**TIMOTHY SHANAHAN**

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**PERSONAL INFORMATION**

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**EDUCATIONAL BACKGROUND**

 Ph.D. University of Delaware Reading Education 1980

 M.A.T. Oakland University Reading Education 1974

 B. A. Oakland University Social Science-History 1972

**PROFESSIONAL EXPERIENCE**

Visiting Research Professor; Queens University; Belfast, Northern Ireland, 2014-2015

Distinguished Professor, College of Education, University of Illinois at Chica­go, (Assistant Professor, 1980–86; Associate Professor, 1986–1991), 1991–2013.

Director, Center for Literacy, University of Illinois at Chicago, 1991–2013.

Chair, Department of Curriculum & Instruction, University of Illinois at Chicago, 2011–2013.

Executive Director, Chicago Reading Initiative, Chicago Public Schools, 2001–2002.

Supervisor of Summer Clinical Programs, College of Education, University of Delaware, 1979.

Director of Reading, Upward Bound-College Try, University of Delaware, 1976–78.

Research/Teaching Assistant, College of Education, University of Delaware, 1975–80.

Instructor (part time), College of Education, Oakland University, 1975.

Reading Specialist, Swartz Creek Community Schools, Swartz Creek, Michigan, 1974–75.

Teacher, First and Third Grades, Holly Area Schools, Holly, Mich­igan, 1972–74.

**INTERNATIONAL EDUCATION EXPERIENCE**

Research Proposal Reviewer, Netherlands Organisation for Scientific Research (NWO), 2019.

Nominator, LUI Che Prize – Prize for World Civilization, 2018-2020.

Reviewer, Scandanavian Journal of Educational Research, 2018.

Research Proposal Reviewer, Cyprus University, Nicosia, Cyprus, 2018.

Participant, Literacy Research Group, University of Stavanger, Stavanger, Norway, 2016 (participants from Denmark, Norway, U.K., U.S.)

Presenter, Near East South Asia Council of Overseas Schools Fall Leadership Conference, Abu Dhabi, United Arab Emirates, 2015.

Research Proposal Reviewer, Icelandic Research Fund, 2015.

Visiting Research Professor, Queens University, Belfast, Northern Ireland, 2015.

Research Proposal Reviewer, Czech Science Foundation, Czech Republic, 2015.

Reviewer, *Spanish Journal of Applied Linguistics,* 2015.

Keynote Speaker, Write! Read! Conference of National Centre for Reading Education and Reading Research and Writing Education and Research Center, Stanvanger, Norway, 2015.

Research Proposal Reviewer, Luxembourg National Research Fund, 2014-2018.

Consultant, Childhood Development Initiative, Dublin, Ireland, 2014.

Reviewer, *European Journal of Education Psychology,* 2013-2014.

Research Proposal Reviewer, Hong Kong Institute of Education, 2011-2015.

Invited Conference Presenter, Second Arabic Language Seminar: Teaching and Learning of Reading, Muscat, Oman, 2011.

Consulting, Ministry of Education, Sultanate of Oman, 2011.

Consultant, Ready to Learn Programme, Barnardos, Belfast, Northern Ireland, 2009-2015.

Consultant, Youngballymun Write Minded Project, Dublin, Ireland, 2009-2013.

Research Proposal Reviewer, Social Science & Humanities Research Council of Canada, 2009.

President, International Reading Association (IRA), 2006-2007 (and served as an officer of IRA from 2004-2006, and a member of its Board of Directors, 1998-2001).

 In this capacity, I hosted and/or participated in various international education meetings and conferences in Bahrain, Bermuda, Canada, Croatia, Egypt, France, Hungary, Ireland, Israel, Jamaica, New Zealand, and the Philippines including meetings with the Arab League, British Council, Carnegie Endowment for International Peace, Ministry of Education of Egypt, and UNESCO.

Research Proposal Reviewer, Economic & Social Research Council, United Kingdom, 2006.

Team Leader, People to People International, China Literacy Tour, 2000.

Professional Development Specialist, Chisinau, Moldova, Reading-Writing-Critical Thinking (RWCT) Project, International Reading Association and George Soros Open Society Foundation, 1997-2000.

**PATENTS**

Morrison, A. S., & Shanahan, T. (2013, October 29). *Comprehension instruction system and method.* U.S. Patent #8,568,144.

**U.S. CASE LAW**

Memisovski v. Maram, No. 92 C 1982. (Northern District, Illinois, August 23, 2004).

 Jindal v. United States Department of Education and Arne Duncan, in his official capacity as

 U.S. Secretary of Education, Case 3-14-cv-00534-SDD-RLB, (Middle District of Louisiana,

 September 15, 2015.

**PUBLICATIONS**

**Books and Monographs:**

Shanahan, T. (2022). *How to provide effective reading instruction.* Washington, DC: The World Bank.

Fitzgerald, J., & Shanahan, T. (2020). *Literacy Leadership Brief: Making sense of elementary school reading scores.* Newark, DE: International Literacy Association.

Friedberg, S., Barone, D., Belding, J., Chen, A., Dixon, L., Fennell, F., Fisher, D. Frey, N., Howe, R., & Shanahan, T. (2018). *The state of state standards post-Common Core*. Washington, DC: Thomas Fordham Institute.

Morrow, L. M., Shanahan, T., & Wixson, K. (2013). *Teaching with Common Core State Standards for English Language Arts, PreK-2.* New York: Guilford Publications.

Morrow, L. M., Wixon, K., & Shanahan, T. (2013). *Teaching with Common Core State Standards for English Language Arts, Grades 3-5.* New York: Guilford Publications.

Shanahan, T., & Lonigan, C. (Eds.). (2013). *Literacy in preschool and kindergarten children: The National Early Literacy Panel and beyond.* Baltimore: Brookes Publishing.

Shanahan, T. (with A. Duffett). (2013). *Common Core in the schools: A first look at reading assignments.* Washington, DC: Thomas B. Fordham Institute.

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through third grade: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sci­ences, U.S. Department of Education.

August, D., & Shanahan, T. (Eds.). (2008). *Developing reading and writing in second-language learners: Lessons from the Report of the National Literacy Panel on Language-Minority Children and Youth*. New York: Routledge.

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English Language Learners in the elementary grades*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sci­ences, U.S. Department of Education.

August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners.* Mahwah, NJ: Lawrence Erlbaum Associates.

Shanahan, T. (2005). *The National Reading Panel Report: Practical advice for teachers.* Naperville, IL: Learning Point Associates.

Beach, R.; Green, J.; Kamil, M. L., & Shanahan, T. (Eds.). (2005). *Multidisciplinary perspec­tives on liter­acy research*. Cresskill, NJ: Hampton Press.

Shanahan, T. (Ed.). (1994). *Teachers Thinking, Teachers Knowing.* Urbana, IL: Na­tional Con­ference on Research in English, & National Council of Teachers of Eng­lish.

Shanahan, T., & Kamil, M. L. (1994). *Academic Research Libraries*. Urbana, IL: Center for the Study of Reading, & Na­tional Confer­ence on Research in English.

Shanahan, T., & Barr, R., with Blackwell, L., & Burkhardt, A. (1994). *Reading Recov­ery: An independent evaluation of the efforts of an early instructional intervention for at risk learn­ers.* Oakbrook, IL: North Central Educational Regional Laboratory.

Beach, R.; Green, J.; Kamil, M. L., & Shanahan, T. (Eds.). (1992). *Multidisciplinary perspec­tives on liter­acy research*. Urbana, IL: National Conference on Research in English.

Shanahan, T. (Ed.). (1990). *Reading and writing together: New perspec­tives for the class­room*. Nor­wood, MA: Christopher Gordon.

Kamil, M. L.; Langer, J.; & Shanahan, T. (1985). *Understanding reading and writing re­search*. Bos­ton: Allyn & Bacon.

Pikulski, J. J. & Shanahan, T. (Eds.). (1982). *Approaches to the infor­mal evaluation of read­ing*. New­ark, DE: International Reading Association.

**Refereed Journal Articles:**

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Shanahan, T. (2020). What constitutes a science of reading instruction? *Reading Research Quarterly.*

Shanahan, T. (2015). What teachers should know about Common Core: A guide for the perplexed. *The Reading Teacher, 68,* 583-588.

Shanahan, T. (2015). Common Core Standards: A new role for writing. *Elementary School Journal, 115*(4), 464-479.

Shanahan, T. (2015). Let’s get higher scores on these new assessments. *The Reading Teacher, 68,* 459-463.

Shanahan, T. (2014). How and how not to prepare students for the new tests. *The Reading Teacher, 68,* 184-188.

Shanahan, T. (2014). Educational policy and literacy instruction: Worlds apart? *The Reading Teacher, 68,* 7-12.

August, D., McCardle, P., & Shanahan, T. (2014). Developing literacy in English Language Learners: Findings from a review of the experimental research. *School Psychology Review,* *43,* 490-498.

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders, 32,* 1–12.

Shanahan, C., Shanahan, T., & Misichia, C. (2011).Analysis of expert readers in three disciplines: History, mathematics, and chemistry. *Journal of Literacy Research, 3, 393–429.*

Shanahan, T., & Lonigan, C. (2010.) The National Early Literacy Panel: A summary of the process and the report. *Educational Researcher, 39(4),* 279–287.

Lonigan, C., & Shanahan, T. (2010.) Developing early literacy skills: Things we know we know and things we know we don’t know. *Educational Researcher, 39(4),* 340–346.

Shanahan, T. (2008). Literacy across the lifespan? *Community Literacy Journal, 3(*1), 3–20.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Education Review, 78*(1), 40-59*.*

Shanahan, T. (2003). Research-based reading instruction: Myths about the National Reading Panel report. *The Reading Teacher, 56,* 646–655.

Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., & Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel’s meta-analysis. *Reading Research Quarterly, 36,* 250–287.

Izzo, C., Weiss, L., Shanahan, T., & Rodriguez-Brown, F. (2000). Parental self-efficacy and social support as predictors of parenting practices and children’s socioemotional adjustment in Mexican immigrant families. *Journal of Prevention & Intervention in the Community, 20,* 197–213.

Fitzgerald, J., & Shanahan, T. (2000). Reading and writing relations and their development. *Educational Psychologist, 35,* 39–51.

Pearson, P. D., & Shanahan, T. (1998). The reading crisis in Illinois: A ten-year retrospective of IGAP. *Illinois Reading Council Journal, 26*(3), 60–67.

Shanahan, T. (1998). Twelve studies that have influenced K–12 reading instruction. *Illinois Reading Council Journal, 26* (1)*,* 42–50.

Shanahan, T. (1997). Reading-writing relationships, thematic units, inquiry learning… In pursuit of effective integrated instruction. *The Reading Teacher, 51,* 12–19.

Shanahan, T., & Shanahan, S. (1997). Character perspective charting: Helping children to develop a more complete conception of story. *The Reading Teacher, 50,* 668–677.

Shanahan, T., & Neuman, S. (1997). Research that made a difference revisited. *Reading Research Quarterly, 32,* 202–211.

Shanahan, T., & Barr, R. (1995). Reading Recovery: An independent evaluation of the effects of an early instructional intervention for at risk learners. *Reading Re­search Quarterly, 30,* 958–996.

Shanahan, T., Mulhern, M., & Rodriguez-Brown, F. (1995). Project FLAME: A lit­er­acy program for language minority families. *The Reading Teacher*, 48, 586–593.

Ferroli, L., & Shanahan, T. (1993). Voicing in Spanish and English knowledge transfer. In D. Leu & C. Kinzer, (Eds.), *Examining central issues in literacy research, the­ory, and practice.* (Forty-second Yearbook of the National Reading Conference, pp. 413–418). Chicago: Na­tional Reading Conference.

Kamil, M. L., & Shanahan, T. (1991). Academic libraries and research in the teaching of English. In S. McCormick & J. Zutell (Eds.), *Learner factors/teacher factors: Is­sues in literacy re­search and instruction*. (Fortieth Yearbook of the National Reading Conference, pp. 83–90). Chicago: Na­tional Reading Conference.

Shanahan, T. (1991). New literacy goes to school: Whole language in the classroom. *Educational Ho­rizons*, *69*, 146–151.

Cox, B. E., Shanahan, T., & Tinzman, M. (1991). Children’s knowledge of organiza­tion, cohesion, and voice. *Research in the Teaching of English*, *25*, 179–218.

Shanahan, T., & Tierney, R. J. (1990). Reading-writing connections: The relations among three re­search traditions. In J. Zutell & S. McCormick (Eds.), *Literacy the­ory and research: Analyses from multiple paradigms*. (Thirty-ninth Yearbook of the Na­tional Reading Confer­ence, pp. 13–34). Chicago, IL: National Reading Con­ference.

Cox, B. E., Shanahan, T., & Sulzby, E. (1990). Good and poor elementary readers’ use of cohesion in writing. *Reading Research Quarterly*, *25*, 47–65.

Gregory, J. F.; Shanahan, T.; & Walberg, H. (1989). High school seniors with special needs: An analy­sis of characteristics pertinent to the school-to-work transition. *In­ternational Journal of Educa­tional Re­search*, *13* (5), 489–499.

Shanahan, T., & Lomax, R. (1988). A developmental comparison of three theoretical models of the reading-writing relationship. *Research in the Teaching of English*, *22*, 196–212.

Janiuk, D., & Shanahan, T. (1988). Adult literacy and primary grade read­ing instruction. *The Reading Teacher*, *41*, 880–886.

Shanahan, T. (1988). Reading-writing relationships: Seven instructional principles. *The Reading Teacher*, *41*, 636–647.

Shanahan, T. (1987). A survey of student literacy experiences in a large scale assess­ment. In J. Readence & S. Baldwin (Eds.), *Research in Lit­eracy: Merging Per­spec­tives* (Thirty-sixth Year­book of the National Reading Conference, pp. 35–44). Roches­ter, NY: National Reading Con­ference.

Ferroli, L., & Shanahan, T. (1987). Kindergarten spelling: Explaining its relationship to first grade reading. In J. Readence & S. Baldwin (Eds.), *Research in Literacy: Merg­ing Perspec­tives* (Thirty-sixth Year­book of the National Reading Conference, pp. 93–100). Rochester, NY: Na­tional Reading Conference.

Gregory, J. F.; Shanahan, T.; & Walberg, H. (1987). Orthopaedically handicapped stu­dents in pub­lic and private high schools. *The Exception­al Child*, *34* (2), 1–8.

Shanahan, T. (1987). Shared knowledge of reading and writing. *Reading Psychology*, *8*, 93–102.

Gregory, J.; Shanahan, T.; & Walberg, H. (1987). A descriptive profile of mainstreamed orthopedi­cally handicapped tenth graders. *Journal of Re­search and Development in Education*, *20*, 49–56.

Shanahan, T. (1986). Predictions and the limiting effects of preques­tions. In J. Niles & R. Lalik (Eds.), *Solving problems in literacy: Learners, teachers, and researchers*, (Thirty-fifth Year­book of the Na­tional Reading Conference, pp. 92–98). Rochester, NY: National Reading Con­ference.

Shanahan, T. & Lomax, R. (1986). An analysis and comparison of theoreti­cal models of the read­ing-writing relationship. *Journal of Educational Psychology*, *78*, 116–123.

Shanahan, T. (1986). The reading-writing relationship: Myths and reali­ties. *Wisconsin State Reading Association Journal*, *30*, 9–18.

Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1986). A profile of learning disabled twelfth grad­ers in regular classes. *Learning Disabil­ity Quarterly*, *9*, 33–42.

Shanahan, T., & Walberg, H. J. (1985). Productive influences on high school achieve­ment. *Jour­nal of Educational Research*, 78, 357–363.

Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). Learning disabled 10th graders in main­streamed settings: A descriptive analysis. *Remedial and Special Education*, *6*, 25–34.

Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). A descriptive analysis of high school sen­iors with speech disabilities. *Journal of Communication Disorders*, *18*, 295–304.

Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). A national survey of main­streamed hearing im­paired high school sophomores. *Journal of Rehabilitation*, *51*, 55–58.

Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1985). Profile of speech- disabled sophomores. *Ameri­can Rehabilitation*, *11*, 9–15, 32.

Shanahan, T., & Kamil, M. L. (1984). The relationship of the concurrent and construct validities of cloze. In J. A. Niles, & L. A. Harris (Eds.), *Changing perspectives on re­search in read­ing/language processing and instruction*. (Thirty-third Yearbook of the National Reading Con­fer­ence, pp. 252–256). Rochester, NY: National Read­ing Conference.

Shanahan, T. (1984). Nature of the reading-writing relation: An exploratory multi­variate analysis. *Journal of Educational Psychology*, *76*, 466–477.

Gregory, J. F.; Shanahan, T.; & Walberg, H. J. (1984). Mainstreamed hear­ing-impaired high school seniors: A re-analysis of a national survey. *American Annals of the Deaf*, *129,* 11–16.

Walberg, H. J., & Shanahan, T. (1983). High school effects on individual students. *Educational Re­searcher*, *12*, (7), 4-9.

Shanahan, T., & Hogan, V. (1983). Parent reading style and children's print awareness. In J. A. Niles & L. A. Harris (Eds.), *Searches for meaning in reading/language proc­essing and in­struction*. (Thirty-second Yearbook of the National Reading Confer­ence, pp. 212–217). Roch­ester, NY: National Reading Conference.

Shanahan, T., & Kamil, M. L. (1983). A further comparison of sensitivity of cloze and recall to passage organization. In J. A. Niles & L. A. Harris (Eds.), *Searches for meaning in read­ing/language processing and instruction*. (Thirty-second Year­book of the National Reading Confer­ence, pp. 123–128). Rochester, NY: National Reading Conference.

Shanahan, T. & Kamil, M. L. (1982). The sensitivity of cloze to passage organization. In J. A. Niles & L. A. Harris (Eds.), *New inquiries in reading research and instruc­tion*. (Thirty-first Yearbook of the Nation­al Reading Conference, pp. 204–208). Rochester, NY: National Read­ing Confer­ence.

Shanahan, T. (1982). How do we motivate reading comprehension? *Reading World*, *22*, 111–118.

Shanahan, T., Kamil, M. L., & Tobin, A. W. (1982). Cloze as a measure of intersenten­tial com­prehen­sion. *Reading* *Research Quarterly*, *17*, 229–255.

Shanahan, T. (1980). The impact of writing instruction on learning to read. *Reading World*, *19*, 357–368.

Shanahan, T. (1980). Three explanations of reading disability. In M. L. Kamil & A. J. Moe (Eds.), *Per­spectives on reading research and instruc­tion*. (Twenty-ninth Year­book of the National Read­ing Conference, pp. 301–308). Washington, D. C.: National Reading Conference.

Pikulski, J. J. & Shanahan, T. (1980). A comparison of various approaches to evaluating phonics. *Read­ing Teacher*, *33*, 692–702.

Cassidy, J. & Shanahan, T. (1979). Survival skills: Some considerations. *Journal of Reading*, *23*, 136–140.

Shanahan, T. (1979). The writing crisis: A survey and solution. *Phi Delta Kappan*, *61*, 216–217.

Shanahan, T. (1977). Writing marathons and concept development. *Language Arts*, *54*, 403–405.

**Invited Journal Articles:**

Shanahan, T. (2023). Is Emily Hanford right? *Illinois Reading Council Journal, 51*(2), 5-8.

Shanahan, T. (2022-2023). What do you think of “phonics first” or “phonics only” in the primary grades? *The Missouri Reader, 46*(1), 10-13.

Shanahan, T. (2021). Decodable readers in the context of teaching ‘Set for Variability’ skills. *LDA Bulletin, 53*(2), 25.

Shanahan, T. (2020). Limiting children to books they can already read. *American Educator, 44*(2), 13-17, 39.

Shanahan, T. (2020). Planning effective reading instruction when you’re up to your next in 6-year-olds. *Educational Leadership, 77*(5), 62-67.

Shanahan, T., & Echevarria, J. (2019). Policies that support improving the literacy levels of English Learners. *State Education Standard, 19*(2), 33-40.

Shanahan, T. (2019). Why children should be taught to read with more challenging text. *Perspectives on Language and Literacy, 44*(2), 17-23*.*

Shanahan, T. (2018). The early identification of reading difficulties. *Perspectives on Language and Literacy, 44*(3), 7-8.

Shanahan, T., & Shanahan, C. (2017). Disciplinary literacy: Just the FAQs. *Educational Leadership, 74*(5), 18-22.

Shanahan, T., & Shanahan, C. (2015). Disciplinary literacy comes to middle school. *Voices from the Middle, 22*(3), 10-13.

Shanahan, T. (2015). Are you lactating? On the importance of academic language. *Perspectives on Language and Literacy, 40*(3), 15-17.

Shanahan, T. (2014, September/October). Should we teach students at their reading levels? *Reading Today,* 14-15.

Shanahan, C., & Shanahan, T. (2014). The implications of disciplinary literacy. *Journal of Adolescent & Adult Literacy, 57,* 628-631.

Shanahan, T. (2014, Winter). Common Core: Close reading. *Instructor,* 28-30*.* [*http://www.scholastic.com/teachers/article/common-core-close-reading-0*](http://www.scholastic.com/teachers/article/common-core-close-reading-0)

Shanahan, T. (2013). Letting the text take center stage. American Educator, 37(3), 4-11, 43.

Shanahan, T. (2013). You want me to read what? *Educational Leadership, 71*(3), 10-15.

Shanahan, T. (2013). Common Core in the middle: Making it work means solving a riddle. *Voices from the Middle, 21*(2), 61-63.

Shanahan, T. (2012). The Common Core ate my baby. *Educational Leadership, 70*(4), 10-19.

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Shanahan, T. (2011). Common core standards: Are we going to lower the fences or teach kids to climb. *Reading Today, 29*(1), 20–21.

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Strickland, D. S., & Shanahan, T. (2004). *Laying the groundwork for literacy. Educational Leadership, 61*(6), 74-77.

Shanahan, T. (1988). The voyage into school reform. *Illinois Schools Journal*, *68*, 3–8.

**Book Chapters**:

Shanahan, T., & Shanahan, C. (2022). Teaching history and literacy. In K.A. Hinchman & H.K. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 247-264). New York: The Guilford Press.

Shanahan, C., & Shanahan, T. (2020). Disciplinary literacy. In J. Patterson (Ed.), *The SAT® Suite and classroom practice: English Language Arts/literacy* (pp. 91–125). New York: College Board.

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Sulzby, E., Hoffman, J., Niles, J., Shanahan, T., & Teale, W. (1989). *McGraw-Hill Reading*. Oklahoma City: McGraw-Hill. (16 textbooks, 14 workbooks, and 14 teacher's guides, K-8).

Sulzby, E., Hoffman, J., Klein, M., Naylor, K., Niles, J., Shanahan, T., & Teale, W. (1989). *McGraw-Hill Integrated* *Language Arts*. Oklahoma City, OK: McGraw-Hill. (11 teacher's guides, K-8).

**Miscellaneous Publications**

Shanahan, T. (2020). Foreword. In R.A. Alves, T. Limpo, & R. M. Joshi (Eds.), *Reading-writing connections: Towards integrative literacy science.*

Shanahan, T. (2020). Interview with Timothy Shanahan, a Member of the National Reading Panel. *Reading League Journal, 1*(3), 11-15.

Shanahan, T. (2020). How to knock down five strawman arguments against phonics. *Nomanis, 9,* 27-28.

Shanahan, T. (2019). Improving reading comprehension in the primary classes. Dublin, Ireland: National Council for Curriculum & Assessment. <https://ncca.ie/media/4018/improving-reading-comprehension-in-the-primary-classes-professor-timothy-shanahan-university-of-illinois-at-chicago.pdf>

Shanahan, T., (2019). *Disciplinary literacy in the primary school.* Dublin, Ireland: National Council for Curriculum & Assessment. <https://ncca.ie/media/4021/disciplinary-literacy-in-the-primary-school-professor-timothy-shanahan-university-of-illinois-at-chicago.pdf>

Shanahan, T. (2019). The whys and hows of research and the teaching of reading. *Nomanis, 7,* 21-23.

Shanahan, T. (2018). Reading hard books to kids. *Nomanis,* 6, 10-11.

Shanahan, T. (2018). The early identification of reading difficulties. *Perspectives on Language and Literacy.*

Shanahan, T. (2018). Foreword. In K. Androes, *1200 hours.* Silverton, OR: Ike Mooney Books.

Shanahan, T. (2017). Foreword. In S.B. Wepner & D.W. Gómez (Eds.), Promising responses to changing school populations (pp. ix-xi). Lanham, MD: Rowman & Littlefield.

Chiang, H., Walsh, E., Shanahan, T., Gentile, C., Maccarone, A., Waits, T., Carlson, B., & Rikoon, S. (2017). *An exploration of instructional practices that foster language development and comprehension: Report on the National Title I Study of Early Childhood Language Development.* Washington, DC: Institute of Education Sciences.

Shanahan, T. (2017). Disciplinary literacy: The basics. Mis*souri Reader, 41*(1), 6-9.

Shanahan, T. (2016). The Common Core State Standards. In *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 298-299). Thousand Oaks: SAGE Publications.

Shanahan, T. (2016). National Early Literacy Panel. In *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 914-915). Thousand Oaks: SAGE Publications.

Shanahan, T. (2015). Foreword. In L.B. Gambrell & L.M. Morrow (Eds.), *Best practices in literacy instruction* (pp. xix-xxii)*.* New York: Guilford Press.

Shanahan, T. (2014). Foreword. In K. Barclay & L. Stewart (Eds.), *The everything guide to informational texts, K-2*. Thousand Oaks, CA: Corwin Literacy.

Shanahan, T. (2013). Foreword. In S.B. Neuman & T.S. Wright, *All about words* (pp. vii-viii)*.* New York: Teachers College Press.

Doorey, N., with Shanahan, T., & Umland, K. (2013). Seeing the future: How the Common Core will affect mathematics and English Language Arts in Grades 3-12 across America. Center for K-12 Assessment & Performance Management. Educational Testing Service. [http://www.k12center.org/rsc/pdf/seeingthefuture.pdf](http://www.k12center.org/rsc/pdf/seeing_the_future.pdf)

Shaugnessy, M. (2013). An interview with Timothy Shanahan and Christopher Lonigan: Early childhood literacy. *New Mexico Journal of Reading, 23*(2), 8-10.

Shanahan, T. (2012). Writing. In P. J. Dunston, S K. Fullerton, C C. Bates, K. Headley, & P. M. Stecker (Eds.), *The 61st Yearbook of the Literacy Research Association.* Oak Creek, WI: Literacy Research Association.

Shanahan, T. (2012). Short overview of the PARCC assessment prototype. *Reading Today, 30*(1), 33.

Lonigan, C. J., & Shanahan, T. (2008). *Executive summary: Developing Early Literacy: Report of the National Early Literacy Panel.* Washington, DC: National Institute for Literacy.

Shanahan, T., & Shanahan, C. (2007). Foreword. In C. E. Snow, M. V. Porche, P. O. Tabors, & S. R. Harris, *Is literacy enough? Pathways to academic success for adolescents* (pp. Xiii-xvi). Baltimore: Paul H. Brookes Publisher.

Shanahan, T. (2007). Literacy as a cure for extremism: Necessary, but is it sufficient? In *Literacy: A path out of extremism.* Newark, DE: International Reading Association.

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Boulton, D., & Shanahan, T. (2006, January). An interview with Dr. Timothy Shanahan. *Language Magazine, 9*(1).

August, D., & Shanahan, T. (2006). *Executive summary: Developing literacy in second-language learners.* Mahwah, NJ: Lawrence Erlbaum Associates.

Shanahan, T. (2005). Letter to Assemblywoman Myers. In J. Lewis, K.S. Jongsma, & A. Berger (Eds.), *Educators on the frontline* (p. 189). Newark, DE: International Reading Association.

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Shanahan, T. (1995). Project FLAME. In L. M. Morrow, D. H. Tracey, C. M. Maxwell (Eds.), *A survey of family literacy in the United States* (pp. 75–76). Newark, DE: International Reading Association. (Abstract)

Shanahan, T. (1994). Assessment, Theory and Practice. In A. C. Purves (Ed.), *Ency­clopedia of English Studies and Language Arts*, pp. 93–97. Ur­bana, IL: National Council of Teachers of English & Scholastic.

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Shanahan, T., & Rodriguez-Brown, F. V. (1994). *Toward an ethics of family literacy*. Berkeley, CA: Center for the Study of Writing. (audio tape)

Mulhern, M., Rodriguez-Brown, F. V., & Shanahan, T. (1994). *Family literacy for lan­guage mi­nority families: Issues for program implementation*. Washington, DC: National Clearing­house for Bilingual Education. (Program Information Guide)

Shanahan, T. (1992). But Do We Really Want Individual Scores? *Illinois Reading Council Com­municator*, *15,* February, 1, 3.

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Shanahan, T. (1989). The role and nature of assessment in urban education: Toward a new sensibility. In G. Griffin & A. Lowe (Eds.), *Creating an agenda for urban educational research and development*. Chicago: Center for Urban Educa­tional Research and Develop­ment, College of Education, University of Illi­nois at Chicago.

Pearson, P. D., Valencia, S., Reeve, R., & Shanahan, T. (1988). *Illinois Goal Assessment Program - Reading.* Springfield, IL: Illinois State Board of Education.

Killgallon, P. A. A study of relationships among certain pupil adjustments in reading situations. Edited by T. Shanahan for inclusion in L. Gen­tile, M. L. Kamil, & J. Blanchard (Eds.), *Read­ing re­search revisited*. Columbus, Ohio: Merrill, 1983. (Edited chapter)

Language and Reform in China. In E. Malmquist (Ed.), *Handbook on Compara­tive Reading*. Newark, DE: International Reading Association, 1982. (Annotation)

The Structure and Development of the Finnish Language. In E. Malmquist (Ed.), *Hand­book on Com­parative Reading*. Newark, DE: International Read­ing Association, 1982. (Annotation)

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**Reprints**

Lonigan, C., & Shanahan, T. (2013). Developing early literacy skills: Things we know and things we know we don’t know. In D. E. Alvermann, N. J. Unrau, & R. B. Ruddell (Eds.), *Theoretical models and processes of reading* (6th ed., pp. 362-374). Newark, DE: International Reading Association.

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Shanahan, T., Robinson, B., & Schneider, M. (1998). Black history month resolutions: Fifth graders construc their heritage. In M. F. Opitz (Eds.), Literacy instruction for culturally and linguistically diverse students (pp. 168-172). Newark, DE: International Reading Associaton,

Shanahan, T. (1998). Relaciones entre lectura y escritura, unidades tematicas, aprendizaje mediante investigacion…En busca de la instruccion eficaz para una alfabetización integrada. *Lectura y Vida*, *19*, 17–26.

Shanahan, T., Mulhern, M., & Rodriguez-Brown, F. (1995). Project FLAME: A lit­er­acy program for language minority families. In L. M. Morrow, S. B. Neuman, J. R. Paratore, & C. Harrison (Eds.), *Parents and literacy*, (pp. 40-47). Newark, DE: International Reading Association.

Shanahan, T., Robinson, B., & Schneider, M. (1995). Avoiding some of the pit­falls of thematic units. In M. Opitz (Ed.), Teaching reading: A cultural perspective. Newark, DE: International Reading Association.

Mulhern, M., Rodriguez-Brown, F. V., & Shanahan, T. (1994). *Family literacy for lan­guage mi­nority families: Issues for program implementation. Forum,* *the Newsletter of the National Clearinghouse for Bilingual Education, 17(Summer),* 1, 4.

Shanahan, T. (1989). Reading-writing relationships: Seven instructional principles. *Florida Reading Quarterly.*

Shanahan, T., & Walberg, H. J. (1985). Productive influences on high school achieve­ment. *Educational Excellence Network*, *4*(5), 15–21.

**FUNDED GRANTS & CONTRACTS**

Ross, C., Shanahan, T., & West, J. (2009-2016). The national Title I study of implementation and outcomes: Early childhood language development. Institute of Education Science, U.S. Department of Education. (principal investigator) $338,891/$13,000,000.

Shanahan, T., & Shanahan, C. (2005–2007). Disciplinary literacy in high school. Carnegie Corporation. $100,000. (principal investigator)

McKeown, M., Beck, I., & Shanahan, T. (2004–2007). Toward more meaningful decisions about comprehension instruction through development and comparison of standardized instruction for two major approaches. Institute of Education Science. $117,276. (investigator)

Shanahan, T., Teale, W., Hynd, C., & Meehan, M. (2002). Professional Development in Reading Excellence Schools: Illinois Consortium for Achieving Reading Excellence, Illinois State Board of Education. $121,500. (principal investigator)

Teale, W., & Shanahan, T. (2002). Illinois Consortium for Achieving Reading Excellence (ICARE), Western Illinois University. $148,500. (principal investigator)

Shanahan, T., & Teale, W. (2000-01). Framework for School Improvement Research. Interagency Educational Research Initiative (National Science Foundation, U. S. Department of Education, National Institute of Child Health and Development. $110,000. (principal investigator)

Shanahan, T. (1998). Partnership with Joseph Jungman School, Chicago Board of Education. $20,000. (principal investigator)

Shanahan, T., & Rodrigue-Brown, F. (1997–99). Probation School Partnership, 1997–99, Chicago Public Schools, $132,000. (principal investigator)

Shanahan, T. (1996–98). Family Start: Family Literacy Program, 1996–98. Department of Hu­man Services, City of Chicago, $537, 842. (principal investigator)

Rodriguez-Brown, F., & Shanahan, T. (1995–2000). Academic Excellence Award Program, U.S. Depart­ment of Edu­cation. ($997,234). (principal investigator)

Wang, M. (1995–2000). School-Family Partnerships to Enhance the Academic and So­cial Com­pe­tence of Urban Children, U.S. Department of Education. $724,707. (Senior Research Associate with with R. Weissberg and L. Anderson; part of the Mid-Atlantic Regional Educational Laboratory).

Rodriguez-Brown, F. & Shanahan, T. (1995–97). Family Assistance Program, U.S. Department of Educa­tion. (approved $214,000, but only $114,000 provided due to lack of Congressional appropriations; with F. Rodriguez-Brown).

Rodriguez-Brown, F. & Shanahan, T. (1994–98). Project FLAME: A Family Literacy Program, General Mills Foundation. ($200,000) (principal investigator)

Shanahan, T. (1994–95). Hug A Book Evaluation, Hug A Book, Inc. ($5,000). (principal investigator)

Shanahan, T. (1993–95). Student Literacy Corps, Department of Education. (Approved for $100,000, but only $35,000 was provided due to lack of Congressional appropriations). (principal investigator)

Shanahan, T., & Barr, R. (1992–93). Reading Recovery Evalu­ation Project, North Central Education Research Laboratory, 1992–93. ($9,734). (principal investigator)

Shanahan, T. (1992–93). The Professionalization of the Adult Literacy Teacher, 1992–93. National Center for Adult Literacy, University of Pennsylvania. ($5,000). (principal investigator)

Shanahan, T., McElmurry, & Diamond, S. (1993). Literacy for Health, Lloyd Fry Foundation. ($35,000). (principal investigator)

Shanahan, T., & Rodriguez-Brown, F. (1992–97). Project FLAME: A Family Literacy Program. Kraft Foundation. ($214,000) (principal investigator)

McElmurry, Diamond, S., & Shanahan, T., (1992–93). Literacy for Health, National Institute for Literacy. ($119,612)). (investigator)

Shanahan, T. (1992). Teacher Knowing, Teacher Thinking. National Conference on Research in Eng­lish. ($12,500). (principal investigator)

Shanahan, T. (1990–91). Student Literacy Corps, U. S. Department of Education. ($49,940). (principal investigator)

Beach, R., Green, Kamil, M., & Shanahan, T. (1990). Multidisciplinary Perspectives on Literacy Research, National Conference on Re­search in English. ($17,000). (principal investigator)

Rodriguez-Brown, F., & Shanahan, T. (1989–95). Literacy for the Limited English Proficient Child: A Family Approach, U. S. Department of Education. ($1,059,862). (principal investigator)

Griffin, G. (1988). Center for Urban Education, State of Illinois. ($2,500,000), (investigator)

Shanahan, T. (1987–88). Reading-writing relationships in the classroom. Chicago Area School Effectiveness Council. ($15,000). (principal investigator)

Kamil, M. L. & Shanahan, T. (1987–88). Research Libraries in Reading & Writing Education. National Conference on Research in English. ($1,400). (principal investigator).

Shanahan, T. (1985–87). State Reading Assessment, Center for the Study of Reading, 1985–87. ($10,500). (principal investigator)

Farr, M. (1985). Center for the Study of Writing Planning Grant, National Institute of Educa­tion. ($10,000). (investigator)

Shanahan, T. (1981). Differential Im­pact of Rehearsal Strategies on Prose Learning, Graduate College Research Board, University of Illinois at Chicago. ($3,540). (principal investigator)

**AWARDS, HONORS & RECOGNITIONS**

Edutopia Ten Most Significant Research Reports, 2020.

P. David Pearson Scholarly Impact Award, Literacy Research Association, 2017.

Outstanding Academic Title List (Early Childhood Literacy), *Choice Magazine,* 2013.

Distinguished Achievement Award for Learned Article, Association of Educational Publishers, 2013.

Inductee, University of Delaware Wall of Fame, 2013.

William S. Gray Citation of Merit, International Reading Association, 2013.

Literacy Award, LEADER (IRA Special Interest Group), 2013.

Distinguished Professor, University of Illinois at Chicago, 2012.

Researcher of the Year – Humanities and Social Sciences, University of Illinois at Chicago, 2009.

Inductee, Reading Hall of Fame, 2007

Listed in *Who’s Who in America* (60th ed.), 2005.

Listed in *Who's Who Among America's Teachers* (9th ed.), 2005.

Member, Illinois Reading Hall of Fame, 2002.

Recipient, Albert J. Harris Award for Outstanding Research on Reading Disability, International Reading Association, 1997. (with R. Barr)

Listed in *Who’s Who in Education,* 1995.

Listed in *Who's Who in the Midwest*, 1994.

Recipient, University of Delaware Presidential Citation for Outstanding Achievement, 1994.

Member (Elected), Phi Kappa Phi, University of Illinois at Chicago Chapter, 1993.

Advisor, Doctoral Dissertation Award Winner (Third Place), National Association of Bi­lingual Edu­cation, 1993. (Katsaru, E. "Four Successful Second Language Learners").

Project Consultant. National Council of Teachers of English Recognition for Excellence in Cur­riculum Design. (Recipient: Wilmette Public Schools; 1990).

Finalist, Silver Circle Award for Teaching Excellence, University of Illi­nois at Chicago, 1989.

Nominee, Board of Directors, National Reading Conference, 1987.

Recipient, Milton D. Jacobson Readability Research Award, Readability Spe­cial Interest Group, International Reading Association, 1983.

Recipient, Amoco Outstanding Teaching Award, Amoco Foundation, 1982 ($1,000).

Recipient, Silver Circle Award for Teaching, University of Illinois at Chicago Circle, 1982.

Advisor, Second Place Winner of the College Reading Association's Annual Master's The­sis Com­petition, 1981. (Chatlos, P. *The influ­ence of verbal and written re­hearsal on content area learning*.)

Recipient, Departmental Honors in Elementary Education, College of Educa­tion, Oak­land Univer­sity, 1972.

Recipient, State of Michigan Merit Scholarship, 1969.

**EDITORIAL WORK**

 **Editorships:**

 Editor, Themed Issue on Early Identification of Reading Problems, *Perspectives on Language and Literacy,* *44*(3), 2018

 Editor, *National Reading Conference Yearbook*, 1998–2001

 Editor, *Illinois Reading Council Journal,* 1998–2004

#  Editor, “Materials that Make a Mark” column, *Language Arts*, 1996–97

 Editor, “Integrating Curriculum” column, *The Reading Teacher*, 1993–95

 Associate Editor, *Journal of Reading Behavior*, 1988–89

  **Editorial Review Board Memberships:**

 **Current:**

 *Journal of Educational Psychology,* 2011–2020

 *Journal of Sociology,* 2019–2020

 *Reading and Writing: An Interdisciplinary Journal,* 2011–2020

*Reading Psychology,* 2005–2020

 *Reading Teacher,* 2011–2020

 *Reading Research Quarterly,* 2012– (Editorial Consulting Board, 2015-2016)

 *Review of Educational Research,* 2017-2020

 *Scientific Studies in Reading,* 2012–2020

 Teachers College Press, Literacy and Language Series, 2005–2020

 Teachers College Press, Common Core Series, 2012—

 **Past:**

 *Illinois Child Welfare,* 2005–2013.

 *Illinois Reading Council Journal*, 1996–1998

 *Journal of Literacy Research,* 1982–2018

 *Journal of Reading,* 1994 (special issue)

 *Language Arts*, 1991–1998

 National Center for Adult Literacy, 1994–1996

 *National Reading Conference Yearbook*, 1981, 1984–1985, 1989–1992, 1994–1997, 2010

 *Reading Research and Instruction*, 1985–1986

 *Reading Teacher*, 1994–2000, (1989, special issue), 2002–2005,

 *Reading Research Quarterly*, 1986–2007

 Teachers College Press, Common Core Series, 2012–2015

 *Thinking Classroom,* 2002–2005

 **Ad Hoc Reviewing for Journals and Research Organizations:**

*American Educational Research Journal*, 1989–93, 2000–2003, 2008, 2012, 2020

 *Australian Journal of Language and Literacy,* 2013

 *British Journal of Educational Psychology,* 2011

 Canadian Language and Literacy Research Network, 2007-2011

 *Child Development,* 2006–2019

 *Cognitive Development,* 2018

 *Cognition & Instruction*, 1989

 *Contemporary Psychology*, 1988

 *Curriculum Studies*, 1992

 Early Childhood Research Quarterly, 2011, 2016
 Educational Assessment, 2015-2016

 Educational Evaluation and Policy Analysis, 2007, 2011

 Education Policy Analysis Archive, 2016

 *Educational Psychologist*, 1986

 *Educational Researcher*, 1984, 2013

 *Elementary School Journal*, 1987

 *English Journal*, 1986

 *European Journal of Psychology of Education,* 2011-2014

 *Family & Community Health*, 1993

 *JESPAR,* 2004–2010

 *Journal for Research in Mathematics Education,* 2017

 *Journal of Education,* 2012

 *Journal of Educational Psychology*, 1984–94, 2002–2011

 *Journal of Reading*, 1988–89, 1994

 *Journal of Research on Educational Effectiveness,* 2008–2010, 2015-2016

 *Journal of Teacher Education,* 2009–2012

 *Journal of Learning and Instruction,* 2006–2008

 *Learning and Instruction,* 2018

 *Linguistics and Education,* 2014

 *Reading Teacher,* 2010–2011

 *Reading and Writing,* 1995, 2000–2010

 *Research in the Teaching of English*, 1984–2012

 *Review of Educational Research,* 2005-2010

 *Review of Research in Education,* 2018

 *Scandinavian Journal of Educational Research,* 2018

 *Science,* 2011

 *Society for the Study of Reading,* 1999, 2000–2010

 *Spanish Journal of Applied Linguistics,* 2015

 *Speech, Language, and Hearing,* 2017

 *Urban Education,* 1996

 **Conference Presentation Proposals and Other Reviewing:**

 American Educational Research Association

 Basic Research in Reading Special Interest Group, 1986–87, 2002–2006

 Curriculum Studies (Division B), 1982–1989

 Educational Measurement (Division D), 1987

 Learning & Instruction (Division C, Section 1), 1983, 1987, 1989, 1990,

 1994, 1996, 1999, 2002–2011

 Teacher Education (Division K), 2002

 International Reading Association, 1984–87, 1990, 1994, 2000–2012

 National Center for Literature, 1993

 National Conference of Teachers of English, 1991.

 National Reading Conference, 1987–90, 1995–96, 1999, 2001–2011

 Society for Research on Educational Effectiveness, 2009

 **Grant Proposal Reviewing:**

Carnegie Corporation of New York, 2007

City College of New York, New York, NY, 2008

University of Cypress, 2018

Czech Science Foundation, 2013-2018

Economic and Social Research Council, United Kingdom, 2008–2009

Hong Kong Institute of Education, Hong Kong, China, 2011-2013

Illinois College of Medicine at Rockford Internal Research Grants Program, 2007–2009

Institute of Education Science, 2004

International Reading Association, 1997

Luxembourg National Research Fund, 2013-2014

National Science Foundation, 2001

Netherlands Organisation for Scientific Research, 2019

Nuffield Foundation, 2011, 2017

Social Science and Humanities Research Council of Canada, 2005-2011

Spencer Foundation, 1997, 2001, 2002–2005

 University of Delaware Foundation, 2017-2018

 William T. Grant Foundation, 2008

 **Book and Instructional Material Reviewing:**

Allyn & Bacon Publishing Co., 1979–88

 Aspen Publishing, Co., 1985–88

 Brookes Publishing, 2008–

Christopher Gordon Publishers, 1988–92

 Elsevier, 2007

Guilford Press, 2001–2008

 HarperCollins, 1994

 Heinemann, 2016

 Houghton Mifflin Publishing Co., 1986–88, 2008

 International Reading Association, 1988–93

Longman Publishing, 1994, 1996–97, 2002

 Macmillan Publishing Co., 1986, 1990, 1992

 Merrill Publishing Co., 1988–94

 Oxford University Press, 1989

 Pearson Publishing, 2001–2009

 Prentice-Hall Publishing Co., 1981–85, 1996–97

 Routledge Publishing, 2019

 UNESCO, 2016

Wadsworth Publishing, 1990–96

 Yale University Press, 2003

**PROFESSIONAL & COMMUNITY SERVICE**

Advisor, Audible Education Project, Audible Audiobooks, 2019–

Member, Reading, Writing, and Language Development Education Research Scientific Review Panel, Institute of Education Sciences, 2019-2022.

Nominator, LUI Che Prize – Prize for World Civilization, 2018.

Chair, Editor Search Committee, Reading Research Quarterly, International Literacy Association, 2017-2018.

Chair, William S. Gray Award Committee, International Literacy Association, 2016-2018.

Member, Chicago Task Force on Improving Literacy for Children with Disablities, Mayor Rahm Emanuel, 2015-2016.

Member, Advisory Board, Universal Grade 2 Literacy for All Initiative, Mayor Bill De Blasio, New York City Schools, 2016.

Mentor, Reading Hall of Fame Emerging Young Scholars Fellowship (Tracey Hughes), 2015-2018.

Member, Scientific Advisory Board, Knowledge Matters, Washington, DC, 2016-

Member, Professional Advisory Board, Center for Development and Learning, Metairie, LA, 2015-

Member, English Language Arts Advisory Board, College Board, 2014-

Member, Illinois Center for School Improvement Research Council, 2013-

Member, Board of Visitors, Learning Research and Development Center, University of Pittsburgh, 2010-2020.

Literacy Advisor, What Works Clearinghouse, Mathematica, 2005-

Member, Literacy Research Panel, International Reading Association, 2011-2014.

Co-chair, Common Core Standards Committee, International Reading Association, 2011-2015.

Member, Distinguished Scholar Committee, Literacy Research Association, 2010-2011.

Nominator, MacArthur Fellows Program, 2011.

Member, Board of Directors, Reach Out and Read, Boston, MA, 2007–2014.

Member, Barnardo’s Ready to Learn International Committee, Belfast, Northern Ireland, 2010–2014.

Member, Colorado Literacy Council, State of Colorado, 2008-2010.

Member, Board of Directors, National Institute for Literacy, Washington, DC, 2006–2010.

 Member, Board of Advisors, National Family Literacy Center, 2001–2010.

Member, Common Core Standards Development Team, English Language Arts, National Governors Association and Council of Chief State School Officers, 2009–2010.

Member, Board of Advisors, Illinois Dyslexia Association, 2006-2008

Chair, National Literacy Panel on Language Minority and Youth, Office of Educational Research and Improvement, U.S. Department of Education, 2002–2009.

Chair, National Panel on Early Childhood and Family Literacy, National Institute for Literacy, 2002–2008.

President, International Reading Association, 2004–2007. (elected)

Member, Board of Directors, International Reading Association, 1998–2001. (elected)

Member, Board of Directors, Illinois Reading Council, 1998–2001.

Grant Proposal Reviewer, Interagency Educational Research Initiative, National Science Foundation, 1999.

Member, National Reading Panel, National Institute of Child Health and Human Development, 1998.

Chair, Teacher Preparation Committee, Illlinois Right to Read, Illinois State Board of Education, 1998–99.

Member, ***Reading Teacher*** Editor Search Committee, International Reading Association, 1997.

Member, Standing Committee on Reading/Writing, National Assessment of Educational Progress, 1996–97.

Member, Framework Committee, Illinois State Board of Education, 1997.

Member, Family Literacy Commission/Committee, International Reading Association, 1995-99. (Chair, 1998–99)

Member, Dissertation Award Committee, National Reading Conference, 1995–97.

Member, Field Council, National Reading Conference, 1994–98. (Co-chair, 1998–99).

Member, National Standards Project Advisory Board, International Reading Association, 1993-94.

Testimony on the Elementary and Secondary Education Act, United States Senate Labor and Human Resources Committee, April 18, 1994.

Member, Early School Task Force, National Standards Project for English Language Arts, K-12. Inter­na­tional Reading Association, National Council of Teachers of Eng­lish, University of Illi­nois-Ur­bana-Champaign, U.S. Department of Education, 1992–93.

Member, Family and Early Learning Study Group, National Science Foundation, 1993–94.

Member, Governmental Relations Committee, International Reading Association, 1993–95.

Member, *Reading Research Quarterly* Editorial Search Committee, 1993–94.

Member, Technical Advisory Committee, State Literacy Resource Center, Illinois, 1993–95.

Judge, IBM Student Literacy Awards Competition, 1994–95.

Member, Reading Advisory Panel, National Assessment of Educational Progress, Educa­tional Test­ing Service, 1992–95.

Member, Board of Directors, Illinois Literacy Research and Development Center, 1992–95.

Member, Board of Directors, Chicago Literacy Coordinating Center, 1992–94.

Chair, Assessment Subcommittee, Illinois Literacy Council, 1992–95.

Member, Advisory Committee for the Longitudinal Study of Children at Risk, 1992–93.

Member, Assessment Subcommittee, Illinois Literacy Council, 1991–92.

Member, School District 102 Delegate Assembly, LaGrange, IL, 1991–92.

Reviewer, Family Literacy Grants Competition, Illinois Secretary of State's Office, 1992.

Member, Reading Assessment Advisory Committee, Illinois State Board of Education, Research and As­sessment, 1991–92.

Director, Cooperative Research, National Conference on Research in English, 1989–92. (Elected).

Member, Publications Committee, International Reading Association, 1989–92.

Member, Language Arts Textbook Analysis Committee, National Council of Teachers of English, 1988–92. (Chair, Guidelines Subcommittee).

Member, National Assessment of Educational Progress and Reading Commission, Inter­national Reading Association, 1988–89.

Program Chair, American Educational Research Association, Division C, Sec­tion 2, 1989.

Member, Content Advisory Committee (Reading), State Teacher Certification Test, Illi­nois State Board of Education, 1986–87.

Member, Language Arts Subcommittee, Committee to Define State Requirements for What Students Should Know and Be Able to Do, Illinois State Board of Education, 1985–88.

Member, Publications Committee, National Reading Conference, 1984–85; 1986–89.

Member, North Central Evaluation Team, (English & Computer Education), Kenwood Academy, Chicago, IL, 1985.

Member, Chapter 1 Test Standards Committee, Illinois State Board of Educa­tion, Spring­field, IL, 1985.

Exhibit Judge, Annual Chicago Public Schools Student Science Fair, 1984–86.

Member, Reading and Its Relationship to Writing Committee, International Reading As­sociation, 1982–84.

Member, Research Committee, College Reading Association, 1980–81.

Judge, Masters' Thesis Competition, College Reading Association, 1979–81.

Chairperson, Curriculum Adoption Committee, Swartz Creek Community Schools, MI, 1974–75.

Member, In-Service Committee, Holly Area Schools, 1973–74.

Playground Supervisor, Avon Park District, Rochester, MI, 1972.

Therapist, Fairlawn Center for Autistic Children, Pontiac State Hospital, Pontiac, MI, 1971–72.

Tutor, Pontiac-Oakland Educational Tutorial, Pontiac, MI, 1970–71.

**UNIVERSITY SERVICE**

Member, Alumni Board, Oakland University, 2023-2026.

Member, Senate Conference Committee, University of Illinois, 2011-2013.

Senator, University Senate, 2009-2014; 2005–2007; 1995–97. (Elected)

Member, Senate Executive Committee, 2010–2013.

Member, Senate Conference Committee, 2011–2013.

Chair, Senate Research Committee, 2005–2011.

Member, Academic Directions Task Force, 2010–2011.

Member, Search Committee, Vice Chancellor for Research, 2009.

Member, Senate Committee on Education Policy, 2005–2007 (Chair, Graduate Programs Committee)

Member, Ad hoc Committee on University Centers, 2005.

Member, University Task Force on Faculty Responsibility, 1998.

Member, Institutional Review Board for the Behavioral Sciences, University of Illinois at Chicago, 1996–2000.

Member, Community and Prevention Research Division Faculty, Department of Psy­chol­ogy, 1994–97.

Member, Public Health Policy Task Force, University of Illinois at Chicago, 1995–96.

Member, Honors College Faculty, 1991–95.

Member, Neighborhoods Initiative Advisory Committee, 1994–96.

Member, Great Cities Grant Review Board, 1993–94, 1994–95.

Member, Great Cities Advisory Committee, 1993–94.

Chair, Great Cities Urban Education Task Force, 1993–94.

Nominated, Executive Committee of the University Senate, University of Illinois at Chi­cago, 1993.

Member, Literacy Task Force, Graduate College, 1990. (Chair of Subcommit­tee on Long Range Plan­ning).

Member, Search Committee (Director of English Education), College of Liber­al Arts and Sciences, 1989–90.

Chair, Senate Subcommittee on Graduate and Professional Education and Con­tinuing Education, 1987–88.

Member, Academic Support Services Committee, 1987–88.

Chair, University Senate Library Subcommittee, 1987–88 (member 1985–89).

Member, University Library Council, University of Illinois, 1987–88.

Member, Long Range Planning Committee, University of Illinois at Chicago, 1987–88.

**COLLEGE AND DEPARTMENTAL SERVICE**

Member, Executive Committee, College of Education, 1991–93, 1994–96, 2008–2011. (Elected; Per­manent Secretary, 1992–95).

Member, Executive Committee, Curriculum & Instruction, 2009-2011.

Member, Mentoring Committee, 2009-2011.

Member, Promotion and Tenure Committee, 1995–96.

Member, By-Laws Review Committee, 1992–93.

Chair, Educational Program and Policy Committee, 1986–90. (Elected)

Member, Faculty Search Committee (Social Studies, 1983; Special Education, 1984, 1986; Bilingual Education, 1988, 2009; Educational Psychology, 1989; Cognition and In­struction, 1989; Reading, 1991; Bilingual Education, 1993; Measurement & Statistics, 1994, 1995, 1997. 1998; Technology, 1997; Dean of College of Education, 1997; Associate Dean for Student Affairs, 1998).

Member, Colloquia Committee, 1985–86.

Member, Ph.D. Steering Committee, 1985, 1987–92, 1996–98.

Member, Doctoral Program Committee, Curriculum, Instruction and Evaluation, 1985.

Member, Planning Committee, University of Illinois Conference on Educational Quality, 1985.

Member, Ad Hoc Teacher Education Evaluation Steering Committee, 1984–86.

Member, Elementary Education Coordinating Committee, 1982–84.

Member, Graduate Curriculum Committee, 1983–84.

Member, Chicago Teachers Union-University of Illinois Graduate Program Advisory Committee, 1983.

Chair, Honors Committee, 1981–83.

**ADMINISTRATION**

Director, Center for Literacy, Office of the Vice Chancellor for Academic Affairs, Uni­ver­sity of Illinois at Chicago, 1991–2013

Chair, Department of Curriculum & Instruction, College of Education, University of Illinois at Chicago, 2011–2013

Executive Director, Chicago Reading Initiative, Chicago Public Schools, 2001–2002.

Coordinator, Graduate Programs in Reading, Writing & Literacy, College of Education, University of Illinois at Chicago, 1989–90; 1991–2001.

Acting Area Chair, Curriculum & Instruction, College of Education, University of Illi­nois at Chicago, Summers, 1995–97.

Director, Semester Conversion, College of Education, 1988–89.