Purdue University Libraries staff development program: A mixed methods research approach*. Unpublished Ph.D. dissertation, 2004.
- Dennis McElhoe, Department of Curriculum and Instruction, Purdue University, *Designing and implementing a qualitative evaluation protocol for non-credit lifelong learning programs*. Unpublished Ph.D. dissertation, 2003.
- Tony Kirschner, Department of Speech Communication, University of Illinois, *Producing class: Indie rock and cultural studies*. Unpublished Ph.D. dissertation, 2002.
- Gregory Dimitriadis, Department of Speech Communication, University of Illinois. *Popular culture and the boundaries of pedagogy: Constructing selves and social relations at a local community center*. Unpublished Ph.D. dissertation, 1999.
- Daniel Warren, Department of Speech Communication, University of Illinois. *Constitutive relations among conflict, power, and change in complex organizations: An ethnographic study of a government research and development laboratory*. Unpublished Ph.D. dissertation, 1996.

- K. E. Supriya, Department of Speech Communication, University of Illinois. *Speaking others, practicing selves: Power, identity, and communications in “Apna Ghar” [Our Home]*. Unpublished Ph.D. dissertation, 1995.

Member of Completed Ph.D. Dissertation Committees

- Jennifer Knowles, Education and Human Resource Studies, School of Education, Colorado State University, *Career reentry and the kaleidoscope career model: Experiences of high achieving professional women reentering the workforce after opting out*. Unpublished Ph.D. dissertation, 2017.
- Andrew D. Felton, Department of Professional Studies, College of Education, University of Wyoming, *Identity in the sand: The exploration of counselor educators’-in-training professional identity development through sand tray*. Unpublished Ph.D. dissertation, 2016.
- Judy Ortiz, Education and Human Resource Studies, School of Education, Colorado State University, *Teaching patient hand offs in the ambulatory setting: A comparison of three instructional methods*. Unpublished Ph.D. dissertation, 2015.
- Amanual Haile Asfaw, Department of Professional Studies, College of Education, University of Wyoming, *The lived experience of long-term recovery from an alcohol use disorder: A study of six people in recovery who are citizens of Ethiopia*, Unpublished Ph.D. dissertation, 2015.
- Lisa Ann Rice, Department of Curriculum and Instruction, University of Wyoming, *XX*, Unpublished Ph.D. dissertation, 2014.
- Stephen Newton, Department of Curriculum and Instruction, University of Wyoming, *Comprehension of college-level text with high school students underperforming in literacy*, Unpublished Ph.D. dissertation, 2012.
- Marisa Bel, Department of Educational Policy Studies, University at Albany, *Partnership between myth and reality: Structural asymmetries in parent-teacher relationships*, Unpublished Ph.D. dissertation, 2010.
- Mustafa Sever, Department of Educational Leadership and Policy, University at Buffalo, *Critical qualitative research in education: Notes from the field*, Unpublished Ph.D. dissertation, 2010.
- Sonia Hristovitch, Department of Curriculum and Instruction, Purdue University, *Students’ conception of introductory linear algebra notions: The role of metaphors, analogies, and symbolization*. Unpublished Ph.D. dissertation, 2001.
- Julie Hengst, Department of Speech Communication, University of Illinois, *Collaborating on reference: A study of discourse and aphasia*. Unpublished Ph.D. dissertation, 2001.
- Edward Miner, Department of Linguistics, University of Illinois. *Language, ideology and power in Uganda*. Final defense passed in Fall 2000.

- Jeremy Packer, Department of Speech Communication, University of Illinois, *Mobility without mayhem: Disciplining mobile America through safety*. Unpublished Ph.D. dissertation, 2000.
- Brian Michael Goss, Institute for Communication Research, University of Illinois, *Teeth gritting harmony: The ideology of neo-liberalism*. Unpublished Ph.D. dissertation, 1999.
- Theresa Conefrey, Institute for Communication Research, University of Illinois, *Discourse in science communities: Issues of language, authority, and gender in a life sciences laboratory*. Unpublished Ph.D. dissertation, 1997.
- Gloria Allen Davis, Department of Curriculum and Instruction, University of Illinois, *What is the relationship of two staff development approaches: Early literacy in-service course (ELIC) versus the traditional approach on writing composition performance of grade three students*. Unpublished Ph.D. dissertation, 1995.
- Peter Joseph, Department of Curriculum and Instruction, University of Illinois. *Black discourses in an expository-narrative protocol*. Unpublished Ph.D. dissertation, 1995.

Chairperson of Completed Masters' Thesis Committees

- Alexander Benson, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Nichole Berry, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Camilla Breitholtz, Education Department, Western Colorado University. Thesis defense passed in Spring 2021. Courtney Davis, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Courtney Davis, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Mara Gabriel, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Quinn Nicolich, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Natasha Pratt, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Erin Sandemeyer, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Anna Schauble, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Taylor Supino, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Nocona Swindell, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.

- Michelle Young, Education Department, Western Colorado University. Thesis defense passed in Spring 2021.
- Brandy Brun, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Elizabeth Escobar, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Hannah Hall, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Christine Hancey, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Tori Hess, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Heather Krebs, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Kelly Martin, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Megan McKeon, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Amy Jo O'Dubhaigh, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Brittony Shean, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Madison Spor, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Caitlin Stone-Alberts, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Noga Vardy, Education Department, Western Colorado University. Thesis defense passed in Spring 2020.
- Samantha Abbot, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Cynthia Aldrich, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Camille Arnold, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Laura Blome, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Jesse Cruz, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.

- Leah Fyffe, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Brendan Gross, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Julie Kirschling, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Janell Martinez, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Melissa Siderfin, Education Department, Western Colorado University. Thesis defense passed in Spring 2019.
- Pamela Long, Department of Early Childhood, Elementary, Middle, and Special Education, University of North Carolina Wilmington. Thesis defense passed in Spring 2018.
- Dennis Chase Morgan, Department of Early Childhood, Elementary, Middle, and Special Education, University of North Carolina Wilmington. Thesis defense passed in Spring 2018.
- Ashley Stevenson, Department of Early Childhood, Elementary, Middle, and Special Education, University of North Carolina Wilmington. Thesis defense passed in Spring 2018.
- Valeria DeLane, Department of Early Childhood, Elementary, Middle, and Special Education, University of North Carolina Wilmington. Thesis defense passed in Spring 2018.
- Christa Tompkins, Department of Early Childhood, Elementary, Middle, and Special Education, University of North Carolina Wilmington. Thesis defense passed in Spring 2018.
- Ariel Weeks, Department of Early Childhood, Elementary, Middle, and Special Education, University of North Carolina Wilmington. Thesis defense passed in Spring 2018.
- Alison Hofer, Department of Curriculum and Instruction, University of Wyoming. Thesis defense passed in Summer 2014.
- Megan Edmunds, Department of Curriculum and Instruction, University of Wyoming. Thesis defense passed in Summer 2013.
- Deryle Matland, Department of Curriculum and Instruction, University of Wyoming. Thesis defense passed in Spring 2012.
- Jagriti Joshi, Department of Curriculum and Instruction, University of Wyoming. Thesis defense passed in Spring 2012.

Member of Completed Masters' Thesis Committees

- Lindsay Gearhart, University of Wyoming, Department of Communication Disorders, University of Wyoming. Thesis defense passed in Fall 2013.
- Erin Kady Loman, Department of Communication Disorders, University of Wyoming. Thesis defense passed in Spring 2013.
- LeAnn E. Frances, Department of Kinesiology and Health, University of Wyoming. Thesis defense passed in Spring 2012.
- Kari Ann Ward, Department of Communication Disorders, University of Wyoming. Thesis defense passed in Spring 2012.
- Christopher Bessonette, Department of Curriculum and Instruction, University of Wyoming. Thesis defense passed in Fall 2011.
- Molly Nestor, Department of English, University of Wyoming. Thesis defense passed in Spring 2011.
- Kate Sherwyn, Skidmore College. Thesis defense passed in Fall 2008.
- Graciana Astazarian, Department of Agriculture, Purdue University. Thesis defense passed in Fall 2000.

Research and/or Training Grants (Both Funded and Not Funded)

- Co-principal Investigator, *Mentor Endorsement Grant*. Colorado Department of Higher Education, July 2021–May 2022. \$110,000. (XXXX).
- Co-principal Investigator, *Special Education Endorsement Initiatives*. Generation Schools, January 2020–May 2022. \$177,000. (Funded).
- Co-principal Investigator, *Addressing Teacher Shortages – Expanding Effective Teacher Residency*. Colorado Department of Education (Talent Development), November 2018–June 2021. \$133,350. (Funded).
- Co-principal Investigator, *Grow Your Own Educator: Plan Into Action*. Colorado Department of Higher Education (through the Federal Workforce Investment Act), October 2018–June 2020. \$96,500. (Funded).
- Co-principal Investigator, *Paraprofessional Pipeline: Plan Into Action*. Colorado Department of Higher Education (through the Federal Workforce Investment Act), October 2018–June 2020. \$103,850. (Funded).
- Principal Investigator, *Interest-Based, Purpose-Driven, Responsive Tutoring*. Betty Holden Stike Education Laboratory Faculty-Student Research Award Program, Watson College of Education, University of North Carolina Wilmington, September 2017–May 2018, \$1500. (Funded).
- Principal Investigator, *Adult Basic Education Training and Learning Center*. Colorado Department of Education (through the Federal Workforce Investment Act), July 2015–June 2016. \$180,200 (ICR \$44,452). (Funded).
- Co-Principal Investigator, *Enhancing Teaching Effectiveness Through Interactive Video Analysis with Literacy Coaches*. University of Wyoming Planning Grant 2014–2015. Office of the President, University of Wyoming. (\$24,909). (Not funded).

- Subcontractor, *WRITE for STEM*. Institute of Education Sciences, U.S. Department of Education, Washington, DC, 2013–2015. (Allocation Portion: \$50,000). (Not Funded).
- Co-Principal Investigator, *Enhancing Teaching Effectiveness Through Interactive Video-analysis with Literacy Coaches*. International Reading Association (\$8,000). (Not Funded).
- Senior Personnel, *Engaging English Learners in Science, Technology, Engineering, and Mathematics (STEM)*. National Science Foundation, DRK-12 Grant Program, 2013–2015. (\$100,000). (Not Funded).
- Subcontractor, *Wyoming Maternal, Infant, and Early Childhood Home Visit Program*, U.S. Department of Health and Human Service (Allocation Portion: \$100,000). (Not Funded).
- Subcontractor, *Teton Literacy Center Family Literacy Initiative*. Wyoming Community College Commission, 2012–2013. (Allocation Portion: \$25,000). (Funded).
- Co-Principal Investigator, *Through the Eyes of Eagles: Developing an On-line Middle-School Science Curriculum on the Ecology of the American West*. The Draper Museum of Natural History at the Buffalo Bill Historical Center (BBHC), Cody Wyoming, 2011–2014. (Allocation Portion: \$175,000). (Not Funded)
- Co-Principal Investigator, *Longitudinal Evaluation of the National Writing Project*. The Consortium for Policy Research in Education, University of Pennsylvania, Philadelphia, PA, 2006–2011. (Allocation Portion: \$554, 969) (Not Funded)
- Co-Principal Investigator, *Hamilton-Fulton-Montgomery BOCES: 21st Century Learning Centers: Improving Student Performance and Building Capacity for Families and Communities*. 21st Century Community Learning Centers Grant, 2004–2009. (Allocation Portion: \$145,000). (Funded).
- Co-Principal Investigator, *Albany City School District: Community Afterschool Program*, 21st Century Community Learning Centers Grant, 2003–2008. (Allocation Portion: \$140,000). (Funded).
- Co-Principal Investigator, *Defining the Linguistic Anthropology of Education*. National Academy of Education, 2002. (\$5,300). (Funded).
- Co-Principal Investigator, *Center for English Learning and Achievement: Partnership for Literacy: Improving English Language Arts Instruction in the Middle School: A Focus on Struggling Readers*, 2001–2003. (Allocation Portion: \$380,646). (Funded).
- Principal Investigator (with P. Van Fossen & L. Nelson), *Integrating English Literacy and Civic Education Among New immigrants*. U. S. Department of Education, Division of Adult Education and Literacy, 2000–2003. (\$175, 000) (Not Funded)
- Principal Investigator, *Tracing the Contours of Collaboration Among University Researchers, Elementary School Teachers, and Latina/o Parents*. Grant-in-Aid, National Council of Teachers of English Research Foundation, 2000–2002. (\$11,700). (Funded).
- Principal Investigator (With D. Williams), *Enhancing Children's Development and Learning Through the Work of Parent Liaisons*, Housing and Urban

Development/Community Block Grant Development Program, 1999–2000. (\$13,710). (Funded).

- Principal Investigator, *Tracing the Contours of Collaboration Among University Researchers, Elementary School Teachers, and Public-School Administrators*, Purdue Research Foundation Research Grant, 1999–2000. (\$12,000). (Funded).
- Principal Investigator, *Mapping the Topography of Teacher-Researcher Collaborations: An Interpretive Synthesis of Three Action Research Projects*, Purdue Research Foundation Summer Faculty Grant, Summer 1999. (\$5,000). (Funded).
- Principal Investigator, *Investigating Teacher-Researcher Collaboration Through the Development, Implementation, and Evaluation of a Program of Performance-Based Assessment*, Partnership Grant, Midwest Holmes Group, 1998–1999. (\$2,000). (Funded).
- Co-Principal Investigator, *Undergraduate Instruction Equipment Grant* (With D. R. Dillon, B. Cox, and C. Hopkins), Purdue University, 1997–1998. (\$4,880). (Funded).
- Co-Principal Investigator, *Children's Discourse: How Talk and Social Interaction Shape Children's Learning and Participation in School and Society*, UIUC Campus Critical Research Initiatives Grant (With R. C. Anderson), University of Illinois, 1996–1998 [Second year of grant forfeited because I left UIUC]. (\$103,000). (Funded).
- Principal Investigator, *Linking Classroom Literacy to the Multiple Contexts of Children's Lives in a Culturally Diverse Urban School*, Grant in Aid, National Council of Teachers of English Research Foundation, 1995–1997. (\$10,952). (Funded).
- Principal Investigator, *Literacy in the Multiple Contexts of Children's Complex Lives*, Elva Knight Research Grant, International Reading Association, 1995–1996. (\$4,988). (Funded).
- Principal Investigator, *Beyond the Schoolhouse Doors: How Can Teachers Enhance Literacy Learning by Building Stronger Home-School-Community Connections?* UIUC Campus Research Board Grant, University of Illinois, 1994–1995. (\$10,237). (Funded).

ACADEMIC AND COMMUNITY SERVICE

Editorial Activities

- Editorial Advisory Board, *Journal of Literacy Research* (1999–2002; 2014–present)
- Editorial Advisory Board, *National Reading Conference Yearbook / National Literacy Association Yearbook* (1993–present)
- Co-Editor, *Action in Teacher Education* (Special Issue on English learners in STEM fields). (2013–2014).
- Editor, *Linguistics and Education: An International Journal* (2009–2014)
- Associate Editor, *Linguistics and Education: An International Journal* (2007–2009)

- Editorial Advisory Board, *Literacy Teaching and Learning: An International Journal of Early Reading and Writing* (1998–2010)
- Editorial Advisory Board, *Reading Research Quarterly* (1998–2007)
- Editorial Review Board, *Journal of Adolescent and Adult Literacy* (1999–2002)
- Occasional reviewer of manuscripts for:
 - American Educational Research Journal* (2002–present)
 - Communication Theory* (1999–present)
 - Developmental Psychology* (1992–1995)
 - Educational Researcher* (2001–present)
 - Journal of Literacy Research* (1996–1998; 2002–present)
 - Journal of Adolescent and Adult Literacy* (2002–present)
 - Learning Disabilities Quarterly* (1991–993)
 - Linguistics and Education* (1992–present)
 - National Reading Conference Yearbook* (1990–1993)
 - Pedagogies* (2006–present)
 - Qualitative Inquiry* (1994–present)
 - Reading Research Quarterly* (1993–1998)
 - Reading and Writing* (1992–present)
 - Research in the Teaching of English* (1996–present)
 - Review of Educational Research* (1998–present)
 - The Sociological Quarterly* (1993–present)
 - Teaching Education* (1999–present)
 - International Reading Association* (2002)
 - Center for English Learning and Achievement* (2001)
 - Longman Publishing Group* (1994)
 - Oxford University Press* (1991)

Reviewer of Grant and Conference Proposals For:

- Standard Research Grants Program of the *Social Sciences and Humanities Research Council of Canada*, Ottawa, CA (2002)
- University of Illinois Research Board (1993–1997)
- Spencer Foundation (1994)
- Purdue Research Foundation (1999)
- American Educational Research Association (AERA) (1990–present)
 - Division B: Curriculum Theory*
 - Section 2: Critical Theory*
 - Division C: Learning and Instruction*
 - Section 1: Language and Learning*
 - Section 6: Communities of Practice and Social Arrangements of Instruction*

Division G: Social Contexts of Education
Section 2: Micro-Sociocultural Contexts of Education
Section 3: Multicultural Contexts of Education
Special Interest Group on Language and Social Processes
Division K: Teaching and Teacher Education
Section 6: Practitioner Inquiry

- National Reading Conference (NRC); Literacy Research Association (LRA) (1988–present)
 - Area 2: Literacy Processes: Long-Standing NRC Emphasis*
 - Area 3: Literacy Processes: Pre-School, Early Childhood, and Elementary Learners*
 - Area 4: Literacy Processes: Middle School, High School, and Adult Learners*
 - Area 5: Learning/Teaching Processes*
 - Area 7: Emergent Literacy*
 - Area 9: Literacy and Language Diversity*

State, Regional, and National Service

- Member, *Editorial Review Board, Journal of Literacy Research*, Literacy Research Association, Altamonte Springs, FL, December 2016–present.
- Mentor, *Conference Proposal Writing Mentoring Program*, Literacy Research Association, Altamonte Springs, FL, September 2016–present.
- Mentor, *Proposal Writing Mentoring Program of the Qualitative Research Special Interest Group*, American Educational Research Association, Washington, D.C., January 2015–present.
- Mentor, *Cultivating New Voices Among Scholars of Color Mentoring Program*, National Council of Teachers of English, Urbana, IL, August 2016–August 2018.
- Member, *Publications Committee*, Literacy Research Association, Altamonte Springs, FL 2016–2017.
- Member, *Language and Social Processes Special Interest Group: John Gumperz Senior Scholar Award Committee*, American Educational Research Association, Washington, D.C., January 2015–2017.
- Area Co-Chair, *Literacy Research Association (Area 11: Research Theory, Methods, and Practices)*, Literacy Research Association, Altamonte Springs, FL, August 2012–2015.
- Content Facilitator, *Achievement Levels Setting Panel*, National Assessment of Educational Progress, Washington, DC, August 2011–February 2012.
- Member, *Standards Review Steering Committee*, Wyoming Department of Education, Cheyenne, WY, August 2010–August 2012.
- Member, *Common Core State Standards Initiative K-12 Standards Teams: English Language Arts Feedback Group*. Washington, DC, January 2009–August 2010.
- Member, *Standing Committee, 2011 National Assessment of Educational Progress (NAEP) Writing Test Development*, Washington, DC, January 2008–August 2010.

- Member, *Planning Committee, 2011 National Assessment of Educational Progress (NAEP) Writing Framework and Specifications Development*, Washington, DC, December 2005 –December 2008.
- Member, *Vermont Council of Teacher Educators*, Burlington VT, September 2005–August 2006.
- Member, *History of Reading Special Interest Group Book Award Committee*, International Reading Association, October 2005–June 2009.
- Member, *National Reading Conference Ethics Committee*, January 2006–December 2012.
- Member, *National Reading Conference Early Career Achievement Award Committee*, January 2003–December 2005.
- Co-Director, *Sixteenth Annual Conference on Ethnographic and Qualitative Research in Education*, University at Albany, Albany, NY, 2004.
- President (elected), *History of Reading Special Interest Group, International Reading Association*, Newark, Delaware, May 2004–April 2005.
- Second Vice President (elected), *History of Reading Special Interest Group, International Reading Association*, Newark, Delaware, May 2003–April 2004.
- Member (elected), *National Conference for Research on Language and Literacy*, Urbana, IL, April 2003–present.

University, College, School, and Departmental Service

- Co-Founder, *Annual Disability Film Festival*, Western Colorado University, Gunnison, CO, June 2019–present.
- Jury Member, *Annual Disability Film Festival*, Western Colorado University, Gunnison, CO, June 2019–present.
- Search Committee Member, *Associate Vice-President for Academic Affairs*, Western Colorado University, Gunnison, CO, May 2021–June 2021.
- Search Committee Member, *School of Graduate Studies Marketing Director*, Western Colorado University, Gunnison, CO, February 2021–June 2021.
- Search Committee Member, *MBS Lecturer Search Committee*, Western Colorado University, Gunnison, CO, September 2020–May 2021.
- Reviewer, *Strategic Resource Allocation Initiative*, Western Colorado University, Gunnison, CO, November 2019–January 2020.
- Committee Member, *Graduate School Council*, Western Colorado University, Gunnison, CO, August 2019–July 2020.
- Committee Member, *Online Task Force*, Western Colorado University, Gunnison, CO, August 2018–present.
- Subcommittee Member, *Adult Degree Completion Program Subcommittee of Online Task Force*, Western Colorado University, Gunnison, CO, August 2018–present.

- Senator, *Faculty Senate*, University of North Carolina Wilmington, Wilmington, NC, June 2017–May 2018.
- Committee Member, *Research and Policy Committee*, Watson College of Education, University of North Carolina, Wilmington, Wilmington, NC, February–September 2017–May 2018.
- Committee Member, *Language and Literacy Education Search Committee*, Department of Early Childhood, Elementary, Literacy, Middle, and Special Education, University of North Carolina, Wilmington, Wilmington, North Carolina, August 2016–February 2017.
- Committee Member, *Planning Committee: Learning Sciences Cluster Hire Proposal (School of Education, Department of Psychology)*, Colorado State University, Fort Collins, CO, October 2014–May 2015.
- Committee Member, *Research Methods Committee*, University of Wyoming, September 2012–August 2014.
- Committee Member, *University Review Committee: Department of Cell and Molecular Biology*, Colorado State University, Fort Collins, CO, October 2014–May 2015.
- Committee Member, *Research Methods Committee*, University of Wyoming, September 2012–August 2014.
- Committee Member, *University of Wyoming College of Education Research Symposium Committee*, University of Wyoming, September 2012–August 2014.
- Co-Director, *Literacy Education Graduate Programs Committee*, College of Education, University of Wyoming, January 2010 –August 2014.
- Co-Chair, *2013 University of Wyoming Fall Literacy Conference*, University of Wyoming, January 2010 –August 2014.
- Committee Member, *University Reappointment, Tenure, and Promotion Committee*, University of Wyoming, June 2011–May 2013
- Committee Member, *University of Wyoming Literacy Research Center and Clinic Planning Committee*, University of Wyoming, April 2011–September 2013.
- Co-Chair, *2012 University of Wyoming Fall Literacy Conference*, University of Wyoming, September 2011–September 2012.
- Chair, *Search Committee for Wyoming Excellence in Higher Education Endowed Chair in Literacy Education*, College of Education, University of Wyoming, April 2010–May 2011.
- Committee Member, *Search Committee for Modern Language Education Faculty Member*, Department of Secondary Education, College of Education, University of Wyoming, August 2010–May 2011.
- Co-Chair, *2011 University of Wyoming Fall Literacy Conference*, University of Wyoming, September 2010–September 2011.
- Co-Chair, *2010 University of Wyoming Fall Literacy Conference*, University of Wyoming, September 2009–September 2010.

- Committee Member, *University Tenure and Promotion Committee*, University of Wyoming, September 2010–May 2014.
- Committee Member, *Advanced Programs Self-Study Working Group*, Department of Reading, University at Albany, September 2007–December 2009.
- Committee Member, *CAS & Ph.D. Admissions Committee*, Department of Reading, University at Albany, September 2007–December 2009.
- Committee Member, *Comprehensive Examination Committee*, Department of Reading, University at Albany, September 2007–December 2009.
- Committee Member, *Academic Council*, School of Education, University at Albany, August 2006–December 2009.
- Committee Member, *Curriculum Planning Committee*, Bennington, College, August 2005–August 2006.
- Committee Member, *University Senate*, University at Albany, April 2004–August 2005.
- Committee Member, *University Planning and Policy Council*, University at Albany, April 2004–August 2005.
- Committee Member, *Resource Analysis and Planning Council*, University at Albany, April 2004–August 2005.
- Committee Member, *Faculty Council*, School of Education, University at Albany, April 2004–August 2005.
- Departmental Representative (Reading Department), *United University Professors*, University at Albany, September 2003–December 2009.
- Chair, *Graduate Student Research Assistantships Committee*, Department of Reading, University at Albany, March 2002–August 2005.
- Co-Chair, *Albany Educational Ethnography Conference*, School of Education, University at Albany, June 2003–May 2004.
- Committee Member, *Albany Institute for Research in Education*, School of Education, University at Albany, September 2001–June 2003.
- Committee Member, *Ralph Harbison Fellowship Committee*, School of Education, University at Albany, January 2003–August 2003.
- Chair, *Advanced Programs Committee*, Department of Reading, University at Albany, August 2001 – August 2002.
- Committee Member, *Advanced Programs Committee*, Department of Reading, University at Albany, September 2002–June 2005.
- Committee Member, *FRAP A Awards Committee*, School of Education, University at Albany, November 2001–May 2005.
- Committee Member, *FRAP B Awards Committee*, School of Education, University at Albany, March 2002 –May 2005.
- Committee Member, *Distinguished Dissertation Awards Committee*, School of Education, University at Albany, April–May 2001.

- Committee Member, *MS Admissions Committee*, Department of Reading, University at Albany, January 2001–December 2009.
- Co-chair, *Faculty Affairs Committee*, Purdue University, July – December 2000.
- Committee Member, *Leadership Council*, Department of Curriculum and Instruction, Purdue University, July–December 2000.
- Convener, *Program in Literacy and Language Education*, Purdue University, August 1999–June 2000.
- Co-Chair, *Design Team for Creating and Obtaining Approval for New Course on Integrated Language Arts Course*. Department of Curriculum and Instruction, Purdue University, 1999–2000.
- Committee Member, *Faculty Affairs Committee*, Purdue University, 1999 – 2000.
- Committee Member, *Search Committee for Teacher Education/Curriculum Studies Position*, Purdue University, 1998–1999.
- Committee Member, *Qualitative Research Methods Requirement Committee*. Department of Curriculum and Instruction, Purdue University, Fall 1998.
- Committee Member, *University/Public School Education Reform Coalition*. School of Education, Purdue University, Summer 1998.
- Committee Member, *Design Team for Creating and Obtaining Approval for New Course on Multiculturalism and Education*. Department of Curriculum and Instruction, Purdue University, Fall 1997–Spring 2000.
- Committee Member, *College of Literature, Arts, and Sciences Awards Committee*, University of Illinois at Urbana Champaign, 1996–1997.
- Committee Member, *Committee for the Investigation of Capricious Grading*, Department of Speech Communication, University of Illinois at Urbana Champaign, 1995–1997.
- Committee Member, *Departmental Awards Committee*, Department of Speech Communication, University of Illinois at Urbana Champaign, 1994–1997.
- Chair, *Graduate Program Committee*, Department of Speech Communication, University of Illinois at Urbana Champaign, 1993–1995.
- Chair, “*Communication, Culture, and Social Interaction*” *Area Development Committee*, Department of Speech Communication, University of Illinois at Urbana Champaign, 1993–1995.
- Committee Member, *Graduate Program Research Methods Committee*, Department of Speech Communication, University of Illinois at Urbana Champaign, 1993–1994.
- Committee Member, *Campus-Wide Advisory Committee for the Center for Writing Studies*, University of Illinois at Urbana Champaign, 1993–1997.
- Committee Member, *Executive Committee for the Center for Writing Studies*, University of Illinois at Urbana Champaign, 1993–1997.
- Committee Member, *Subcommittee on Composition II of the General Education Board*, University of Illinois at Urbana Champaign, 1992–1994.

- Committee Member, *Graduate Programs Committee for the Center for Writing Studies*, University of Illinois at Urbana Champaign, 1992–1997.
- Committee Member, *George A. Miller Public Lecture Series Committee*, University of Illinois at Urbana Champaign, 1993–1996.

Community Service Activities

- Volunteer Mentor, Gunnison Valley Partners, Gunnison, CO, August, 2018 –present.
- Founder and Co-Director, *Amsterdam English Language/Literacy and Civics Education Program*, Trinity Lutheran Church, Amsterdam, NY, July 2003–December 2006.
- Committee Member, *Social Action Committee*, Temple Sinai, Saratoga Springs, NY, December 2003–November 2005.
- Chair, *Social Infrastructure Subcommittee of the Neighborhood Action Committee*, Lafayette, IN, January 1999–August 2000.
- Committee Member (appointed by Mayor David Heath), *Neighborhood Action Committee*, Lafayette, IN, October 1998–August 2000.
- Committee Member, *Camp Discovery Implementation Committee*, Lafayette School Corporation, Lafayette, IN, May 1999–August 2000.
- Committee Member, *Portfolio Assessment Development Committee*, Lafayette School Corporation, Lafayette, IN, August 1998–August 2000.
- Committee Member, *Curriculum Development Committee*, Champaign Public Schools, Champaign, IL, May–August 1996.
- Volunteer, *Unit Four Public Schools*, Champaign, IL, September 1994–June 1997.
- Volunteer, *Don Moyer Boys and Girls Club*, Champaign, IL, January 1996–May 1997.
- Committee Member, *Elementary School Assessment Committee*, Ann Arbor Public Schools, Ann Arbor, MI, 1991–1992.

Consulting Activities Professionally Related

- Volunteer Consultant, *Wyoming Department of Education*, Cheyenne Wyoming, July 2010–August 2014.
- Volunteer Consultant, *Department of Family Services, State of Wyoming*, July 2012–August 2014.
- Volunteer Consultant, *Child Development Center*, Casper, WY, July 2011 – August 2014.
- Volunteer Consultant, *Systems of Education*, Jackson, WY, July 2011–August 2014.
- Volunteer Consultant, *Teton Literacy Center*, Jackson, WY, September, July 2010–August 2014.
- Volunteer Consultant, *Albany County School District #1*, Laramie, WY, January 2010–August 2014.

- Consultant, *Laramie County School District #1*, Cheyenne, WY, December 2009–August 2014.
- Consultant, *Common Core State Standards Initiative*, National Governors Association, Washington, D.C., December 2009–2011.
- Consultant, *American Diploma Project*, Achieve, Inc., Washington, DC, December 2006–July 2008.
- Volunteer Consultant, *Big Brothers Big Sisters of the Capital District*, Albany, NY, January 2004–December 2009.
- Volunteer Consultant, *Hamilton-Fulton-Montgomery County BOCES*, Johnstown, NY, August 2003–December 2009.
- Consultant, *New Standards*, National Center on Education and the Economy, Fort Worth, TX, April 2003–2010.
- Volunteer Consultant, *Community After School Network*, Albany City Schools, Albany, NY, January 2002–June, 2007.
- Workshop Designer and Facilitator, *Center for English Learning and Achievement*, University at Albany and University of Wisconsin, October 2001.
- Workshop Coordinator, *Champaign Public Schools*, Champaign, IL, April 1998.
- Workshop Coordinator, *Champaign Public Schools*, Champaign, IL, April 1997.
- Consultant, *Magen David Yeshivah School*, Brooklyn, NY, January 1989–June 1992.
- Consultant, *Ann Arbor Public Schools*, Ann Arbor, MI, November 1987–September 1988.
- Consultant, *Southfield Public Schools*, Southfield, MI, September 1988.
- Consultant, *McGrawHill School Division*, Oklahoma City, OK, April–September 1988.