

## Sarah J. McCarthy

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### Educational History

- 9/87-7/91      **Michigan State University, Ph.D.** in Teacher Education (completed July, 1991). College of Education, East Lansing, MI. Emphasis Area: Disciplinary Knowledge, Literacy. Dissertation: *Authors, text, and talk: The internalization of dialogue from social interaction during writing.*
- 9/81-6/82      **Stanford University, Master of Arts** in Curriculum and Teacher Education in the program of Design and Evaluation of Educational Programs, Graduate School of Education, Stanford, CA.
- 9/73-9/77      **Tufts University, Bachelor of Arts** in English and Elementary Education, Medford, MA.

### Professional Experience

- 5/18-present      **Department Head**, Curriculum and Instruction, College of Education. University of Illinois at Urbana-Champaign.
- 5/17-5/18      **Interim Department Head**, Curriculum and Instruction, College of Education. University of Illinois at Urbana-Champaign.
- 1/14-5/17      **Director of Teacher Education**, College of Education. University of Illinois at Urbana-Champaign. Provide leadership for and oversight of all licensure programs across the College. Responsibilities include coordinating recruitment, establishing and maintaining school partnerships, managing professional development activities, and coordinating data collection and management of licensure programs.
- 1/07-1/14      **Associate Head of Graduate Programs**. Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. Responsibilities include coordinating recruitment, admissions, fellowships, and supervising all aspects of graduate programs.
- 8/05-present      **Professor**, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. Responsibilities include teaching undergraduate reading and language arts methods courses and graduate courses in research methods, literacy and language arts.
- 8/99-8/05      **Associate Professor**, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign. Responsibilities included teaching undergraduate reading and language arts methods courses and graduate courses in written composition.

- 8/97-8/99 **Associate Professor**, Language and Literacy Studies, Department of Curriculum and Instruction, The University of Texas at Austin. Responsibilities included teaching undergraduate and courses in reading and language arts methods, and graduate course in current reading and writing research and sociolinguistics.
- 8/91-8/97 **Assistant Professor**, Language and Literacy Studies, Department of Curriculum and Instruction, The University of Texas at Austin. Responsibilities included teaching undergraduate and courses in reading and language arts methods, and graduate course in current reading and writing research and sociolinguistics.
- 1/91-3/91 **Instructor**, Learning Community Program, directed by Susan Florio-Ruane, Michigan State University. Responsibilities included design and teaching of Writing Methods course to undergraduates as part of five-course literacy sequence.
- 9/86-6/87 **Clinical Instructor**, Department of Educational Studies, University of Utah, Salt Lake City, Utah. Responsibilities included teaching the reading and language arts methods classes to pre-service teachers and supervising them in the field.
- 8/85-6/86 **Talent Teaching Coordinator**, Ensign School, Salt Lake City School District. Received state funding to do demonstration teaching at all elementary grades and conduct training of school staff in the Talents Unlimited thinking skills program.
- 8/78-6/87 **Elementary Teacher**, Salt Lake City, Utah. Responsibilities included identifying and teaching gifted and talented students, developing curriculum, conducting workshops for staff and parents, attending inservices, and coordinating the program in the school.

### **Research Experience**

- 8/16-5/17 **Project Investigator** of "Teacher Education and Professional Development in Writing in Global Contexts." Sabbatical Project. **University of Illinois at Urbana-Champaign.**
- 8/09-8/10 **Project Investigator** of "The Role of Professional Development in Writing Instruction." Hardie Fellow, Bureau of Educational Research. **University of Illinois at Urbana-Champaign.**
- 7/09-07/12 **Writing Specialist for** "The Assess-As-You-Go Writing Assistant: A Student Work Environment That Brings Together Formative and Summative Assessment." William Cope, Project Investigator. Institute of Education Sciences, U.S. Department of Education, through Grant R305A090394 to the **University of Illinois at Urbana-Champaign.**
- 8/06-8/07 **Project Investigator** (with Margery Osborne) of "The Role of Writing and Inquiry in Science Instruction." **University of Illinois at Urbana-Champaign.**

- 8/05-8/07 **Project Investigator** of "The Impact of No Child Left Behind on Teachers' Writing Practices." **University of Illinois at Urbana-Champaign.**
- 8/02-7/03 **Faculty Fellow.** Project title "English Language Learners' Identity Constructions as Writers." **Bureau of Educational Research, University of Illinois at Urbana-Champaign.**
- 1/02-12/03 **Project Investigator** (with Georgia García) of "English Language Learners' Identity Constructions as Writers" by **University of Illinois Campus Research Board.**
- 1/00-5/00 **Project Investigator** of "Identity Construction in Elementary Readers and Writers" by **University of Illinois Campus Research Board.**
- 9/1/94-97 **Project Investigator** of "Beyond the Playground: Linking Students' in-School and Out-of-School Literacy Experiences" funded for 1994-95 school year by the **National Academy of Education Spencer Foundation).**
- 5/92-8/97 **Co-Director (with James Hoffman), National Reading Research Center,** funded (\$10,000 each year) by Office of Educational Research and Improvement (OERI). Project was entitled "First Grade Reading Instruction: Teachers and Students in Transition."
- 9/87-7/91 **Research Assistant, Center for Policy Research in Education,** a consortium of universities funded by Office of Educational Research and Improvement (OERI). Project entitled "New Roles for Teachers and Classroom Practice" directed by Penelope Peterson.
- 9/87-7/91 **Research Assistant, National Center for Research on Teacher Education,** Michigan State University, funded by Office of Educational Research and Improvement (OERI), directed by Mary Kennedy. Conducted research of teachers' learning and implementation of the Teachers College Writing Project (Teachers College, Columbia University, New York City, New York) with team leader, James Mosenthal.
- 1/85-6/85 **Researcher, Utah Teacher Evaluation Project,** University of Utah, Salt Lake City, Utah, directed by Kenneth Peterson. Conducted inservice and consultation for teachers and district staff in Park City School District, developed a new line of evidence called "Peer Review of Materials," coordinated implementation of other lines of evidence, and conducted research on implementation of grant funded by U. S. Department of Education.

### **Editorships**

**Co-Editor (with Mark Dressman and Paul Prior),** *Research in the Teaching of English.* National Council of Teachers of English (January 2008-2013).

**Section Editor,** *Composition.* (2004-2006). *International Handbook of Research in the Arts and Education.* In L. Bresler (Ed.) Netherlands: Springer.

**Associate Editor**, *The New Advocate* (for those involved with young people and their literature). (2000- 2003). University of Illinois at Urbana-Champaign.

**Contributing Editor**, *Yearbook of the National Reading Conference*, (2001, 2002, 2003, 2004). NRC, Chicago, IL.

### **Grants**

Principal Investigator, SEED Teacher Leadership Development Grant, National Writing Project. \$15,000. 2017-2018.

Principal Investigator, SEED Teacher Leadership Development Grant. National Writing Project, \$20,000, 2014-2016.

Co-Principal Investigator, Institute of Education Sciences Assessing Complex Performance: A Postdoctoral Training Program Researching Students Writing and Assessment in Digital Workspaces \$659,375 07/01/2010 - 12/14/2015.

Principal Investigator, U.S. Department of Education (Common Ground Publishing LLC), U-learn.net, Phases 1 & 2 \$98,594.

Senior Personnel, Institute of Education Sciences (Common Ground Publishing LLC). The Assess-As-You-Go Writing Assistant, Phase II \$89,284 08/01/2009 - 07/31/2012.

Senior Personnel, Institute of Education Sciences The Assess-As-You-Go Writing Assistant: A Student Work Environment That Brings Together Formative and Summative Assessment \$,500,000 (Bill Cope, PI).

*Hardie Fellow, Bureau of Educational Research, University of Illinois at Urbana-Champaign*  
*The Role of Professional Development in Writing Instruction. (\$30,000 for 2009-2010)*  
*National Writing Project/University of Illinois at Urbana-Champaign*  
 University of Illinois Writing Project (with Paul Prior and Elizabeth Morley).  
 (\$65,000 for site, 2007-2013)

*Bureau of Educational Research, University of Illinois at Urbana-Champaign*  
 The Impact of No Child Left Behind on Teachers' Writing Practices  
 (\$6000 Summer Research Grant, 2006)

*PT3: College of Education Technology Grant, University of Illinois*  
 Creating and Evaluating On-Line/CD Rom Literacy Instruction  
 (\$3,430 October 2002-June 2003)

*Bureau of Educational Research, University of Illinois at Urbana-Champaign*  
 English Language Learners' Identity Constructions as Writers, Faculty Fellow  
 (\$10,000 August 2002-August 2003)

*Research Board, University of Illinois at Urbana-Champaign*  
 English Language Learners' Identity Constructions as Writers (with Georgia García)  
 (\$24,999 January 2002-December 2002, \$15,000 January 2002-December 2003).

*Research Board, University of Illinois at Urbana-Champaign*  
 Constructing Identity in Elementary Readers and Writers

(\$8500 January -May 2000)

*Houston Annenberg Challenge*

Support for Reforming Schools

(course buy-out, spring 1999 with Professor Pedro Reyes)

*National Academy of Education Spencer Postdoctoral Fellowship*

Beyond the Playground: Linking Students' In-School and Out-of-School Literacy

Experiences (\$ 35,000 from September 1994-June 1995)

*National Reading Research Center, Office of Educational Research and Improvement*

First Grade Reading Instruction: Teachers and Students in Transition (\$10,000 each year from 1992-96 with Professor James Hoffman)

*University of Texas, Austin*

Building a Community of Learners: A Collaborative Project Between a Professional Development School and The University of Texas (\$750 for 1995-96 school year)

University Research Institute Summer Research Award (\$7200 for summer, 1992)

**Awards**

*College of Education, University of Illinois at Urbana-Champaign*

*Career Teaching Award (May 2017)*

*College of Education, University of Illinois at Urbana-Champaign*

*Distinguished Senior Scholar (May 2012)*

*College of Education, University of Illinois at Urbana-Champaign*

*Graduate Teaching/Mentor Award (May 2011)*

*College of Education, University of Illinois at Urbana-Champaign*

*Hardie Fellow (Center for Education in Small Urban Communities (2009-2010)*

*Faculty Fellow (2002-2003)*

*Distinguished Scholar Award (2001)*

*Journal of Second Language Writing*

Outstanding Article of the Year for 2005, awarded 2006

*Kappa Delta Pi, American Educational Research Association, Division K*

Young Researchers Award (1996)

*National Council of Teachers of English*

Finalist in NCTE Promising Researcher Award Competition (June, 1992)

*National Reading Conference*

The Student Outstanding Research Award (December, 1991)

*Michigan State University, All-University Awards*

Outstanding Academic Achievement, Department of Teacher Education (June, 1991)

The Arthur T. and Pearl Butler Scholarship (June, 1988)

Recruitment Fellowship (September, 1987).

## **Publications**

### **Books**

- McCarthy, S. J. (2002). *Students' identities and literacy learning*. Literacy Studies Series. Newark, DE: International Reading Association and National Reading Conference.
- Hoffman, J. V., Baumann, J., Afflerbach, P., Duffy-Hester, A., McCarthy, S. J., & Ro, J. (2000). *Balancing principles for teaching elementary reading*, Mahwah, NJ: Erlbaum.
- Elmore, R. E., Peterson, P. L., & McCarthy, S. J. (1996). *Restructuring in the classroom: Teaching, learning, and school organization*. San Francisco: Jossey Bass.

### **Peer-Reviewed Articles**

- Smith, A., West, A., & McCarthy, S. J. (2019). Literacies across sponsorscales: Mobilizing notions of literacy sponsorship. *Literacy*. DOI:10.1111/lit.12199
- Magnifico, A., Woodard, R., & McCarthy, S. J. (2019). Teachers as co-authors of student writing: How teachers' initiating texts influence response and revision in an online space. *Computers and Composition*, 52, 107-131.
- Kline, S., & McCarthy, S. J. (2018). Mediators of inequity: Online literate activity in two eighth-grade English language arts classes. *Middle Grades Review*, 4 (1), 1-25.
- McCarthy, S. J. & Woodard, R. (2018). Faithfully following, adapting, or rejecting: Teachers' curricular enactments in elementary writing instruction. *Pedagogies: An International Journal*, 13 (1), 56-80.
- McCarthy, S. J., Kennett, K., Smith, A., & West, A. (2017). Facilitating students' stances toward technology-enhanced reading and writing in the classroom. *Journal of Literacy and Technology: An International Online Academic Journal*, 18 (2), 47-89.
- McCarthy, S. J., & Kang, G. (2016). Understanding influences on writing instruction: Cases of two kindergarten teachers. *Early Child Development and Care*. DOI: 10.1080/03004430.2016.1211126
- Olmanson, J., Kennett, K., Magnifico, A., McCarthy, S. J., Searsmith, D., Cope, B., & Kalantzis, M. (2016). Visualizing revision; Leveraging student-generated between-draft diagramming data in support of academic writing development. *Technology, Knowledge and Learning*, 2(1), 99-123.
- McCarthy, S. J., Woodard, R., & Kang, G. (2014). Elementary teachers' negotiating discourses in writing instruction. *Written Communication*, 31 (1), 58-90.
- McCarthy, S. J., & Mkhize, D. (2013). Teachers' orientations towards writing instruction. *Journal of Writing Research*, 4 (4), 300-331.
- McCarthy, S. J. (2012). Understanding ecologies of writing in multiple settings. *Special Issue of Pedagogies: An International Journal*, 7 (3), 261-267.

- McCarthy, S. J., & Woodard, R., & Kang, G. (2012). Access and perceptions of professional development in writing. In C. Bazerman et al. (Eds). *International advances in writing research: Cultures, places, measures*. The WAC Clearinghouse (pp. 41-59).
- McCarthy, S. J., Woodard, R., & Kang, G. (2011). Teachers' perceptions of professional development in writing. *60<sup>th</sup> Yearbook of the Literacy Research Association* (pp. 195-207). Oak Creek, WI: Literacy Research Association.
- McCarthy, S. J., & Ro, Y. S. (2011). Approaches to writing instruction. *Pedagogies: An International Journal*, 6 (4), 273-295.
- Vojak, C., Klein, S., Cope, B., McCarthy, S., & Kalantzis, M. (2011). New spaces and old places: An analysis of writing assessment software. *Computers and Composition*, 28 (2), 97-111.
- Cope, B., Kalantzis, M., McCarthy, S., Vojak, C., & Klein, S. (2011). Technology-mediated writing assessments: Principles and processes. *Computers and Composition*, 28 (2), 79-96.
- McCarthy, S. J. (2008). The Impact of No Child Left Behind on Teachers' Writing Instruction. *Written Communication*, 25, 462-505.
- McCarthy, S. J., Guo, Y. H., & Cummins, S. (2005). Understanding changes in Mandarin elementary students' L1 and L2 writing. *Journal of Second Language Writing*. 14 (2), 71-104.
- McCarthy, S. J., & Garcia, G. E. (2005). English language learners' writing practices and attitudes. *Written Communication*, 22 (1), 36-75.
- McCarthy, S. J. (2004). Bakhtin's dialogism in a preschooler's talk. *Literacy Teaching and Learning*, 8 (2), 27-62.
- McCarthy, S. J., Garcia, G. E., López-Velásquez, A., Lin, S., & Guo, Y. (2004). Understanding writing contexts for English Language Learners. *Research in the Teaching of English*, 38, 351-394.
- McCarthy, S. J., & Moje, E. (2002). Identity matters. *Reading Research Quarterly*, 37, 228-238.
- McCarthy, S. J., & Harris, V. J. (2002). A conversation with James Cross Giblin. *The New Advocate*, 15 (3), 175-183.
- Abbott, J., & McCarthy, S. J. (2001). Classroom influence on first-grade students' oral narratives. *Journal of Literacy Research*, 33, 389-421.
- McCarthy, S. J. (2001). The impact of classroom curriculum on students' perceptions of good readers and writers. In Hoffman et. al. (Eds.) *50th Yearbook of the National Reading Conference* (pp. 419-429) Chicago, IL: National Reading Conference.
- McCarthy, S. J. (2001). Identity construction in elementary readers and writers. *Reading Research Quarterly*, 36, 122-151.
- McCarthy, S. J., & Dressman, M. (2000). How will diversity affect literacy in the next millennium? *Reading Research Quarterly*, 35, 548-549.

- McCarthy, S. J. (2000). Home-school connections: A review of the literature. *Journal of Educational Research*, 93, 145-153.
- McCarthy, S. J. (1999). Identifying teacher practices that connect home and school. *Education and Urban Society*, 32 (1), 83-107.
- McCarthy, S. J. (1998). Constructing multiple subjectivities in classroom literacy contexts. *Research in the Teaching of English*, 32, 126-160.
- Hoffman, J. V., McCarthy, S. J., Elliott, B., Bayles, D., Price, D., Ferree, A., & Abbott, J. (1998). The Literature-based basals in first grade classrooms: Savior, Satan, or same-old, same-old? *Reading Research Quarterly*, 33, 168-197
- McCarthy, S. J. (1997). Connecting home and school literacy practices in classrooms with diverse populations. *Journal of Literacy Research*, 29, 145-182.
- McCarthy, S. J. (1997). Making the invisible more visible: Home literacy practices of middle-class and working-class families. *Early Child Development and Care*, 127-128, 179-189.
- Hoffman, J. V., McCarthy, S. J., Elliott, B., Price, D., Bayles, D., Ferree, A., Rehders, S., & Abbott, J. (1996). Literature-based reading instruction: Problems, possibilities & polemics in the struggle to change. In K. Hinchman, D. Leu & C. Kinzer (Eds.), *Forty-fifth Yearbook of the National Reading Conference*. Chicago: National Reading Conference.
- McCarthy, S. J., Corman, L., Adair, M., Barati, M., Bertino, J., McAngus, N., & Nordin, A. (1996). Building a community of learners: Team-teaching interdisciplinary units in multi-age classrooms. *Language Arts*, 73, 395-401.
- Peterson, P. L., McCarthy, S. J., & Elmore, R. F. (1996). Learning from school restructuring. *American Educational Research Journal*, 33 (1), 119-153.
- McCarthy, S. J., Hoffman, J. V., Abbott, J., Elliott, B., Stahle, D., Price, D., Ferree, A., & Rehders, S. (1995). Learning to read with the "new" literature-based basal reading programs: Some initial findings. In K. Hinchman, D. Leu & C. Kinzer (Eds.), *Perspectives on Literacy Research and Practice: Forty-fourth Yearbook of the National Reading Conference* (pp. 295-304). Chicago: National Reading Conference.
- McCarthy, S. J., & Hoffman, J. V. (1995). The new basals: How are they different? *The Reading Teacher*, 49 (1), 72-75.
- McCarthy, S. J., Hoffman, J. V., Stahle, D., Matherne, D., Elliott, B., Dressman, M., & Abbott, J., (1994). "Very sweet, but very very slow:" How teachers' 'ways of knowing' are reflected in their assumptions about students. In D. Leu & C. Kinzer (Eds.), *Multidimensional aspects of literacy research, theory, and practice: Forty-third Yearbook of the National Reading Conference*, (pp. 507-516). Chicago: National Reading Conference.
- McCarthy, S. J. (1994). Students' understanding of metaphors in teachers' talk about writing. *Language Arts*, 71 (8), 598-605.
- McCarthy, S. J. (1994). Authors, talk, and text: The internalization of dialogue from social interaction during writing. *Reading Research Quarterly*, 29 (3), 201-231.



- McCarthy, S. J. (1994). Response to Bloome: Violence, risk, and the indeterminacy of language. *Reading Research Quarterly*, 29 (3), 246-247.
- McCarthy, S. J. (1994). Response to Rowe: Aligning methods and assumptions. *Reading Research Quarterly*, 29 (3), 248-249.
- McCarthy, S. J. (1994). Opportunities and risks of writing from personal experience. *Language Arts*, 71 (3), 182-191. (Also published as Research Report 93-3, East Lansing, MI: National Center for Research on Teacher Learning, Michigan State University.)
- McCarthy, S. J., Hoffman, J. V., Christian, C., Corman, L., Elliott, B., Matherne, D., & Stahle, D. (1994). Engaging the new basal readers. *Reading Research and Instruction*, 33 (3), 233-256.
- Hoffman, J. V., McCarthy, S. J., Abbott, J., Christian, C., Corman, L., Curry, C., Dressman, M., Elliott, B., Matherne, D., & Stahle, D. (1994). So what's new in the "new" basals? *Journal of Reading Behavior*, 26(1), 47-73. (Also published as Reading Research Report 1993-6, Athens, GA : National Reading Research Center, Universities of Georgia and Maryland).
- McCarthy, S. J. (1993). Can teachers' images of good writing conflict with goals of process writing? 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. 431-442). Chicago: National Reading Conference. (Also published as Research Report 93-4, East Lansing, MI: National Center for Research on Teacher Learning, Michigan State University.)
- McCarthy, S. J. (1992). The influence of classroom discourse on student texts: The case of Ella. In D. J. Leu & C. K. Kinzer (Eds.), *Literacy research, theory, and practice: Views from many perspectives, Forty-first Yearbook of the National Reading Conference* (pp. 65-86). Chicago: National Reading Conference. (Also published as Research Report 92-2, East Lansing, MI: National Center for Research on Teacher Learning, Michigan State University.)
- McCarthy, S. J. (1992). The teacher, the author, and the text: Variations in the form and content of writing conferences. *Journal of Reading Behavior*, 24 (1), 51-82. (Also published as Research Report No. 89-4, East Lansing, MI: National Center for Research on Teacher Education, Michigan State University.)
- McCarthy, S. J. (1990). Constructing Conversation: Peer responses to student writing. In S. McCormick & J. Zutell (Eds.), *Literacy theory and research: Analyses from multiple paradigms, Thirty-ninth Yearbook of the National Reading Conference* (pp. 369-79). Chicago: National Reading Conference.
- McCarthy, S. J., & Peterson, K. D. (1988). Peer review of materials in public school teacher evaluation. *Journal of Personnel Evaluation in Education* 1, 259-267.

### **Book Chapters, invited Articles, and Reviews**

- McCarthy, S. J. (in press). Considerations of methodology and epistemology in designing literacy studies. In N. K. Duke & M. H. Mallette (Eds.) *Literacy research methodologies* (3<sup>rd</sup> ed). New York: Guilford.
- McCarthy, S. J., Duke, N., Bloome, D. Faust, S., Garcia-Sanchez, I. M., Stornaiuolo, A., & Alvermann, D. (in press). How can we study children's/youth's out of school experiences to

inform classroom practices? *Literacy Research: Theory, method and practice*. Literacy Research Association.

- McCarthy, S. J., Nuñez, I., & Lee, C. (2020). Translanguaging across contexts. In M. Dressman & R. Sadler (Eds.). *The Handbook of informal learning*. Hoboken, NJ: Wiley Blackwell.
- McCarthy, S. J., & James, C. L. (2020). Fostering effective writing instruction across the grades. In R. Bean & A. S. Dagan (Eds.). *Best practices of literacy leaders*, 2<sup>nd</sup> ed (pp. 231-255). New York: Guilford.
- McCarthy, S. J. (2020). Teacher preparation for writing instruction in Singapore. In L. Seloni & S.H. Lee (Eds.). *Second language writing instruction in global contexts: English language teacher preparation and development* (pp. 91-110). Bristol, UK: Multilingual Matters.
- Smith, A., McCarthy, S. J., & Magnifico, A. (2017). Recursive feedback: Evaluative dimensions of e-Learning. In B. Cope & M. Kalantzis (Eds). *E-Learning Ecologies*. New York: Routledge.
- McCarthy, S. J., & Geoghegan, C. (2016). The role of professional development for enhancing writing instruction. In C. MacArthur, S. Graham, & J. Fitzgerald (Eds.) *Handbook of Writing Research*, 2<sup>nd</sup> ed (pp. 330-345). New York: Guilford.
- McCarthy, S. J., Magnifico, A., Woodard, R., & Kline, S. (2014): Situating technology—Facilitated feedback and revision: The case of Tom. In K. Pytash & R. Ferdig (Eds.), *Exploring technology for writing and writing instruction* (pp. 152-170). Hershey, PA: Information Science Reference.
- Woodard, R., Magnifico, A., & McCarthy, S. J. (2013). Supporting teacher metacognition about formative assessment in online writing environments. *E-Learning and Digital Media*, 10, (4).
- Dressman, M., & McCarthy, S. J. (2011). Toward a pragmatics of epistemology, methodology, and social theory. In N. Duke & M. Mallette (Eds.), *Literacy Research Methodologies*, 2nd edition (pp. 441-463). New York: Guilford Press.
- McCarthy, S. J., & Zheng, X. (2010). Principles for writing practices with young ELLs. In G. Li & P. Edwards (Eds.). *Best practices in ELL instruction* (pp. 103-126). New York: Guilford.
- McCarthy, S. J. (2009). Understanding English language learners' identities from three perspectives. In G. Li (Ed.) *Multicultural families, home literacies, and mainstream schooling* (pp. 221-244). New York: Information Age Publishing.
- McCarthy, S. J. (February 2009). Review of Success stories from a failing school: Teachers living under the shadow of NCLB. By Marilyn Johnston and Melissa Wilson. Teachers College Record. <http://www.tcrecord.org/Content.asp?ContentID=15556>.
- McCarthy, S. J. (2008). Writing. In T. Good (Ed). *21<sup>st</sup> Century Education: A Reference Handbook*, vol. 1 (pp. 336-342). San Francisco: Sage.
- McCarthy, S. J. (2007). Four metaphors for the composing process. In L. Bresler (Ed.). *International handbook on research in arts education*. The Netherlands: Springer.
- McCarthy, S. J. (2007). Prelude: Metaphor and process in composition. L. Bresler (Ed.). *International handbook on research in arts education*. The Netherlands: Springer.

- Armbruster, B., McCarthy, S. J., & Cummins, S. (2005). Writing to learn in elementary classrooms. In R. Indrisano & J. Paratore (Eds.) *Learning to write, writing to learn: Theory and research in practice* (pp. 71-96). Newark, DE: International Reading Association.
- Dressman, M., & McCarthy, S. J. (2004). Toward a pragmatics of epistemology, methodology, and other people's research. In N. K. Duke & M. H. Mallette (Eds.), *Literacy research methodologies* (pp. 322-346). New York: Guilford.
- McCarthy, S. J. (2002). Review of *Courtney Cazden's Classroom Discourse*, second edition. *Journal of Curriculum and Instruction*, 34 (6), 734-737.
- McCarthy, S. J. (2001). Review of *Children's engagement in the world*. *Journal of Curriculum Studies*, 33 (4), 495-510.
- Hoffman, J., & McCarthy, S. J. (2000). Our principles and our practices. In J. Hoffman et. al. (Eds.) *Balancing principles for teaching elementary reading* (pp. 11-58). Mahwah, NJ: Erlbaum.
- McCarthy, S. J., Hoffman, J. V., & Galda, L. (1999). Readers in elementary classrooms: Learning goals and instructional principles that can inform practice. In J. Guthrie & D. Alvermann (Eds.), *Engaged Reading: Processes, practices, and policy implications* (pp. 46-80). New York: Teachers College Press.
- McCarthy, S. J., & Peterson, P. L. (1994). Student roles in classrooms. In T. Husen & T. N. Postlethwaite (Eds.), *The International encyclopedia of education*, second edition, vol. 8, (pp. 5791-5796). Oxford, England: Pergamon.
- McCarthy, S. J., & Peterson, P. L. (1993). Creating classroom practice within the contexts of a restructured professional development school. In D. K. Cohen, M. L. McLaughlin, & J. E. Talbert (Eds.), *Teaching for understanding: Challenges for policy and practice* (pp. 130-163). San Francisco: Jossey Bass.
- McCarthy, S. J., & McMahon, S. (1992). From convention to invention: Peer interactions during writing. In R. Hertz-Lazarowitz & N. Miller (Eds.), *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 17-35). Cambridge, England: Cambridge University Press.
- McCarthy, S. J., & Raphael, T. E. (1992). Alternative research perspectives. In J. W. Irwin & M. A. Doyle (Eds.), *Reading/writing connections: Learning from research* (pp. 2-30). Delaware: IRA. (Also published as Occasional Paper #130, East Lansing, MI: Institute for Research on Teaching, Michigan State University).

### **Papers Presented at Professional Meetings**

- McCarthy, S. J., Duke, N., Bloome, D. Faust, S., Garcia-Sanchez, I. M., Stornaiuolo, A., & Alvermann, D. (December 2020). How can we study children's/youth's out of school experiences to inform classroom practices? *Symposium presented at the Literacy Research Association*, Tampa, FL.
- McCarthy, S. J. (November 2018). *Teacher preparation for writing instruction in Singapore*. Paper presented at the Literacy Research Association, Indian Wells, CA.

- McCarthy, S. J. (December 2017). *Teacher education and writing in global contexts: An outsider's perspective*. Paper presented at the Literacy Research Association, Tampa, FL.
- McCarthy, S. J. (December 2017). *Professional development in writing in the US and Singapore*. LRA Writing Research Study Group, Special Guest Presentation. Literacy Research Association, Tampa, FL.
- McCarthy, S. J., Smith, A., West, A., & Kennett, K. (December 2017). *Expanding notions of sponsorship within and across multiple contexts*. Paper presented at the Literacy Research Association, Tampa, FL.
- McCarthy, S. J. (February 2017). *Teachers' curricular enactments in writing instruction*. Presented at the Pacific Early Childhood Education Research Association, Hong Kong.
- McCarthy, S. J. (February 2017). *International professional development in writing instruction*. Paper presented at Writing Research Across Borders IV, Bogota, Colombia.
- McCarthy, S. J., Smith, A., & Magnifico, A. (February 2017). *Recursive feedback initiators in e-learning environments*. Paper presented at Writing Research Across Borders IV, Bogota, Colombia.
- McCarthy, S. J., & Kennett, K. (December 2016). *Planning for literacy instruction with digital tools*. Paper presented at the Literacy Research Association, Nashville, TN.
- McCarthy, S. J., Smith, A., West, A., & Kennett, K. (December 2016). *Accepting, leveraging, and repurposing: Stances toward talk and tech in the classroom*. Paper presented at the Literacy Research Association, Nashville, TN.
- McCarthy, S. J. (October 2016). *Applying principles and practices of professional development to supporting teachers' work with refugees*. Paper presented at the 2<sup>nd</sup> Forum on Intercultural Dialogue and Learning, Educating "The Other": Intercultural Education at a Crossroads. University of Patras, Greece.
- Cope, B., Magnifico, A., & McCarthy, S. J. (April 2015). *Affordances of E-learning writing environments*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- McCarthy, S. J., & Geoghegan, C. (December 2014). *The role of professional in writing instruction: A literature review*. Paper presented at the Literacy Research Association, San Marco, Florida.
- Magnifico, A., Woodard, R., & McCarthy, S. J. (December 2014). *A Bakhtinian framework for understanding teachers' initiating texts, peer response, and revision*. Paper presented at the Literacy Research Association, San Marco, FL.
- Magnifico, A., Kline, S., & McCarthy, S. J. (April 2014). *Innovations in peer and teacher feedback during writing instruction: Results from three IES studies*. Paper presented as part of Symposium at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Magnifico, A., Kline, S., & McCarthy, S. J. (December 2013). *Secondary students' use of online peer review tools*. Paper presented at the Literacy Research Association, Dallas, TX.
- McCarthy, S. J., Magnifico, A., & Kline, S. (December 2013). *Secondary students' use of two online peer review tools*. Paper presented at the Literacy Research Association, Dallas, TX.

- Ro, Y. S., & McCarthy, S. J. (December 2012). *Navigating biliterate childhood: An ethnographic case study of three immigrant children*. Paper presented at the Literacy Research Association, San Diego, CA.
- McCarthy, S. J., Woodard, R., & Kang, G. (December 2012). *Teachers' constructions of students over time*. Paper presented at the Literacy Research Association, San Diego, CA.
- McCarthy, S. J., & Woodard, R. (April 2012). *Influences on teachers' instructional practices in writing*. Poster session at the American Educational Research Association, Vancouver, B.C.
- McCarthy, S. J. & Woodard, R. (December 2011). *Faithfully following, adapting, or rejecting writing curriculum: Elementary teachers' writing instruction*. Paper presented at the Literacy Research Association, Jacksonville, FL.
- McCarthy, S.J., Klein, S. Woodard, R., Yoon, H. (November 2011). *Connecting practice to Research: The promise of school-university collaboration*. Paper presented at the annual convention of the National Council of Teachers of English, Chicago, IL.
- Dressman, M., McCarthy, S., & Prior, P. (November 2011). *One Hundred Years of Research: A Review of Research Published by NCTE at the Elementary, Secondary and College Adult Levels*. Symposium at the annual convention of the National Council of Teachers of English, Chicago, IL.
- McCarthy, S. J. (February 2011). *Teachers' views of professional development in writing*. Paper presented at Writing Research Across Borders, Fairfax, VA.
- McCarthy, S. J., Woodard, R., Kang, G. (December 2010). *Teachers' perceptions of professional development in writing*. Paper presented at the National Reading Conference/Literacy Research Association, Fort Worth, TX.
- McCarthy, S. J., Ro, Y. S., & Mkhize, D. (April 2010). *Teachers' orientations towards writing*. Paper presented at the American Educational Research Association, Denver, CO.
- Zheng, X., & McCarthy, S. J. (December 2010). *Writing development of three young Chinese-speaking ELLs*. Paper presented at the National Reading Conference/Literacy Research Association, Fort Worth, TX.
- McCarthy, S. J., & Zheng, X. (December 2009). *Principles for writing practices with young ELLS*. National Reading Conference. Albuquerque, NM.
- McCarthy, S. J. (December 2008). *Current trends in writing instruction*. Paper presented at the National Reading Conference, Orlando, FL.
- McCarthy, S. J. (March 2008). *Relating teachers' writing instruction to their talk about student writing*. Paper presented at the annual meeting of the American Educational Research Association, NYC, New York.
- McCarthy, S. J. (February 2008). *The role of home and school in supporting students' literacy practices: Cases of Taiwanese students*. Paper presented at Santa Barbara Writing Conference: Writing Across Borders, Santa Barbara, CA.

- McCarthy, S. J. (December 2007). *Understanding English language learners' identities from three perspectives*. Paper presented at the National Reading Conference, Austin, TX.
- McCarthy, S. J. (April 2007). *Four metaphors of the composing process*. American Educational Research Association, Chicago, IL.
- McCarthy, S. J. & Ro, Y. (April 2007). *No Child Left Behind and writing instruction: Views from Four States*. American Educational Research Association, Chicago, IL.
- McCarthy, S. J., & Ro, Y. (December 2006). *The impact of No Child Left Behind on teachers' writing instruction*. National Reading Conference, Los Angeles, CA.
- McCarthy, S. J. (February 2006). *Voices in English language learners' writing*. National Council of Teachers of English Research Assembly, Chicago, IL.
- McCarthy, S. J. (November 2005). *Cases of two Mandarin students' development as writers in English*. Invited Symposium entitled "Toward a pedagogy of inclusion." National Council of Teachers of English, Pittsburgh, PA.
- McCarthy, S. J. (March 2005). *Cases of Mandarin students' writing development*. Conference on College Composition and Communication. San Francisco.
- McCarthy, S. J., Guo, Y., & Cummins, S. (December 2004). *Mandarin students' writing development in English and Chinese*. Paper presented at the National Reading Conference, San Antonio, TX.
- Dressman, M., & McCarthy, S. J. (April 2004). *Toward a pragmatics of epistemology, methodology, and other people's theories*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- McCarthy, S. J., García, G. E., Guo, Y., & Lin, S. (April 2004). *English Language Learners' views of English and Chinese writing*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- McCarthy, S. J., Lin, S., & Guo, Y. (December 2003). *The identity construction and writing development of two Mandarin speakers*. Paper presented at the National Reading Conference, Scottsdale, AZ.
- McCarthy, S. J. (July, 2003). *Writing identity into the classroom*. Paper presented at the Learning Conference, London, England.
- McCarthy, S. J., Garcia, G. E., Lopez, A., Lin, S., & Guo, Y. (April, 2003). *Understanding writing contexts for English Language Learners*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- McCarthy, S. J. (December, 2002). *"How many, many feet you meet:" Bakhtin's dialogism in a preschooler's talk*. Paper presented at the National Reading Conference, Miami, FL.
- McCarthy, S. J. (May, 2002). *Design and data collection dilemmas*. Paper presented at Northwestern University, Evanston, IL.

- McCarthy, S. J., & Choi, Jung-ah. (December, 2001). *Negotiating the boundaries between intrinsic and extrinsic motivation within the Accelerated Reader program*. Paper presented at the National Reading Conference, San Antonio, TX.
- McCarthy, S. J. (March, 2001). *Identity construction in elementary readers and writers*. Paper presented at the University of Illinois at Chicago.
- McCarthy, S. J. (February, 2001). *"How many, many feet you meet:" Bakhtin's theory of assimilation in "Doodle talk."* Paper presented at the National Council of Teachers of English Research Assembly, Berkeley, CA.
- McCarthy, S. J. (December, 2000). *Constructing Self-Perceptions from Reader Response and "Reading Renaissance."* Paper presented at the National Reading Conference, Scottsdale.
- McCarthy, S. J., Worthy, J., & Riojas, B. (April, 1999). *Parents' perceptions of an after-school reading tutorial program*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- McCarthy, S. J. (April, 1998). *Home school connections*. Paper presented at the International Reading Association Straight Talk Symposium Series, Austin, Texas.
- McCarthy, S. J. (December, 1997). *Reconstructing gender roles in small group settings*. Paper presented at the National Reading Conference, Scottsdale, Arizona.
- McCarthy, S. J. & Kahn, C. J. (March, 1997). *Volunteer patterns in a literature-based classroom*. Paper presented at the University of Pennsylvania 18th Annual Ethnography in Education Research Forum, Philadelphia, PA.
- McCarthy, S. J. (December, 1996). *Qualities of good writing: Literacy practices in elementary schools*. Paper presented at the National Reading Conference, Charleston, South Carolina.
- McCarthy, S. J. (April, 1996). *Challenging the view of students as static individuals: Cases of three students in different group contexts*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- McCarthy, S. J., & Corman, L. W. (November, 1995). *What does it mean to respond to literature?* Paper presented at the National Reading Conference, New Orleans.
- Hoffman, J., McCarthy, S. J., Abbott, J., Elliott, B., Price, D., Stahle, D., Ferree, A., & Rehders, S. (November, 1995). *Problem solving toward effective practice: Is there more than one way to teach effectively?* Paper presented at the National Reading Conference, New Orleans.
- McCarthy, S. J. (April, 1995). *Interweaving home and school literacy practices*. Paper presented at the National Academy of Education Spencer Foundation in conjunction with the annual meeting of the American Educational Research Association, San Francisco.
- Abbott, J., & McCarthy, S. J. (April, 1995). *Contextual influences on first-grade students' oral narratives*. Paper presented at the annual conference of the American Educational Research Association, San Francisco.
- Hoffman, J. V., McCarthy, S. J., Abbott, J., Elliott, B., Stahle, D., Price, D., Ferree, A., Rehders, S., & Dressman, M. (December, 1994). *The literature-based basals: Savior, satan, or*

'same-old, same-old'? Paper presented at the National Reading Conference, San Diego, CA.

- McCarthy, S. J. (April, 1994). *Beyond the playground: Teachers who link students' out-of-school experiences with school texts*. Paper presented at the American Educational Research Association, New Orleans.
- McCarthy, S. J., Hoffman, J. V., Abbott, J., Christian, C., Corman, L., Dressman, M., Elliott, B., Matherne, D., & Stahle, D. (December, 1993). "Very sweet, but very very slow:" *Teachers' perceptions and first graders' reading performance*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- Hoffman, J. V., McCarthy, S. J., Abbott, J., Christian, C., Corman, L., Dressman, M., Elliott, B., Matherne, D., & Stahle, D. (December, 1993). "Sometimes I think we're expected to cover too much:" *An inspection and reflection on first grade reading instruction*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.
- McCarthy, S. J. (October, 1993). *Purposes of writing conferences in American classrooms*. Paper presented at the Symposium for Exchange Between American and Chinese Educators, Yangzhou Teachers College, Yangzhou, China.
- McCarthy, S. J., & Hoffman, J. V. (May, 1993). *Engaging text: What do the new basals have to offer children ?* Paper presented at the International Reading Association, San Antonio, TX.
- McCarthy, S. J., Hoffman, J. V., Christian, C., Corman, L., Elliott, B., Matherne, D., & Stahle, D. (April, 1993). *Strange interlude or true romance? Researchers and students "engage" the new basal readers*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- McCarthy, S. J. (April, 1993). *Authors, text, and talk: The internalization of dialogue from social interaction during writing*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- McCarthy, S. J. (December, 1992). *Risks and opportunities of writing from personal experience*. Paper presented at annual meeting of the National Reading Conference, San Antonio, TX.
- McCarthy, S. J. (December, 1992). *Can teachers' images of good writing conflict with goals of process writing?* Paper presented at annual meeting of the National Reading Conference, San Antonio, TX.
- Hoffman, J. V., McCarthy, S. J., Abbott, J., Christian, C., Corman, L., Curry, C., Dressman, M., Elliott, B., Matherne, D., & Stahle, D. (December, 1992). *So what's new in the "new" basals?* Paper presented at annual meeting of the National Reading Conference, San Antonio, TX.
- McCarthy, S. J. (May, 1992). *Writing conferences*. Paper presented at the International Reading Association, Orlando, FL.
- McCarthy, S. J. (December, 1991). *The influence of classroom discourse on student texts: The case of Ella*. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA.



- McCarthy, S. J. (April, 1991). *The role of discourse in literacy learning: Two case studies of students' internalization of dialogue*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Peterson, P. L., & McCarthy, S. J. (April, 1991). *Reflections on restructuring at Lakeview School: Looking in classrooms at teachers' literacy practices*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- McCarthy, S. J. (November, 1990). *The internalization of dialogue from social interaction during writing time*. Paper presented at the annual meeting of the National Reading Conference, Miami.
- McCarthy, S. J. (April, 1990). *Teachers' changing conceptions of writing and writing instruction*. Paper presented at the annual meeting of the American Educational Research Association, Boston.
- McCarthy, S. J. (November, 1989). *Constructing conversation: Peer responses to student writing*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- McCarthy, S. J. (March, 1989). *Changes in teacher role and the content of writing conferences*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- McCarthy, S. J., & Peterson, P. L. (March, 1989). *Teacher roles: Weaving new patterns in classroom practice and school organization*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

### **Service to Profession**

#### **National Science Foundation**

Reviewer for Panel (Spring 2012)

#### **American Educational Research Association**

Discussant American Educational Research Association (1996, 1997, 1998, 2007)

American Educational Research Association Standing Committee on the Program, Chair 1998-1999

Assistant program chair for Division K of the American Educational Research Association, 1994-1995

Reviewer of manuscripts for *Educational Researcher* and *American Educational Research Journal*

Reviewer of proposals for the annual meeting 1993-present

#### **National Reading Conference/Literacy Research Association**

Board of Directors, Literacy Research Association (2017-2020)

Discussant, Literacy Research Association, (2012, 2016, 2017, 2018)

Area Chair, Section 7a Inservice Teacher Education, 2002-2005

Chair/organizer of Panel entitled "Assisting practicing teachers in using community resources" with Kathy Au, Kris Gutierrez, Michele Foster, Luis Moll

Publications Committee, 2000-2003

Editorial Board, *Journal of Literacy Research*, 1994-1997, 1999-2001

Editorial Board, *National Reading Conference Yearbook*, 1993-1996, 2001, 2003, 2010-2013

National Reading Conference, Committee on Critical Spaces, 1992-1996

National Reading Conference, Student Awards Committee, 1992  
 Reviewer for National Reading Conference Proposals, 1992-present  
 Facilitator of joint round table, National Reading Conference, 1992

#### International Reading Association

Editorial Board, *Reading Research Quarterly*, 2017-  
 Advisory Board, *The Literacy Dictionary: The Vocabulary of Reading and Writing* (2002-2006)  
 Program Development, Chair 2000-2001  
 Studies and Research Committee, 1999-2001  
 Editorial Board, *Reading Research Quarterly*, 1995-present  
 Reviewer for *Reading Teacher*  
 Reviewer for Elva Knight grants, 2001, 2002, 2004

#### Other Service Contributions

##### **International**

Leader for the American Reading Delegation to South Africa, People to People Citizen Ambassador Program, November 25-December 8, 1995  
 Assistant Leader to Taffy Raphael and Richard Anderson for The American Reading Delegation to China, People to People Citizen Ambassador Program, October 18-November 2, 1993  
 Reviewer for *Teaching and Teacher Education: An International Journal, Research in the Teaching of English*  
 Development of Instructional Materials for Language to Literacy in Belize

##### **National**

President, McCarthy Dressman Education Foundation (2000-present)  
 Board of Trustees, Emma Willard School (2011-2019)  
 Editorial Board, *Written Communication* (2008-2017) *Journal of Second Language Writing* (2007-2017)  
 Reviewer: *American Educational Research Journal*, *Reading Research Quarterly*, *Journal of Literacy Research*, *Urban Education*  
 Selection Committee for Editors of *Elementary School Journal*: 2008, 2011  
 Selection Committee for John Hayes Award for *Written Communication*, 2012, 2013  
 Discussant, National Academy of Education/Spencer Foundation. Annual meeting (October 2005).  
 Moderator: Enabling a diverse and independent press, National Conference on Media Reform (Madison, WI, November 2003)  
 Editorial Board, *Elementary School Journal*, 1994-2008  
 Editorial Board, *National Reading Research Center*, 1993-1996  
 Consultant and reviewer for proposals submitted to Pathways to Teaching Careers Program, Bank Street College, New York City, 1993  
 Contributor to directory featuring profiles of individuals and programs that prepare teachers to reflect awareness of diversity in their teaching. In M. Merryfield (1996), *Making connections between multicultural and global education: Teacher educators & teacher education programs*, AACTE.  
 Contributor to J. Jensen and N. Roser (Eds.), *Adventuring with books*, 1993.

##### **University**

##### University of Illinois at Urbana-Champaign

General Education Board, UIUC, (2013-2016)  
 Co-Facilitator of Re-envisioning Teacher Education, College of Education (2011-2012)  
 Co-Chair of Task Force for UPS and Lab Schooling at UIUC (2012)

Search Committee Chair, Assistant to the Head, Department of Curriculum and Instruction (2011)  
 Chair, Graduate Programs Committee, College of Education (2011-2012)  
 Communications Director Search Committee College of Education, Summer 2008  
 Clinical Professor Search Committee, Department of Curriculum and Instruction, Spring 2008  
 Graduate Programs Committee, College of Education, Spring 2007-present.  
 Communications Committee, College of Education, Fall 2006-present.  
 Task Force on Small Urban Communities, College of Education, Fall 2006.  
 Writing Studies Executive Committee, Fall 2006-present.  
 Writing Studies Committee, University of Illinois at Urbana-Champaign, 1999-present  
 Search Committee for Department Head of Curriculum and Instruction, College of Education,  
 2004-2005  
 Review Committee for Elementary Teacher Education Program, co-chair, College of Education,  
 2005  
 Graduate Awards Committee, Chair 2002-2004, Member 2001-2002, 2009-2012, College of  
 Education  
 Humanities in a Globalizing World, College of Education 2002  
 Faculty Awards Committee, Department of Curriculum and Instruction, Chair 2002-2004, Member  
 2005  
 Faculty Advisory Committee, Department of Curriculum and Instruction, 2000-2002, 2004-2005  
 Elementary Area Committee, Chair, Teacher Education, 2000-2001, Co-chair 2003-2005  
 Literacy Search Committee, Chair 2001-2002, Member 2000-2001 Department of Curriculum and  
 Instruction  
 Teacher Education Program, Review of Applications Committee, 2000, 2001, 2004, 2000