

## Gina Cervetti

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### Education

Ph.D., Educational Psychology, Michigan State University, 2004.

M.S., Communication and Rhetoric, Rensselaer Polytechnic Institute, 1996.

B.A., Communication, Loyola Marymount University, 1993.

### Current Appointment

University of Colorado, Boulder, School of Education, 249 UCB, Boulder, CO, 80309.

- Assistant Professor, Reading Education. August 2008 –

### Previous Academic and Research Positions

University of California, Berkeley, Lawrence Hall of Science, #5200, Berkeley, CA

- Literacy Research and Curriculum Specialist and Literacy Team Leader. January 2007 – August 2008.

*Seeds of Science/Roots of Reading*, a research and curriculum development program focused on science and literacy integration.

University of California, Berkeley, Graduate School of Education, Tolman Hall #1670, Berkeley, CA, 94720-1670.

- Postdoctoral Scholar. Supervisors: Dr. P. David Pearson & Jacqueline Barber. July 2003 – December 2006.

*Seeds of Science/Roots of Reading*

- Postgraduate Researcher. Supervisor: Dr. P. David Pearson. August 2001 – June 2003.

*CIERA School Change Framework Evaluation Study*, a professional development and program evaluation effort focused on examining and strengthening literacy instruction in low achieving schools.

*UC Reading Policy Initiative*, an ongoing multi-campus initiative for University of California reading faculty to become more involved in California reading policy.

Michigan State University, College of Education, Department of Counseling, Educational Psychology, and Special Education, Erickson Hall, East Lansing, MI, 48824. June 1998 – August 2001.

- Graduate Research Assistant, Center for the Improvement of Early Reading Achievement (CIERA), Fall 1998 – 2001. Supervisor: Dr. P. David Pearson.

*Michigan Literacy Progress Profile Evaluation Study*, an evaluation study of the *Michigan Literacy Progress Profile* (MLPP) early reading assessments.

*Goals 2000 Summer Reading Program Evaluation Study*, a multi-year, state-wide evaluation of summer reading programs funded by the Michigan Department of Education (MDE).

*Philosophy for Children Middle School Study*, an investigation of middle school students' development of philosophical inquiry and communication skills in the context of philosophy.

University Research Corporation/Center for Human Services (URC/CHS), Bethesda, Maryland, 1995 – 1997. Supervisor: Dr. Merri-Ann Cooper.

- Research Associate, June 1996 – July 1997.

*High-School Equivalency Program (HEP)*, a U.S. Department of Education program designed to help migrant and seasonal farm workers earn their GED's, learn English, and move out of the migrant stream.

- Research Assistant, February 1995 – June 1996.

*Philadelphia Police Department Selection and Promotion Exam Project*, an assessment development project to prepare a battery of entry-level examinations for the Philadelphia Police Department.

*U.S. Department of Education, National Center for Education Statistics (NCES), Cooperative System Fellows Program*, an initiative to disseminate NCES's research resources and to build a nationwide network of educational researchers.

*American Association of Tissue Banks Examination Development Project*, a certification assessment development project for the American Association of Tissue Banks.

## Teaching Experience

Assistant Professor, University of Colorado, Boulder

Education 5275, *Assessment and Instruction of Literacy*

Education 5285, *Reading Clinic*

Classroom Volunteer, Berkeley School Volunteers

Served as a volunteer teaching aide for Berkeley schools.

Lecturer, University of California, Berkeley

Education 158, *Foundations for Teaching Reading in Grades K-8*

Education 190, *Current Issues in Education*

Education 190B, *Current Issues in Education, Semester 2*

Graduate Teaching Assistant, Michigan State University

CEP 800, *Psychology of Learning in School and Other Settings*

CEP 801, *Psychological Development: Learner Differences and Commonalities*

CEP 822, *Approaches to Educational Research*

TE 150, *Reflections on Learning*

Tutor, Literacy Volunteers of America, Washington, DC

Tutored low-literacy adults.

## Scholarly Publications

### Articles and Book Chapters

- Cervetti, G. N., Jaynes, C. A., & Hiebert, E. H. (In Press). Increasing opportunities to acquire knowledge through reading. In E. H. Hiebert (Ed.), *Reading more, reading better*. New York: Guilford.
- Cervetti, G. N., & Barber, J. (In Press). Science text and inquiry in the elementary classroom. *Science and Children*.
- Cervetti, G. N., Bravo, M. A., Hiebert, E. H., Pearson, P. D., & Jaynes, C. (In Press). Text genre and science content: Ease of reading, comprehension, and reader preferences. *Reading Psychology*.
- Bravo, M. A., & Cervetti, G. N. (2008). Teaching vocabulary through text and experience. In A. E. Farstrup and S. J. Samuels (Eds.), *What research has to say about vocabulary instruction*. Newark, DE: International Reading Association.
- Cervetti, G. N., & Barber, J. (2008). Text in hands-on science. In E. H. Hiebert & M. Sailors (Eds.), *Finding the right texts*. New York: Guilford.
- Pearson, P. D., Cervetti, G. N., & Tilson, J. (2008). Reading for understanding and successful literacy development. In L. Darling-Hammond and B. Barron (Eds.), *Powerful learning: What we know about teaching*. San Francisco, CA: Jossey-Bass.
- Bravo, M. A., Cervetti, G. N., Hiebert, E. H., & Pearson, P. D. (2007). From passive to active control of science vocabulary. In D. W. Rowe, R. Jiménez, D. Compton, D., D. Dickinson, Y. Kim., K. Leander, & V. J. Risko (Eds.), *Fifty-third yearbook of the National Reading Conference*. Chicago, IL: National Reading Conference.
- Cervetti, G. N., Pearson, P. D., Barber, J., Hiebert, E., & Bravo, M. (2007). Integrating literacy and science: The research we have, the research we need. In M. Pressley, A. K. Billman, K. Perry, K. Refitt & J. Reynolds (Eds.), *Shaping literacy achievement*. New York: Guilford.
- Cervetti, G. N., Damico, J. S., & Pearson, P. D. (2006). Multiple literacies, new literacies, and teacher education. *Theory into Practice*, 45(4), 378-386.
- Cervetti, G., Pearson, P. D., Bravo, M. A., & Barber, J. (2006). Reading and writing in the service of inquiry-based science. In R. Douglas, M. Klentschy, and K. Worth (Eds.), *Linking science and literacy in the K-8 classroom*. Arlington, VA: NSTA.
- Cervetti, G., & Pearson, P. D. (2005). A model of professional growth in reading education. In C. Snow, M. Griffin, & S. Burns (Eds.), with G. Cervetti, C. Goldenberg, L. Moats, A. Palincsar, P. D. Pearson, D. Strickland, M. E. Vogt, *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. New York, NY: National Academy of Education.
- Paris, S. G., Pearson, P. D., Cervetti, G. N., Carpenter, R., Paris, A. H., DeGroot, J., Mercer, M. Schnabel, K., Martineau, J., Papanastasiou, E., Flukes, J., Humphrey, K., & Bashore-Berg, T. (2004). Assessing the effectiveness of summer reading programs. In G. D. Borman & M. Boulay (Eds.), *Summer learning: Research, policies, and programs*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Brunner, D. D., Cervetti, G. N., & Thiba, T. (2002). An allegorical reading of multiculturalism: Review of Revolutionary Multiculturalism: Pedagogies of Dissent for the New Millennium. *Pedagogy*, 2(1), 143-150.

Girod, M., Pardales, M., & Cervetti, G. N. (2002). Returning education research to teachers: Education research as advocacy. *Networks: An Online Journal for Teacher Research*, 5(1). Available: [http://education.ucsc.edu/faculty/gwells/networks/journal/Vol5\(1\).2002march/Girodetal.html](http://education.ucsc.edu/faculty/gwells/networks/journal/Vol5(1).2002march/Girodetal.html).

Cervetti, G. N., Pardales, M. J., & Damico, J. S. (2001). A tale of differences: Comparing the traditions, perspectives, and educational goals of critical reading and critical literacy. *Reading Online*, 4(9). Available: [http://www.readingonline.org/articles/art\\_index.asp?HREF=/articles/cervetti/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=/articles/cervetti/index.html).

Reprinted by invitation in *Interpretations*, 34(1), p. 41-50.

Reprinted by invitation in *Rogmes*, a Greek teachers' journal.

### **In Preparation**

Cervetti, G. N., Tilson, J., Castek, J., & Bravo, M. (In preparation). *Assessing multiple dimensions of vocabulary knowledge*.

### **Selected Technical and Research Reports**

Cervetti, G. N., Bravo, M. A., Duong, T., Hernandez, S., & Tilson, J. (2008). *A research-based approach to instruction for English language learners in science*. Report prepared for the Noyce Foundation.

Pearson, P. D., Cervetti, G. N., & Jaynes, C. A. (2003). *A state-of-the-art review of reading assessment*. Report prepared for the University of West Indies' Caribbean Centre of Excellence in Teacher Training (CETT).

### **Dissertation**

*Struggles Over Meaning: Critical Literacy in the Classroom*

Committee: P. David Pearson, Susan Florio-Ruane, Victoria Purcell-Gates, Avner Segal, John P. Smith

### **Presentations and Workshops**

#### **Conference Presentations**

Cervetti, G. N., Tilson, J. L., Castek, J., & Bravo, M. A. (2008, December). *Examining multiple dimensions of word knowledge for content vocabulary understanding*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

Cervetti, G. N., Tilson, J., Goss, M., Castek, J., Jaynes, C. (2008, October). *Teaching and learning vocabulary in the context of science*. Workshop presented at the annual meeting of the California Reading Association, Sacramento, CA.

Bravo, M. A., Tilson, J., Cervetti, G. N., Goss, M., Jaynes, C. (2008, July). *Content literacy learning in the context of inquiry-based science*. Presentation at the 22nd World Congress on Reading, San Jose Costa Rica.

Barber, J., & Cervetti, G. N. (2007, March). *Science and literacy: Capitalizing on a synergistic approach*. Presentation at the annual meeting of the Association for Supervision and Curriculum Development, Anaheim, CA.

Barber, J., Cervetti, G. N., & Barakos, L. (2007, March). *Using science books for more than content delivery*. Presentation at the annual meeting of the National Science Teachers Association, St. Louis, MS.

- Cervetti, G. N. & Barber, J. (2007, November). *Integrating literacy with hands-on science*. Workshop presentation at the annual meeting of the California Reading Association, Ontario, CA.
- Bravo, M. A., Cervetti, G. N., Hiebert, E. H., & Pearson, P. D. (2006, December). *From passive to active control of science vocabulary: Acquisition through doing, reading, writing, and talking science*. Paper session presented at the annual meeting of the National Reading Conference, Los Angeles, CA.
- Cervetti, G. N., Pearson, P. D., Barber, J., Hiebert, E. H., Arya, D. J., & Tilson, J. (2006, November). *Exploring the interface of literacy and inquiry in science teaching and learning*. Paper session presented at the annual meeting of the National Reading Conference, Los Angeles, CA.
- Pearson, P. D., Barber, J., Hiebert, E. H., Cervetti, G. N., & Bravo, M. A. (2006, August). *Texts that support the development of scientific concepts: Challenges for the developing world*. Symposium presentation at the World Congress on Reading, Budapest, Hungary.
- Cervetti, G. N. (2006, May). *Building a case for science-literacy integration*. Paper session presented at the annual meeting of the International Reading Association, Chicago, IL.
- Cervetti, G. N. (2006, April). *A model of science-literacy integration*. Paper session presented at the annual meeting of the American Educational Research Association, San Francisco.
- Girod, M., & Cervetti, G. N. (2006, April). *Supporting student understanding, identity, and understanding of the nature of science through literacy*. Paper session presented at the annual meeting of the American Educational Research Association, San Francisco.
- Hiebert, E. H., & Cervetti, G. N. (2006, April). *Vocabulary learning as a function of an inquiry and text-based intervention*. Paper session presented at the annual meeting of the American Educational Research Association, San Francisco.
- Cervetti, G. N., Pearson, P. D., & Bravo, M. A. (December, 2005). *The impact of text genre on students' acquisition of key science concepts*. Paper session presented at the annual meeting of the National Reading Conference, Miami, FL.
- Barber, J., & Cervetti, G. N. (2005, April). *A combined focus on inquiry-based science and content-rich literacy*. Presentation at the annual meeting of the National Science Teachers Association, Dallas, TX.
- Cervetti, G. N., Pearson, P. D., Hiebert, E., & Bravo, M. A. (2005, April). *Text genre and science content: Ease of reading, comprehension and preference*. Paper session presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Damico, J. S., Cervetti, G. N., & Pardales, M. J. (2005, April). *Engaging with social issues, reading against texts: Integrating two critical literacy approaches*. Paper session presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Bravo, M. A., Cervetti, G. N., & Pearson, P. D. (2004, May). *Using reading, writing, and language to support inquiry-based science learning: Revising GEMS (Great Explorations in Mathematics and Science)*. Poster session presented at the annual meeting of the International Reading Association, Reno, NV.
- Cervetti, G. N., Bravo, M. A., & Pearson, P. D. (2004, May). *The role of literacy in inquiry-based science curriculum: The conceptual and empirical confluence of inquiry in science and literacy*. Paper session presented at the annual meeting of the International Reading Association, Reno, NV.
- Cervetti, G. N. (December, 2003). *Critical literacy in the U.S. history classroom*. Paper session presented at the National Reading Conference, Scottsdale, AZ.

- Cervetti, G. N., Jaynes, C., & Pearson, P. D., (2002, December). *Reading fluency: Its nature and impact*. Paper session presented at the annual meeting of the National Reading Conference, Miami, FL.
- Girod, M., Pardales, M. & Cervetti, G. N. (2002, April). *Situating educational research in a framework of care: Examples from teacher research*. Paper session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cervetti, G. N. (2002, March). *Critical literacy in the history classroom*. Work-in-progress paper session presented at the Penn Ethnography in Education Research Forum, Philadelphia, PA.
- Girod, M., Pardales, M., & Cervetti, G. N. (2002, March). *Situating education research in a framework of care: A model for the preparation of teacher researchers*. Paper session presented at the annual meeting of the Oregon Association of Teacher Educators, Portland.
- Cervetti, G. N., & Pearson, P. D. (2001, April). *What we learned about effective summer literacy instruction*. Paper session presented at the annual meeting of the American Educational Research Association, Seattle.
- Cervetti, G. N., & Pearson, P. D. (2000, December). *The residual effects of summer school: Looking at remedial programs up close and personal*. Paper session presented at the National Reading Conference, Scottsdale, AZ.
- Cervetti, G. N., Pardales, M. J., & Damico, J. S. (2000, April). *Critical literacies: Philosophical foundations, distinctions, and transformative praxis*. Round table session presented at the annual meeting of the American Educational Research Association, New Orleans.
- Cervetti, G. N., & Pearson, P. D. (2000, April). *Relationship between student growth and classroom practices in summer reading programs*. Paper session presented at the annual meeting of the American Educational Research Association, New Orleans.
- Cervetti, G. N., & Pearson, P. D. (1999, December). *The residual effects of summer school: Growth patterns of struggling readers*. Paper session presented at the National Reading Conference, Orlando, FL.
- Pardales, M. J., & Cervetti, G. N. (1999, April). *Learning to talk philosophy: Growth in a discourse community*. Poster session presented at the annual meeting of the American Educational Research Association, Montreal.
- Pardales, M. J., & Cervetti, G. N. (1999, March). *Learning to talk philosophy in a discourse community of inquiry*. Work-in-progress paper session presented at the Penn Ethnography in Education Research Forum, Philadelphia, PA.
- Paris, S. G., Pearson, P. D., Cervetti, G. N., Humphrey, K., Bashore-Berg, T., & Birdyshaw, D. (1999, March). *Summer school programs and assessment of K-3 literacy development*. Presentation at the annual meeting of the Michigan Reading Association, Grand Rapids, MI.

### **Invited Presentations and Workshops**

- Cervetti, G. N. (2008, July). *The Seeds/Roots approach to science-literacy integration*. Presentation at the LARC/National Geographic Summer Literacy Institute, Washington, DC.
- Pearson, P. D. & Cervetti, G. N. (2008, March). *Using literacy to support children's acquisition of science--synergy in action*. Professional development workshop presented to New York City teachers and principals, New York.
- Cervetti, G. N. & Barber, J. (2008, February). *Science and literacy: Capitalizing on a synergistic approach*. Presentation at the America's Choice National Conference, Hollywood, CA.

- Cervetti, G. N. (2008, February). *Teaching literacy in science*. Research talk presented by invitation to the Florida Center for Science, Technology, Engineering, and Mathematics, Tallahassee, Florida.
- Cervetti, G. N. (2007, July). *Using text to support inquiry-based science*. Workshop at the San Francisco Unified School District's Summer Academy: Literacy-based Inquiry in the Middle School Mathematics and Science Classroom.
- Cervetti, G. N. (2007, May). *Increasing students' reading and reasons for reading science text*. Presentation at the Opportunity to Read: How Much? What Kinds of Texts? For What Reasons? pre-convention institute at the annual meeting of the International Reading Association, Toronto, Canada.
- Cervetti, G. N. (2007, January). *Seeds of Science/Roots of Reading: Building a case for science-literacy integration*. Presentation at the annual California Reading Association Santa Clara County Asilomar Conference, Monterey, CA.
- Cervetti, G. N. (2006, July). *Seeds of Science/Roots of Reading: Exploring the Potential of Science-Literacy Integration*. Presentation at the University of California, Berkeley, Annual Summer Institute in Reading, Berkeley, CA.
- Cervetti, G. N. (2006, May). *Text in hands-on science: Functions and features*. Presentation at the Text Leveling and Beginning and Struggling Readers pre-convention institute at the Annual meeting of the International Reading Association, Chicago, IL.
- Cervetti, G. N. (2005, July). *Text in science*. Presentation at the University of California, Berkeley, Annual Summer Institute in Reading, Berkeley, CA.
- Cervetti, G. N. (2005, May). *Designing and implementing literacy and science activities through discourse*. Presentation at *Bringing Science into the Literacy Curriculum....and Literacy into Science* pre-convention institute at the annual meeting of the International Reading Association, San Antonio, TX.
- Pearson, P. D., & Cervetti, G. N. (2005, May). *Reading and writing in the service of acquiring scientific knowledge and dispositions: In search of synergies*. Paper session presented at the Reading Research 2005 pre-convention of the International Reading Association, San Antonio, TX.
- Pearson, P. D., Cervetti, G. N., Bravo, M. A., & Hiebert, E. (2004, November). *Reading and writing in the service of acquiring rich content knowledge*. Presentation at the *Linking Science & Literacy in the Classroom* conference, National Science Teachers Association, Seattle, Washington.
- Pearson, P. D., Cervetti, G. N., Barber, J., Bravo, M. A., and Hiebert, E. (2005, April). *Reading and writing in the service of inquiry-based science*. Presentation at the *Linking Science & Literacy in the Classroom* conference, National Science Teachers Association, Dallas, TX.
- Pearson, P. D., Cervetti, G. N., & Jaynes, C. (2003, July). *Using research to guide professional development within the CIERA School Change Project: The case of comprehension instruction in Patterson Elementary School*. Paper session presented at the CIERA Summer Institute, Ann Arbor, MI.
- Pearson, P. D., Cervetti, G. N. & Jaynes, C. A. (2001-2003). Participated on a team to offer a year-long professional development program, including one workshop about fluency development and two workshops on promoting higher order talk about text.

## Non-Scholarly (Curriculum) Publications

### Student Books

- Cervetti, G. N. (expected 2010). *Made of matter*. Nashua, New Hampshire: Delta Education. (Part of the *Seeds of Science/Roots of Reading* Program.)
- Cervetti, G. N. (expected 2009). *Why do scientists disagree?* Nashua, New Hampshire: Delta Education. (Part of the *Seeds of Science/Roots of Reading* Program.)
- Cervetti, G. N., & Curley, J. (expected 2009). *Systems*. Nashua, New Hampshire: Delta Education. (Part of the *Seeds of Science/Roots of Reading* Program.)
- Cervetti, G. N., & Granovetter, S. (expected 2009). *Wet weather handbook*. Nashua, New Hampshire: Delta Education. (Part of the *Seeds of Science/Roots of Reading* Program.)
- Beals, K., & Cervetti, G. N. (2007). *Walk in the woods*. Nashua, New Hampshire: Delta Education. (Part of the *Seeds of Science/Roots of Reading* Program.)
- Cervetti, G. N. (2007). *Snail investigations*. Nashua, New Hampshire: Delta Education. (Part of the *Seeds of Science/Roots of Reading* Program.)
- Cervetti, G. N. (2007). *Jelly bean scientist*. Nashua, New Hampshire: Delta Education. (Part of the *Seeds of Science/Roots of Reading* Program.)

### Teacher's Guides

- Seeds of Science/Roots of Reading. (expected 2010). *Planets and Moons*. Nashua, New Hampshire: Delta Education. (Literacy Co- Author)
- Seeds of Science/Roots of Reading. (expected 2009). *Reading about shoreline science*. Nashua, New Hampshire: Delta Education. (Literacy Co-Author)
- Seeds of Science/Roots of Reading. (expected 2009). *Reading about soil habitats*. Nashua, New Hampshire: Delta Education. (Literacy Co-Author)
- Seeds of Science/Roots of Reading. (expected 2009). *Reading about designing mixtures*. Nashua, New Hampshire: Delta Education. (Literacy Co-Author)
- Seeds of Science/Roots of Reading. (expected 2009). *Light energy*. Nashua, New Hampshire: Delta Education. (Contributing Author)
- Seeds of Science/Roots of Reading. (2007). *Shoreline science*. Nashua, New Hampshire: Delta Education. (Literacy Co-Author)
- Seeds of Science/Roots of Reading. (2007). *Designing mixtures*. Nashua, New Hampshire: Delta Education. (Literacy Co-Author)
- Seeds of Science/Roots of Reading. (2007). *Soil habitats*. Nashua, New Hampshire: Delta Education. (Literacy Co-Author)

### *Seeds of Science/Roots of Reading* Strategy Guides:

- (2008). *Using a Cognates Strategy with English Language Learners: Walk in the Woods*.
- (2008). *Making Sense of Data in Text: Snail Investigations*.
- (2008). *Text Features: What Lives on a Sandy Beach?*
- (2008). *Text Features: Earthworms Underground*.
- (2009). *Text Features: What My Sister Taught Me About Magnets*.
- (2008). *Text Roles for Inquiry Science*.

Alliance for the International Study of Texts and Literacy, University of Texas at San Antonio, Africa Educational Initiative's Textbook and Learning Materials Program guides:

- Teacher guide for *The Motorcycle Wish*
- Teacher guide for *Nono, the River Queen*
- Teacher guide for *Marula and the Watermelon*
- Teacher guide for *Really, Grandpa?*
- Teacher guide for *Gudu, Gudu: What is that Sound*
- Teacher guide for *A New Opportunity in Our Community*
- Teacher guide for *Tell us! We are Listening!*
- Teacher guide for *I Nearly Lost My Cousin*
- Teacher guide for *Cell Phones: The Old Meets the New*
- Teacher guide for *The Magic of Television*

## Professional Service

### Service to Schools, Government, and Universities

- Massachusetts Department of Education, March 2009. Presenting a full-day professional development workshop on the integration of science and literacy.
- Florida Center for Science, Technology, Engineering, and Mathematics (FCR-STEM), 2007-2008. Serving as a consultant for FCR-STEM's programs focused on advancing science learning through interdisciplinary instruction.
- Alliance for the International Study of Texts and Literacy, 2006 – present. Serving as a consultant for AITSL's USAID-funded effort to develop books and curriculum materials for South African students in grades 4-6.
- University of California Irvine Writing Project, 2006 – 2007. Trained data collectors to conduct systematic classroom observations with a high rate of reliability.
- American Institutes of Research/San Diego Schools, 2004 – 2005. Served as a consultant for AIR's evaluation of the San Diego Schools reform program.
- National Science Resources Center's (NSRC) LASER, National Academies and Smithsonian Institution, 2004. Served as a participant in the Center Achieving Literacy through Effective Science Education Initiative's Working Symposium.
- National Academy of Education, 2004. Served as a committee member for the Committee on Teacher Education.
- Center for the Improvement of Early Reading Achievement (CIERA), 1998 – 2003. Served as an article reviewer for the CIERA Technical Report Series.
- Caribbean Center of Excellence in Teacher Training, 2003. Assisted with a review of state-of-the-art assessment practices in literacy for an initiative to improve students' literacy skills in the Caribbean.

### Service to Professional Organizations and Publishers

- Journal of Teacher Education, 2008. Served as an article reviewer.
- American Educational Research Association, 2008. Served as a discussant for a symposium on science and literacy integration.

- National Reading Conference, 2008. Served as a proposal reviewer.
- Developmental Studies Center, 2005 – 2007. Served as a consultant for DSC’s evaluation of their *Making Meaning* curriculum program.
- National Geographic Society, 2004 – 2006. Served as a materials development consultant for a new nonfiction literacy program.
- Lawrence Erlbaum Publishers, 2006. Served as a book prospectus reviewer.
- THEN Journal (Technology, Humanities, Education, and Narrative), 2004 – 2006. Served as a member of the Editorial Board.
- Delta Education Publishers, 2005 – 2008. Presented several exhibitor workshops at national and regional conferences, including: NSTA, 2006; NSTA, 2007; and IRA, 2007.

### Committees

- University of California, Berkeley
  - Search committee member, numerous academic and staff searches, 2004-2008
  - Committee member, master’s theses, 2003 & 2004
- Michigan State University
  - Practicum Research Committee member, 2001
  - Search committee member, two assistant professor positions, 2000
  - Co-founder, Critical Pedagogy/Literacy Reading Group, 2000
  - Member, Dean’s Advisory Committee, 1998

### **Grants**

| <b>Agency</b>               | <b>Title</b>   | <b>Role</b>               | <b>Years</b>  | <b>Amount of Award</b>  |
|-----------------------------|--|---------------------------|---------------|---|
| National Science Foundation | <i>The Role of Educative Curriculum Materials in Supporting Science Teaching Practices with English Language Learners</i>          | Co-Principal Investigator | 2008-2012     | \$3,190,230 award   |
| Noyce Foundation            | <i>Seeds of Science/Roots of Reading: Research and Development for Accommodation of English Language Learners</i>                  | Co-Principal Investigator | 2007-2009     | \$305,509 award<br>\$40,000 supplement                                  |
| National Science Foundation | <i>Seeds of Science/Roots of Reading: Developing a New Generation of Research-based Elementary Science Instructional Materials</i> | Co-wrote proposal         | 2006-2009     | \$1.5 million   |
| National Science Foundation | <i>Seeds of Science/Roots of Reading</i>   | Co-wrote proposals        | 2004 and 2005 | \$41,000 supplement (to a \$1.89 million award)<br>\$100,000 supplement |

**Professional Memberships**

American Educational Research Association (AERA)

International Reading Association (IRA)

National Reading Conference Association (NRC)