
BIOGRAPHICAL SKETCHES

CATHERINE SNOW (Chair) is the Henry Lee Shattuck Professor of Education at the Harvard Graduate School of Education. She received her Ph.D. in psychology from McGill University and worked for several years in the linguistics department of the University of Amsterdam. Her research interests include children's language development as influenced by interaction with adults in home and preschool settings, literacy development as related to language skills and as influenced by home and school factors, and issues related to the acquisition of English-language oral and literacy skills by language minority children. She has co-authored books on language development (e.g., *Pragmatic Development* with Anat Ninio) and on literacy development (e.g., *Unfulfilled Expectations: Home and School Influences on Literacy* with W. Barnes, J. Chandler, I. Goodman, and L. Hemphill) and has published widely on these topics in refereed journals and edited volumes. Dr. Snow's contributions to the education field include membership on the editorial boards of several journals, co-directorship for several years of the Child Language Data Exchange System, and editorship of *Applied Psycholinguistics*. She served as a board member at the Center for Applied Linguistics and a member of the National Research Council (NRC) Committee on Establishing a Research Agenda on Schooling for Language Minority Children. She chaired the National Research Council Committee on Preventing Reading Difficulties in Young Children, which produced a report that has been widely adopted as a basis for reforming reading instruction and professional development. She currently serves on the NRC's Council for the Behavioral and Social Sciences and Education and is past president of the American Educational Research Association. A member of the National Academy of Education, Dr. Snow has held visiting appointments at the University of Cambridge, England; Universidad Autonoma, Madrid; and The Institute of Advanced Studies at Hebrew University, Jerusalem. She has guest taught at Universidad Central de Caracas, El Colegio de Mexico, Odense University in Denmark, and several institutions in The Netherlands.

DONNA E. ALVERMANN is a research professor of reading education at the University of Georgia and a professor of reading education. Her research focuses on adolescent literacy. Currently, she is completing data collection on a Spencer Foundation major grant that includes a 15-week intervention aimed at teaching media literacy to a group of 30 middle and high school students. From 1992 to 1997, Dr. Alvermann co-directed the National Reading Research Center and conducted three long-term studies of adolescents' perceptions of reading and learning from text-based discussions. At the start of that research program, the literature on adolescent literacy development contained very little information on what it means to be a motivated, or even disinterested, reader from an adolescent's perspective. This perspective is important because teachers generally tend to act more readily on students' perceptions than they do on the research and theorizing of those in academe. Dr. Alvermann is past president of the National Reading Conference and served as co-chair of the International Reading Association's Commission on Adolescent Literacy from 1997 to 2000. Currently, she is a member of the Board of Directors of the College Reading Association, the Chair of the Board of Directors of the American Reading Forum, and a co-editor of the *Journal of Literacy Research*. In 1997, she was awarded the Oscar S. Causey Award for Outstanding Contributions to Reading Research.

JANICE DOLE is currently an associate professor of reading education at the University of Utah. After several years as an elementary teacher, Dr. Dole completed her M.A. and Ph.D. at the University of Colorado. Subsequently, she held positions at the University of Denver, the Center for the Study of Reading at the University of Illinois at Urbana-Champaign, and Michigan State University. Dr. Dole has written for many different audiences, including teachers and administrators (*Elementary School Journal*, *Journal of Reading*) and reading researchers and other educational researchers (*Reading Research Quarterly*, *Review of Educational Research*). She is currently on the Reading Development Panel for the National Assessment of Educational Progress and has worked for the research and development section of the American Federation for Teachers for the past five years. Three years ago, she took a leave of absence from the University of Utah to work for the Utah State Office of Education. There she served as the director of the Governor's Literacy Initiative for Utah. In this capacity, she directed a \$250,000 professional development project for the state. In addition, she led the state in receiving a \$7 million grant for the Reading Excellence Act from the U.S. Department of Education. Her current research interests include comprehension instruction at the K-3 level and reading professional development for K-3 teachers in at-risk schools.

JACK M. FLETCHER, Ph.D., is a professor in the Department of Pediatrics at the University of Texas-Houston Health Science Center and associate director of

the Center for Academic and Reading Skills. During the past 20 years, Dr. Fletcher, a child neuropsychologist, has completed research on many aspects of the development of reading, language, and other cognitive skills in children. He has worked extensively on issues related to learning and attention problems, including definition and classification, neurobiological correlates, and, most recently, intervention. He collaborates on several grants on reading and attention funded by the National Institute of Child Health and Human Development, the U.S. Department of Education, and the National Science Foundation under the Interagency Educational Research Initiative. Dr. Fletcher is also principal investigator or co-principal investigator on National Institutes of Health-funded research projects involving children with brain injuries, including a program project on spina bifida and other projects involving children with traumatic brain injury. Dr. Fletcher served on and chaired the NICHD Mental Retardation/Developmental Disabilities study section and is a former member of the NICHD Maternal and Child Health study section. He chaired a committee on children with persistent reading disability for the Houston Independent School District (HISD) and served on a task force on reading for HISD that produced a report widely cited within the state of Texas as a model for enhancing reading instruction in elementary school children. Dr. Fletcher has received several service awards from local school districts. He is part of a large consortium of investigators from the University of Houston, University of Texas-Houston, University of Texas-Austin, and California State University-Long Beach who applied for a program project grant involving the development of literacy skills in Spanish-speaking and bilingual children under the recent NICHD/Department of Education Bilingual Research Initiative.

GEORGIA EARNEST GARCÍA is an associate professor and Associate Head of the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. She holds a zero-time appointment in the Department of Educational Policy Studies and is a faculty affiliate with the Latina/Latinos Studies Program. A former Title VII Bilingual Education Fellow, she obtained her Ph.D. in Education from the University of Illinois in 1988. She currently teaches courses in reading, bilingual education/ESL, sociolinguistics, and multicultural education. Her research focuses on the literacy development, instruction, and assessment of students from culturally, linguistically, and economically diverse backgrounds, with much of her current research focusing on bilingual reading. She has published her work in the *American Educational Research Journal*, *Anthropology and Education Quarterly*, *Review of Research in Education*, *Reading Research Quarterly*, and the *Journal of Literacy Research*. She was named a College of Education Distinguished Scholar in 1997 and was awarded the Faculty Award for Excellence in Graduate Teaching, Advising, and Research by the Council of Graduate Students in Education in 1993. Dr. García was a senior research scientist at the Center for the Study of Reading for six

years. She currently serves on the Board of Directors for the National Reading Conference.

IRENE W. GASKINS, a school administrator and founder of Benchmark School, is, above all, a teacher and instructional leader. Throughout her career she has been involved in many aspects of reading education. Dr. Gaskins taught in the public schools in Virginia and Pennsylvania. In 1965, she received her master's degree in Reading Education from the University of Pennsylvania and became a research assistant in the reading clinic there. As a research assistant, she tracked the characteristics and progress of struggling readers in Penn's dyslexia study. This experience piqued her interest in bright children who have great difficulty learning to read. Her dissertation research addressed this topic. Stints as a district reading consultant, college teacher, and consultant with a publishing company were followed by Dr. Gaskins' receiving her doctorate in educational psychology in 1970 from the University of Pennsylvania. Sparked by her interest in children who have profound difficulties in learning to read, Dr. Gaskins founded Benchmark School in Media, Pennsylvania, in 1970. Dr. Gaskins designed Benchmark to be a special school for helping struggling readers, but she also wanted it to be a laboratory for designing instruction that works for all students. Collaborating with her energetic and dedicated faculty, as well as with major consultants from around the country, Dr. Gaskins has worked on such significant problems as designing word-recognition instruction that works for students who previously made little progress in this area, improving reading performance by increasing students' awareness and control of cognitive styles and other personal factors that affect reading, and designing programs that teach strategies for understanding and learning from texts. During 1988 to 1994, the strategies research at Benchmark was funded by the James S. McDonnell Foundation, and Benchmark was the foundation's national demonstration school. The part of her job that Dr. Gaskins likes most is being the teacher, or co-teacher, who pilots and fine-tunes the new programs being developed at Benchmark. The results of this work have been published in such journals as *The Reading Teacher*, *Reading Research Quarterly*, the *Journal of Reading Behavior*, *Language Arts*, *Elementary School Journal*, *Remedial and Special Education*, and the *Journal of Learning Disabilities*.

THOMAS K. GLENNAN, JR., obtained his Ph.D. in economics at Stanford University. He is a senior advisor for education policy in the Washington office of RAND. His research at RAND has spanned a wide variety of policy-planning issues in such diverse areas as education, manpower training, energy, environmental enforcement, demonstration program management in health and human services, and military research and development. Through 1997, he led RAND's analytic effort in support of the New American Schools Development Corporation, and he is now writing a book on lessons learned from that pro-

gram. He has also examined potential national and federal policies in support of the use of technology in elementary and secondary education. He is a co-author of books on the management of research and development and the use of social experiments in policy planning. Dr. Glennan served as Director of Research and Acting Assistant Director of the Office of Economic Opportunity for Planning, Research and Evaluation before becoming the first director of the National Institute of Education in 1972.

ARTHUR C. GRAESSER is a full professor in the Department of Psychology and an adjunct professor in Mathematical Sciences at the University of Memphis. He is currently co-director of the Institute for Intelligent Systems and director of the Center for Applied Psychological Research. In 1977, Dr. Graesser received his Ph.D. in psychology from the University of California, San Diego. Dr. Graesser's primary research interests are in cognitive science and discourse processing. More specific interests include knowledge representation, question asking and answering, tutoring, text comprehension, inference generation, conversation, reading, education, memory, expert systems, artificial intelligence, and human-computer interaction. His primary interest in reading focuses on deeper levels of comprehension, such as inference generation, questioning, summarization, rhetorical organization, and pragmatics. He is currently editor of the journal *Discourse Processes* and is on the editorial board of the *Journal of Educational Psychology*, the *Journal of the Scientific Studies of Reading, Cognition & Instruction*, *Applied Cognitive Psychology*, *Poetics*, and the *International Journal of Speech Technologies*. In addition to publishing more than 200 articles in journals and books, he has written two books and has edited six.

JOHN GUTHRIE is a professor of human development at the University of Maryland at College Park. He received his Ph.D. from the University of Illinois in educational psychology. From 1992 to 1997, he was co-director of the National Reading Research Center, which conducted studies of skilled reading, writing, and knowledge development. His current research addresses cognitive and motivational processes in learning conceptual knowledge from text among elementary students. From this work, he developed an engagement model of classroom context, processes of engagement in reading, and reading outcomes. From the model, he developed Concept-Oriented Reading Instruction and conducted quasi-experiments showing that this intervention increases reading comprehension, reading motivation, and science knowledge. He has performed structural equation modeling to show that reading engagement (e.g., cognition and motivation) mediated the effects of instruction on reading strategies and knowledge outcomes. His studies are published in peer-reviewed research journals. He currently holds two grants from the National Center for Education Statistics for secondary analyses of NAEP data examining reading instructional

effects on reading achievement. He served on the expert panel for the Reading Excellence Act, 1999–2000. He was a member of one National Reading Council (NRC) committee that monitored the development of the Voluntary National Tests and a second NRC committee that conducted a study of common metrics for reading achievement in 1998–2000.

MICHAEL L. KAMIL is a professor of education at Stanford University. He is a member of the Psychological Studies in Education Committee and is on the faculty of the Learning, Design, and Technology Program. His research explores the effects of a variety of technologies on literacy and the acquisition of literacy in both first and second languages. He has worked extensively in schools, reading clinics, and other learning environments to determine the appropriate balance between applications of technology and the demands of literacy. One current line of research involves a comparison of processes used by adults in reading hypertext and conventional texts. This work is being extended to similar work with young children. He is also conducting instructional research focusing on the uses of expository text for reading instruction in first and second grade. The results suggest a benefit over other instructional methods that are based almost exclusively on story or narrative text. He is a co-editor of the *Handbook of Reading Research*, Volumes I, II, and III, and has been editor of *Reading Research Quarterly* and the *Journal of Reading Behavior*. For the past two years, he has been a member of the National Reading Panel, producing a synthesis of instructional research in reading. He chaired the National Reading Panel subgroups working on comprehension, technology, and teacher education.

WILLIAM NAGY received his Ph.D. in linguistics from the University of California, San Diego. He spent a number of years at the Center for the Study of Reading at the University of Illinois, Urbana-Champaign, and is currently a professor of education at Seattle Pacific University, where he teaches graduate courses in reading. His interests include vocabulary acquisition and instruction, the role of vocabulary knowledge in first- and second-language reading, and the contributions of metalinguistic awareness to learning to read. His research has focused primarily on incidental word learning from context during reading, bilingual students' recognition of cognate relationships between English and Spanish, the acquisition of English derivational morphology and the role of morphology in word learning and reading comprehension, and the role of morphological awareness in the literacy development of children learning to read in China. He recently contributed a chapter on vocabulary acquisition processes to Volume III of the *Handbook of Reading Research*.

ANNEMARIE SULLIVAN PALINCSAR is the Jean and Charles Walgreen Jr. Chair of Literacy, associate dean for Graduate Affairs, and a teacher educator at the University of Michigan in the Educational Studies Department. Her research has focused on the design of learning environments that support self-regulation

in learning activity, especially for children who experience difficulty learning in school. Her initial research (with A. Brown) was the design and investigation of reciprocal teaching dialogues to enhance reading comprehension with middle school students. Subsequent research focused on using this instruction to introduce primary-grade children to comprehension monitoring as they were learning to read. With co-principal investigator C. S. Englert, she conducted four years of research, working with special educators, to design literacy curricula and instruction that would engage special education students in using oral, written, and print literacy to accelerate their literacy learning. In her current research, conducted with science educator S. J. Magnusson, she studies how children use literacy in the context of guided inquiry science instruction, what types of text support children's inquiry, and what support students who are identified as atypical learners require to be successful in this instruction. She served as a member of the NRC's Council on the Prevention of Reading Difficulty in Young Children, the National Education Goals Panel, the Schooling Task Force of the MacArthur Pathways Project, and the National Advisory Board to the Children's Television Workshop.

GINA SCHUYLER received an M.A. in teaching from Trinity College, a B.S. in policy and management from Carnegie Mellon University, and a B.S. in history and policy from Carnegie Mellon University. She is a project coordinator for RAND Education in the Washington office. Her primary interests lie in K-12 education reform, at-risk students, and teacher quality. Her current projects include an evaluation of The Ford Foundation's Collaborating for Educational Reform Initiative, a study of 10-year strategies for programs of research for the Department of Education's Office of Educational Research and Improvement, and continuing work on an evaluation of New American Schools. Ms. Schuyler has also taught kindergarten and first grade in Washington, D.C.

DOROTHY S. STRICKLAND is the State of New Jersey Professor of Reading at Rutgers University. Her research and practice interests include early literacy learning and teaching in classrooms from preschool through the middle school years, early intervention policy and practice from pre-kindergarten through grade 3, focused intervention at the upper elementary and middle school levels, and the special needs of low-achieving poor and minority children. Current activities related to the work of the Rand Reading Study Group include membership on several teacher standards boards: the National Board for Professional Teaching Standards, the Middle Childhood/Generalist Committee; the ETS/Praxis Reading National Advisory Committee; and the INTASC/Council of State School Officers Panel on Reading. She was a panel member for the report *Preventing Reading Difficulties in Young Children* and is now working on a funded project with Dr. Catherine Snow to articulate teacher standards from pre-kindergarten through grade 4 with the design and implementation of ap-

appropriate and consistent teacher education. Relevant publications include *The Administration and Supervision of Reading Programs*; *Emerging Literacy: Young Children Learn to Read and Write*; *Language, Literacy, and the Child*; *Teaching Phonics Today*; and three chapters in press on classroom intervention for low-achieving students, one of which focuses on low-performing African-American children.

ANNE P. SWEET, currently scholar-in-residence at RAND, is also with the Office of Educational Research and Improvement (OERI), U.S. Department of Education, where she focuses on research in reading and K–12 literacy. She received her Ed.D. from the University of Virginia in clinical reading. As federal project officer for the Center for the Improvement of Early Reading Achievement (CIERA), she oversees field efforts to conduct research with an aim toward improving practice. She also conducts intramural research on literacy-related issues. Additionally, she works on interagency research initiatives with the National Science Foundation and the National Institute for Child Health and Human Development. Prior to joining OERI's Achievement Institute where she directs a unit on teaching and learning, she was director of the Learning and Instruction Division in OERI's Office of Research and director for Learning and Development in the National Institute of Education's Program on Teaching and Learning. Preceding her tenure with the U.S. Department of Education, Dr. Sweet was Associate Superintendent for Instruction in Virginia. Her research interests include cognitive and motivational aspects of reading achievement. She has taught reading and language arts, elementary through graduate school, and has served in various posts in public school administration and supervision. Dr. Sweet has edited a book, *Reading Research into the Year 2000*; authored book chapters; and has had articles appear in peer-reviewed research journals, most recently in the *Journal of Educational Psychology* (1998).

P. MICHAEL TIMPANE received his M.A. in history from Catholic University and his master's in public administration from Harvard University. He is RAND's senior advisor for education policy. His assignments span the range of education policy, from pre-kindergarten to postgraduate studies, and emphasize the relationships among education and other realms of social and economic policy. Currently, he is leading RAND analyses of education vouchers and of the quality standards in educational research. As vice president and senior scholar at the Carnegie Foundation for the Advancement of Teaching, prior to joining RAND, he was involved in developing all aspects of the foundation's program and in his own research assessing the progress and problems of contemporary national education reform. He is a professor of education and a former president of Teachers College, Columbia University, and has served as dean of Teachers College and deputy director and director of

the federal government's National Institute of Education. He conducted research on educational policy at the Brookings Institution and at RAND in the 1970s; has served as director of Education Policy Planning for the Department of Health, Education and Welfare; and has worked in the Department of Defense as a historian for the Joint Chiefs of Staff and as a special assistant for civil rights in the Office of the Assistant Secretary of Defense (Manpower). He has published numerous articles on education policy and has edited and contributed to several books on education and social policy. He has, for more than two decades, helped direct the Aspen Institute's Program for Education in a Changing Society. Through this, and as advisor to state and federal policymakers, he has participated in the development of new perspectives on national goals and standards in education, comprehensive services for young children, higher education, youth policy, education and work, learning and technology, and the democratic purposes of schooling. Internationally, he has represented the United States in missions to the Organization for Economic Cooperation and Development, India, Iran, Israel, and the People's Republic of China, and has served as a visiting fellow for the Fulbright Commission in Italy, Austria, and Portugal and has served as a Japan Society leadership fellow in Tokyo. He is a member of the Pew Forum on Education Reform, for which he recently organized and edited a volume of essays on higher education's involvement in precollegiate school reform. He serves on boards of the Children's Television Workshop, the Southern Education Foundation, and Jobs for the Future and on the visiting committee of the Harvard Graduate School of Education. He has also served on the boards of the American Council on Education and the American Association of Higher Education. He has received honorary doctorates from Wagner College and Catholic University.

FRANK R. VELLUTINO is a professor of psychology at the State University of New York at Albany. He currently holds joint faculty appointments in the Department of Psychology (Cognitive Psychology Program), the Department of Educational and Counseling Psychology, and the Program in Linguistics and Cognitive Science of the Department of Anthropology. He is also director of the Child Research and Study Center, a research and student training center. He currently teaches a graduate course in children's learning that emphasizes intellectual, perceptual, memory, and language development, as well as a graduate seminar in human development that focuses on the relationship between language and cognitive development. His research has been concerned with the cognitive underpinnings of reading development as well as the relationship between reading difficulties and various aspects of language and other cognitive functions. His research has generated numerous articles in refereed journals, in addition to a book and numerous book chapters addressing the causes and correlates of reading difficulties in young children. Dr. Vellutino's most recent research seeks to develop models of early intervention that effectively reduce

the number of children who continue to have long-term reading difficulties and, thereby, further our understanding of reading development.

JOANNA WILLIAMS is a professor of psychology and education at Teachers College, Columbia University. Her research interests include the processes involved in beginning reading and in comprehension and reading instruction for students with learning disabilities and other students at risk for school failure. In the late 1970s, Dr. Williams developed a program to teach phonemic awareness to students with learning disabilities (*The ABDs of Reading*). Her work has explored differences in the comprehension patterns of normally developing students and students with learning disabilities, and she has demonstrated a link between the editing difficulties during listening and reading (inability to inhibit competing associations) of students with learning disabilities and their comprehension performance. Recently she developed a program, The Theme Scheme, that helps children go beyond plot-level comprehension to a more abstract understanding of story themes and how they relate to real-life experiences. Dr. Williams has also been active in training and curriculum development projects related to the professional development of teachers. She was editor of the *Journal of Educational Psychology* from 1973 to 1978, and she is the founding editor of *Scientific Studies of Reading* (1997–present). She was a member of the National Reading Panel.