

Curriculum Vitae -- 2020

WOODROW TRATHEN

Professor in Reich College of Education
Appalachian State University

Dept. of Reading Education and Special Education
Boone, NC 28608-2085
Telephone: (828) 262-6056
E-mail: trathenwr@appstate.edu

507 New Homestead Drive
Vilas, NC 28692
Mobile: (828) 406-0514
E-mail: trathenwr@gmail.com

I. EDUCATIONAL HISTORY

University

Ph.D. (Foundations of Education: Reading; Instructional Strategies) University of Utah, 1995.
Dissertation: *The effect of text headings on readers' attention allocation and comprehension.*

BA (Linguistics), University of Utah, 1982.

BA (English), University of Utah, 1982.

Other Accreditation (Licenses, Credentials, Certificates)

Teaching Certification K-12 (Reading 00190), North Carolina, renewed 2014 (next renewal 2020).

Teaching Certification K-12 (ESL 00110), North Carolina, renewed 2014 (next renewal 2020).

Teaching Certification 9-12 (English 00100), North Carolina, renewed 2014 (next renewal 2020).

Teaching Certification (TESOL), University of Utah, 1982.

II. PROFESSIONAL HISTORY

1993-pres *Faculty Member* of Reich College of Education, Appalachian State University.

Professor (appointed 2007) in the Department of Reading Education and Special Education; *Associate Professor* (1999-07); *Assistant Professor* (1995-99); *Lecturer* (1993-95).

Faculty member with teaching, service, and research responsibilities. Teach graduate and undergraduate courses in beginning reading and writing instruction, content area literacy instruction, language arts instruction, and literacy and technology foundations; teach doctoral foundations and research courses; direct dissertation research; and supervise and evaluate preservice teachers and coordinate their field placements in public school settings. Write grant proposals and manage grant activities for the RESE department and Reich College of Education. Serve on program, department, college, and university committees; consult with

local public school districts to provide curriculum development and in-service teacher training. Conduct research in the areas of literacy learning, literacy instruction, public school and university collaboration, and use of technology in teacher education programs.

Department Chairperson (appointed 2017); *Interim Department Chair* (2014-17) of the Department of Reading Education and Special Education. Administrator for all department related functions, including supervising over 20 tenure-line faculty members, many adjuncts, office staff, and graduate assistants. Manage yearly department budget, summer funds, and grant funds; oversee curriculum revision, course planning, scheduling, and delivery. Responsible for RESE reports to the Dean, Provost, and external agencies. Oversee one undergraduate program, three North Carolina teaching licensure programs, two graduate programs, two graduate certificate programs, and one doctoral degree concentration.

Administrative Program Director (1998-2014) of the Reading and Language Arts Program in the Reich College of Education. Administrative duties included program development, assessment & revision; program faculty coordination and evaluation; graduate student recruitment; and coordination of on-campus and off-campus graduate programs, as well as undergraduate courses that serve all teacher education programs.

- 1992-93 *Instructor* for the College of Arts and Science, Westminster College. Taught graduate and undergraduate courses for the Teacher Education Program and for the Psychology Department. Responsible for designing curriculum, teaching, and evaluating students.
- 1990-93 *Instructor* for the Department of Educational Studies, University of Utah.
Instructor for both graduate and undergraduate courses in a teacher education program. Taught a liberal education course on literacy, teacher training courses on reading, language arts, and writing methods. Conceptualized, designed, and taught a graduate seminar for incoming doctoral students. Supervised student teachers and conducted training seminars for the Elementary Education Program.
- 1990-93 *Assistant Coordinator* for the Learning Center, Department of Educational Psychology, University of Utah. Coordinated the teaching of eleven sections of an undergraduate learning skills course. Responsible for training staff and conducting instructional workshops. Assisted in designing curriculum, scheduling, hiring, observing, and evaluating staff.
- 1987-92 *Research Assistant and Teaching Assistant* for the Department of Educational Studies, University of Utah. As research assistant, responsible for gathering and analyzing data for faculty who were conducting theoretical and instructional research on strategic reading processes. Assisted in designing and conducting research, analyzing data, and publishing findings. As a teaching assistant, responsible for developing and grading exams, grading papers, meeting with students, and giving occasional lectures for undergraduate teacher education courses. Assisted in observing and evaluating student teachers.
- 1989-91 *Instructor* for the Learning Center, Department of Educational Psychology, University of Utah. Instructor for an undergraduate course designed to improve incoming freshmen's academic skills in reading, writing, studying, and learning. Responsible for designing curriculum, conducting class discussions, giving lectures, counseling, and evaluating students.

- 1986 *Instructor* for the Department of Linguistics, University of Utah. Instructor for an undergraduate introductory course on the study of language. Responsible for designing curriculum, lecturing, advising, and evaluating students. Assisted in developing computer-based instruction for this undergraduate linguistics course.
- 1983-86 *Teaching Assistant* for the Department of Linguistics, University of Utah. Teaching assistant for an undergraduate liberal education course on the study of language. Responsible for grading papers, meeting with students, and giving occasional lectures.
- 1980-85 *Assistant Coordinator* of the Reading Program and *Curriculum and Instruction Specialist, Teacher Trainer* for Guadalupe Educational Programs, Salt Lake City, Utah. Coordinated the development and implementation of a basic reading program for adult English-as-a-second-language students and then organized and coordinated the adaptation of this program to a public school setting. Assisted in writing two one-year, educational development grants that were funded for this project and in publishing two reading manuals for the Utah State Office of Education. Responsible for designing English language lessons for adult non-English speaking students, training volunteer instructors, and teaching English-as-a-second-language classes.
- 1982-83 *Instructor* for the Department of English, University of Utah. Instructor for undergraduate writing classes developed for non-native English speakers. Responsible for designing curriculum, lecturing, advising, and evaluating students.
- 1980-83 *Teacher* of English as a Second Language for Granite School District, Salt Lake City, Utah. Primary teacher of English to non-native English speaking students in Granite High School and Bennion Elementary School.

III. GRANTS & DONOR PROPOSALS

Awarded—18

- Trathen, W.**, with others (2015-22). *State Employees Credit Union (SECU) Partnership Appalachian*. Proposal to donor for the Reich College of Education. **Awarded \$1,760,000.**
- Trathen, W.**, with others (2019-2021). *Maximizing Authentic Engagement: The Academy at Middle Fork Research Cluster Proposal*. Proposal to *Special Innovation Grant from the Office of the Chancellor* (Appalachian State University). **Awarded** (amount not specified—will cover faculty release and partial research costs).
- Trathen, W.** (2015-17). *Alleghany Literacy Project; Subcontract of Alleghany C2C (Cradle to Career)*. US Department of Education (DOED). **Awarded \$176,657.**
- Trathen, W.**, with others (2016). *Partnership Between Armenian State Pedagogical University (ASPU) and Appalachian State University*. UNICEF-Armenia. Requested \$1,778,759. Not funded.
- Trathen, W.**, with others (2015). *ASU Reading Clinic*. Proposal to Pat Anderson (Hickory, NC) donor. **Awarded \$300,000.**

- Trathen, W. (2011-13).** *Graduate Research Associate Mentoring Program (GRAM).* Appalachian State University. **Awarded \$20,000.**
- Trathen, W. (2005-06).** *Content area reading Alleghany, II (CAR-A, II).* The University of North Carolina NC Quest grant, Cycle 3. **Awarded \$135,400.**
- Trathen, W. (2004-05).** *Content area reading Alleghany (CAR-A).* The University of North Carolina NC Quest grant, Cycle 2. **Awarded \$291,584.**
- Trathen, W. (2004-05).** *Content area reading on-line 2: Modular content development. RCOE Successful Applications of Learning Technologies (SALT) grant.* **Awarded \$18,000.**
- Trathen, W. (2003-04).** *Content area reading on-line: Modular content development. RCOE Successful Applications of Learning Technologies (SALT) grant.* **Awarded \$21,000.**
- Trathen, W., with others(2003).** *A math-science-reading professional development initiative.* The University of North Carolina NC Quest grant, Cycle 1. Requested \$209,827: Not funded.
- Trathen, W., & Frye, E. M. (2002).** *Changes in attitudes and perceptions about literacy instruction. RCOE Partnership Grant.* **Awarded \$1000.**
- Trathen, W., & Frye, E. M. (2002).** *Impact of literature-based guided reading instruction on teachers' and students' attitudes about language arts curriculum. RCOE Faculty, Student Collaboration grant.* **Awarded \$2000.**
- Trathen, W. with Schram, P. (2001).** *Beech Mountain, Bethel, & Mabel/ASU elementary education partnership.* Part of the Reich College of Education Partnership for Excellence in Education grant. **Awarded \$19,000.**
- Trathen, W. with Schram, P. (2000).** *Beech Mountain, Bethel, & Mabel/ASU elementary education partnership.* Part of the Reich College of Education Partnership for Excellence in Education grant. **Awarded \$38,000.**
- Trathen, W. (1999).** *Proposal to develop a distance learning course for education students.* University of North Carolina grant. **Awarded \$27,000.**
- Trathen, W. with Schram, P. (1999).** *Beech Mountain, Bethel, & Mabel/ASU elementary education partnership.* Part of the Reich College of Education Partnership for Excellence in Education grant. **Awarded \$60,000.**
- Trathen, W. with Schram, P. (1998).** *Beech Mountain & Bethel/ASU elementary education partnership.* Part of the Reich College of Education Partnership for Excellence in Education grant. **Awarded \$80,000.**
- Trathen, W. with Schram, P. (1997).** *Beech Mountain/ASU elementary education partnership.* Part of the Reich College of Education Partnership for Excellence in Education grant. **Awarded \$55,000.**

Trathen, W. (1995). Effects of children's orthographic knowledge on their ability to learn and retain new orthographic structures. *RCOE Research Grant. Awarded \$860.*

IV. SCHOLARLY PUBLICATIONS AND ACTIVITIES

Journal Articles (Refereed) and Book Chapters Published

- Jordan, R., Garwood, J., & **Trathen, W.** (2019). Assessing general education and special education majors' self-efficacy for teaching reading. *Learning Disabilities Research & Practice, 34*(4), 185-195.
- Morris, D., **Trathen, W.**, Gill, T., Perney, J., Schlagal, R., Ward, D., & Frye, E. (2019). Reading instructional level from a print-processing perspective. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 35*(6), 556-571.
- Morris, D., **Trathen, W.**, Perney, J., Gill, T., Schlagal, R., Ward, D., & Frye, E. M. (2018). Tracking children's print-processing skill across grades 1-3: Implications for reading assessment and instruction. *Reading Psychology, 39*(8), 820-854.
- Morris, D., Pennell, A., Perney, J., & **Trathen, W.** (2018). Using subjective and objective measures to predict level of reading fluency at the end of first grade. *Reading Psychology, 39*(3), 253-270.
- Morris, D., **Trathen, W.**, Gill, T., Schlagal, R., Ward, D., & Frye, E. M. (2017). Assessing reading rate in the primary grades (1 – 3). *Reading Psychology, 38*(7), 653-672.
- Frye, E. M., Rice, A., & **Trathen, W.** (2017). The poem, the teacher, and the assisted invitation. In B. Culligan & G. Mehigan (Eds.), *Exploring the literacy landscape: Celebrating 40 years of research and practice* (pp. 40-48). Dublin, Ireland: Literacy Association of Ireland.
- Morris, D., **Trathen, W.**, Perney, J., Gill, J. T., Schlagal, R., Ward, D., & Frye, E. M. (2017). Three DIBELS tasks vs. three informal reading/spelling tasks: A comparison of predictive validity. *Reading Psychology, 38*(3), 289-320.
- Morris, D., Meyer, C., **Trathen, W.**, McGee, J., Vines, N., Stewart, T., Gill, T., & Schlagal, R. (2016). The Simple View, instructional level, and the plight of struggling fifth-/sixth-grade readers. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 33*(3), 278-289.
- Morris, D., **Trathen, W.**, Frye, E. M., Kucan, L., Ward, D., Schlagal, R., & Hendrix, M. (2013). The role of reading rate in the informal assessment of reading ability. *Literacy Research and Instruction, 52*(1), 52-64.
- Morris, D., **Trathen, W.**, Lomax, R., Perney, J., Kucan, L., Frye, E. M., Bloodgood, J., Ward, D., & Schlagal, B. (2012). Modeling aspects of print-processing skill: Implications for reading assessment. *Reading and Writing: An Interdisciplinary Journal, 25*, 189-215.
- Morris, D., Bloodgood, J., Perney, J., Frye, E. M., Kucan, L., **Trathen, W.**, Ward, D., & Schlagal, B. (2011). Validating craft knowledge: An empirical examination of elementary-grade students' performance on an informal reading assessment. *Elementary School Journal, 112*, 205-233.

- Frye, E. M., **Trathen**, W., & Koppenhaver, D. (2010). Internet workshop and blog publishing: Meeting student (and teacher) learning needs to achieve best practice in the twenty-first-century social studies classrooms. *The Social Studies*, 101, 46-53.
- Frye, E. M., **Trathen**, W., & Schlagal, B. (2010). Extending acrostic poetry into content learning: A scaffolding framework. *The Reading Teacher*, 63 (7), 591-595.
- Frye, E. M., **Trathen**, W., & Wilson, K. (2009). Pirates in historical fiction and nonfiction: A twin-text unit of study. *Social Studies and the Young Learner*, Vol. 21 (3), 15-16.
- Frye, E. M., **Trathen**, W., & Wilson, K. (2009). Swashbuckling adventures on the high seas: Classroom activities for a unit on pirates. *Social Studies and the Young Learner*, Vol. 21 (3), 1-4.
- Bost, R., Ritchie, L., Miller, L., Dass, P., Straits, W., Kucan, L., & **Trathen**, W. (2008). Mastering scientific vocabulary: Three approaches to vocabulary instruction. *School Science Review*, 89(329), 115-120.
- Kucan, L., **Trathen**, W., Straits, W. J., Hash, D., Link, D., Miller, L., & Pasley, L. (2007). A professional development initiative for developing approaches to vocabulary instruction with secondary mathematics, art, science, and English teachers. *Reading Research and Instruction*, 46, 175-196.
- Miller, L., Straits, W., Kucan, L., **Trathen**, W., & Dass, M. (2007). Using literature circle roles for enhanced science vocabulary understanding. *The Science Teacher*, 74(5), 52-56.
- Frye, E. M., & **Trathen**, W. (2005). Reading fluency: Implications for classroom instruction. In B. Schlagal (Ed.), *Reading: Legacy, realities, and predictions*. Yearbook of the American Reading Forum, Vol. 25. American Reading Forum. Appalachian State University. Retrieved October 2 2006 from http://www.americanreadingforum.org/05_yearbook/html/arf_05_frye_trathen.htm
- Dole, J. A., Brown, K. J., & **Trathen**, W. (2004). The effects of strategy instruction on the comprehension performance of at-risk students. Reprinted in R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading, fifth edition: Supplemental articles* (article no. 2.44, pp. 1-42). Newark, DE: International Reading Association.
- Trathen**, W., & Schlagal, B. (Eds.). (2004). *Reading research: Has it made a difference in student learning?* Yearbook of the American Reading Forum, Vol. 24. American Reading Forum. Appalachian State University. Retrieved September 13, 2005 from http://www.americanreadingforum.org/04_yearbook/volume04toc.htm
- Trathen**, W. (Ed.). (2003). *Reading at the crossroads: Yearbook of the American Reading Forum*, Vol. 23. American Reading Forum. Retrieved February 20, 2004 from http://www.americanreadingforum.org/03_yearbook/volume03toc.htm

- Trathen, W., Schram, P., Shomaker, P., Maldonado, J., & McKinney, T.** (2003). The impact of professional development activity on student reading performance. In D. L. Wiseman & S. L. Knight (Eds.), *Linking school-university collaboration and k-12 student outcomes* (pp. 115-130). Washington DC: AACTE.
- Frye, E. M., & **Trathen, W.** (2002). Guided reading with 4th- and 5th-grade students using instructional literature circles. In W. **Trathen** (Ed.), *A literacy odyssey: Yearbook of the American Reading Forum, Vol. 22*. American Reading Forum. Retrieved February 20, 2003 from http://www.americanreadingforum.org/02_yearbook/volume02toc.htm
- Pacifici, L., Frye, E. M., Hale, M., Schram, P., Smith, T., & **Trathen, W.** (2002). Literature circles across student groups, contexts, and texts: Lessons learned and ideas explored. In W. **Trathen** (Ed.), *A literacy odyssey: Yearbook of the American Reading Forum, Vol. 22*. American Reading Forum. Retrieved February 20, 2003 from http://www.americanreadingforum.org/02_yearbook/volume02toc.htm
- Trathen, W.** (Ed.). (2002). *A literacy odyssey: Yearbook of the American Reading Forum, Vol. 22*. American Reading Forum. Retrieved February 20, 2003 from http://www.americanreadingforum.org/02_yearbook/volume02toc.htm
- Crumbaugh, C., Frye, E. M., Schlagal, B., Schram, P., & **Trathen, W.** (2001). Instructional grouping: Examples and issues. In G. Moorman, & W. **Trathen** (Eds.), *Multiple perspectives in the millennium: Yearbook of the American Reading Forum, Vol. 21* (pp. 83-98). Boone, NC: American Reading Forum.
- Moorman, G., & **Trathen, W.** (Eds.). (2001). *Multiple perspectives in the millennium: Yearbook of the American Reading Forum, Vol. 21*. Boone, NC: American Reading Forum.
- Trathen, W., & Moorman, G.** (2001). Using e-mail to create pedagogical dialogue in teacher education. *Reading Research and Instruction, 40*, 180-201.
- Trathen, W., & Dale, M.** (1999). Narratives in teacher education. In R. J. Telfer (Ed.), *Literacy conversations, family, school, community: Yearbook of the American Reading Forum, Vol. 19* (pp. 41-46). Whitewater, WI: American Reading Forum.
- Blanton, W. E., Moorman, G., & **Trathen, W.** (1998). Telecommunications and teacher education: A social constructivist review. In P. D. Pearson & A. Iran-Nejah (Eds.), *Review of research in education, Vol. 23* (pp. 235-275). Washington, DC: American Educational Research Association.
- Moorman, G., & **Trathen, W.** (1998). Literacy: A socio-cultural perspective. In R. J. Telfer (Ed.), *Finding our literacy roots: Yearbook of the American Reading Forum, Vol. 18* (pp. 204-207). Whitewater, WI: American Reading Forum.
- Schlagal, B., & **Trathen, W.** (1998). American spelling instruction: What history tells us. In R. J. Telfer (Ed.), *Finding our literacy roots: Yearbook of the American Reading Forum, Vol. 18* (pp.25-41). Whitewater, WI: American Reading Forum.

- Trathen, W., & Dale, M.** (1998). What is a concept of literacy? In R. J. Telfer (Ed.), *Finding our literacy roots: Yearbook of the American Reading Forum, Vol. 18* (pp. 187-197). Whitewater, WI: American Reading Forum.
- Zimmerman, S. O., Greene, M., Schlagal, B., **Trathen, W.**, & Blanton, W. E. (1997). Building a community using technology. *T.H.E. Journal*. Retrieved September 13, 2005 from, <http://www.thejournal.com/magazine/vault/A1435.cfm>
- Dole, J. A., Brown, K. J., & **Trathen, W.** (1996). The effects of strategy instruction on the comprehension performance of at-risk students. *Reading Research Quarterly, 31*, 62-88.
- Schlagal, B., **Trathen, W.**, & Blanton, W. (1996). Structuring telecommunications to create instructional conversations about student teaching. *Journal of Teacher Education, 47*, 175-183.
- Marlowe, M., & **Trathen, W.** (1996). Influence of an environmental education program in lowering lead exposure and concomitant behavioral changes in young children: A pilot study. *Biosocial Medical Research, 14*, 47-56.
- Marlowe, M., & **Trathen, W.** (1996). The adventures of Lead Commander: An environmental education program to prevent lead poisoning in young children. *The Journal of Environmental Education, 28*, 19-23.
- Dole, J.A., Sloan, C., & **Trathen, W.** (1995). Teaching vocabulary within the context of literature. *Journal of Reading, 38*, 452-460.
- Reynolds, R. E., **Trathen, W.**, Sawyer, M., & Shepard, C. (1993). Causal and epiphenomenal use of the selective attention strategy in prose comprehension. *Contemporary Educational Psychology, 18*, 258-278.
- Wade, S. E., **Trathen, W.**, & Schraw, G. (1990). An analysis of spontaneous study strategies. *Reading Research Quarterly, 25*, 147-166.
- Burbules, N. C., Schraw, G., & **Trathen, W.** (1989). Metaphor, idiom, and figuration. *Metaphor and Symbolic Activity, 4*, 93-110.
- Reynolds, R. E., Wade, S. E., **Trathen, W.**, & Lapan, R. (1989). The selective attention strategy and prose learning. In C.B. McCormick, G. Miller, & M. Pressley (Eds.), *Cognitive strategy research: From basic research to educational applications* (pp.159-190). New York: Springer-Verlag.
- Wade, S. E., & **Trathen, W.** (1989). Effect of self-selected study methods on learning. *Journal of Educational Psychology, 81*, 40-47.
- Schraw, G., **Trathen, W.**, Reynolds, R. E., & Lapan, R. (1988). Preferences for idioms: Restrictions due to lexicalization and familiarity. *Journal of Psycholinguistic Research, 17*, 413-424.

Journal Articles (Refereed) Submitted for Publication

Other Articles and Manuals Published

- Dylak, S., Moorman, G., & **Trathen**, W. (2002). Dialog w kształceniu na odległość - jego znaczenie i struktura (Dialog in distance teaching—its pedagogical meaning and a structure). In S. Wrycza & J. Wojtkowiak (Eds.) *Nauczanie na odległość: Wyzwania-Tendencje-Plikacje (Distance Teaching. Challenges-Tendencies-Applications)* (pp. 17-35). Wydawnictwo Uniwersytetu Gdańskiego: Gdansk, Poland.
- Trathen**, W., & Schram, P. (2001). *NCATE Report*. World Wide Web Site. Retrieved September 13, 2004 from <http://www.ltl.appstate.edu/ncate/default.html>
- Trathen**, W., Schram, P., & Goodman, J. (2000-03). *Beech Mountain, Bethel, and Appalachian State University Partnership*. World Wide Web Site. Retrieved September 13, 2005 from, <http://www.ltl.appstate.edu/436/index.htm>
- Trathen**, W. with Duke, C., Jacobson, M., McCallister, L., McEwin, K., & Schram, P. (2001). Appalachian State University in partnership with Alexander, Alleghany, Ashe, Avery, Caldwell, Watagua, and Wilkes County schools. In R. Edelfelt (Ed.) *University-school teacher education partnerships: Second-year progress report* (pp. 8-15). Chapel Hill, NC: University of North Carolina.
- Trathen**, W. with Duke, C., Jacobson, M., McCallister, L., McEwin, K., & Schram, P. (2000). Appalachian State University in partnership with Alexander, Alleghany, Ashe, Avery, Caldwell, Watagua, and Wilkes County schools. In R. Edelfelt (Ed.) *University-school teacher education partnerships: progress report* (pp. 5-9). Chapel Hill, NC: University of North Carolina.
- Trathen**, W., Schram, P., Shomaker, P., & Deal, C. (2000). Collaboration within professional development school work: Impact and implications for public schools. In the *Proceedings of partnership for excellence in education: Research, policy, practice, partners for the third millennium* (pp. 41-44). Chapel Hill, NC: University of North Carolina.
- Trathen**, W., Schram, P., Bloodgood, J. & Freeman, J. (1999). Issues in implementing and measuring program change in an activity setting created by a university/public school partnership. In the *Proceedings of partnership for excellence in education: Practice, issues, and research, first-year progress reports* (pp. 52-55). Chapel Hill, NC: University of North Carolina.
- Jacobson, M., Schram, P., **Trathen**, W., Bloodgood, J., Goodman, J., Smith, R., Conlon, S., Locklair, S., Teel, A., Hinesley, S., Freeman, J., Shoemaker, P., & Rogers, D. (1999). Engaging in a public school/university partnership: Perspectives from teachers, teacher education students, administrators, and university faculty. In the *Proceedings of partnership for excellence in education: Practice, issues, and research, first-year progress reports* (pp. 24-28). Chapel Hill, NC: University of North Carolina.
- Trathen**, W. with Moorman, G., & Bronack, S. (1996). *Content literacy information consortium (CLIC)*. World Wide Web Site. Retrieved September 13, 2005 from: <http://www.ced.appstate.edu/~carp/>.

Miller, W., & **Trathen**, W. (1987). *Computer assisted instruction for an introductory linguistics course*. Project funded by the University of Utah under the Faculty Fellow Curriculum Development Award.

Cohen, J., Della Piana, G., Merrill, J., Throneburg, P., **Trathen**, W., & Weiss, S. (1983). *A reading and writing program using language-experience methodology with groups of ESL students in public schools*. Project funded by the Utah State Office of Education, Salt Lake City.

Cohen, J., Della Piana, G., Merrill, J., **Trathen**, W., & Weiss, S. (1981). *A reading and writing program using language-experience methodology among adult ESL students in a basic education program*. Project funded by the Utah State Office of Education, Salt Lake City.

Journal Articles in Preparation (chronological order)

Meyer, C., McGee, J., **Trathen**, W., Morris, D. (2017). *Assessment of at-risk middle school readers*.

Rice, A., & **Trathen**, W. (2017). *Going deep: Poetry and close reading*.

Trathen, W., Hendrix, M., Morris, D., & Ari, O. (2017). *Reading fluency: Rate, prosody, and other constructs of reading*.

Trathen, W., Morris, D., Schneider, N., & McGee, J. (2017). *The assessment of word-level automaticity and its relation to measures of reading fluency*.

Trathen, W., Frye, E. M. Ari, O., & Blackburn, K. (2016). *Informational persona poetry in a second-grade classroom*.

Frye, E. M., **Trathen**, W., & Schlagal, B. (2015). *An acrostic formula poetry strategy: Generating sense and idea data (SAID) to support young writers*.

Trathen, W., Palmer, L., & Ari, O. (2014). *ESL students' knowledge of English orthography*.

Professional Projects and Blogs Published

Trathen, W. (2010-21). *Blog for Product of Learning (Trathen) at Appalachian State University*. Retrieved August 12, 2020 from <http://productoflearningtrathen.wordpress.com/>

Trathen, W. (2012-20). *Blog for Teacher as Researcher and Research Seminar at Appalachian State University*. Retrieved June 12, 2018 from <http://re5710yadkin.wordpress.com/>

Trathen, W. (2010-19). *Blog for Seminar in Reading and Language Arts Research (Trathen)*. Retrieved June 12, 2018 from <http://re5710trathen.wordpress.com/>

Trathen, W. (2012-18). *Blog for World Literature for Children at Appalachian State University*. Retrieved June 12, 2016 from <http://re3240.com/>

Trathen, W. (2011-12). *Blog for World Literature for Children at Appalachian State University*. Retrieved April 5, 2012 from <http://re3240fall2011.wordpress.com/>

- Trathen, W.** (2011-14). *Blog for Teaching the Language Arts at Appalachian State University*. Retrieved April 5, 2014 from <http://re5130fall2011.wordpress.com/>
- Trathen, W.** (2012-14). *ASU Wordpress Blog*. Retrieved February 15, 2014 from <http://asuwordpress.wordpress.com/>
- Trathen, W.** (2011-14). *Blog for Reading Education Program at Appalachian State University*. Retrieved February 15, 2014 from <http://asureading.wordpress.com/>
- Trathen, W.** (2004-13). *Reading resources: Materials for reading methods courses*. Retrieved April 13, 2013 from http://www.ltl.appstate.edu/reading_resources/index.htm
- Trathen, W., & Frye, E. M.** (2010-12). ASU Reading Program Lexile Information. Retrieved February 15, 2012 from <http://asulexile.wordpress.com/>
- Trathen, W.** (2000-12). *C A R O L: Content area reading on-line*. Retrieved September 13, 2012 from <http://www.ltl.appstate.edu/carol/>
- Trathen, W.** (2004-12). *Product of learning telefolios for the Masters Degree in Reading Education*. Retrieved April 13, 2012 from <http://www.ltl.appstate.edu/prodlearn/prodlearn/>
- Trathen, W., & Frye, E. M.** (2001-10). *Literature circle lessons*. Retrieved September 13, 2008 from <http://www.ltl.appstate.edu/litcircleunits/index.html>
- Moorman, G., & **Trathen, W.** (2001-08). *American Reading Forum Yearbook Online*. Retrieved September 13, 2008 from <http://www.americanreadingforum.org/>
- Trathen, W.** (2000-07). *Children's literature database*. Retrieved September 13, 2007 from <http://www.ltl.appstate.edu:591/Childlitfinaldb/>

Scholarly Paper Presentations (Refereed)

- Frye, E. M., Rice, A., & **Trathen, W.** (2017, December). *Exploring the potentialities of poetry: Designing instructional sequences for reading and writing poetry in the elementary classroom*. Panel session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Rice, A., Frye, E. M., & **Trathen, W.** (2016, December). *The art of selecting and teaching the poem*. Pedagogy & Practice session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen, W., Hendrix, M., Frye, E. M., & Rice, A.** (2016, September). *The relationship of prosodic reading to reading rate and other constructs of fluency*. Paper presented at the Literacy Association of Ireland 40th International Conference, Dublin, Ireland.
- Frye, E. M., Rice, A., & **Trathen, W.** (2016, September). *So much depends upon ... reading poetry*. Workshop conducted at the Literacy Association of Ireland 40th International Conference, Dublin, Ireland.

- Rice, A., & **Trathen**, W. (2015, December). *Going deep: Poetry as the close-reading tool*. Problems Court session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen**, W., Hendrix, M., Morris, D., & Schlagal, R. (2013, December). *The relationship of prosodic reading to rate and other constructs of reading*. Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Morris, D., **Trathen**, W., McGee, J., Schlagal, R., Gill, T., Ward, D., & Frye, E. M. (2013, December). *The predictive assessment of early reading skill: DIBELS gets a challenger*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Meyer, C. K., Morris, D., **Trathen**, W., McGee, J., Stewart, T. T., Vines, N. A., & Gill, T. (2013, December). *Reading profiles of struggling readers in 5th and 6th grades: What does it mean in the era of the Common Core State Standards?* Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.
- Morris, D., & **Trathen**, W. (2013, March). *Measuring and interpreting reading accuracy and rate: A critique of mClass:Reading 3D Assessment*. Paper presented at the annual meeting of the North Carolina Reading Association, Raleigh, NC.
- Morris, D., **Trathen**, W., Lomax, R. G., Perney, J., Kucan, L., Frye, E. M., Mock, D., & Schlagal, R. (2009, November). *Testing a model of print processing in the elementary grades: Implications for assessment*. In G. W. Brooks (Chair) *Curriculum and assessment in elementary reading*. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Frye, E. M., **Trathen**, W., Blackburn, K., & Wilson, K. (2008, December). *Writing informational persona poetry: Transforming ideas through instructional scaffolding*. Paper presented at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen**, W., Hendrix, M., Snow, A., Morris, D., & Schlagal, R. (2008, July). *Relationships between prosody, rate, and other measures of reading fluency*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Ashville, NC.
- Frye, E. M., **Trathen**, W., & Morris, D. (2008, July). *Rapid word identification as a measure of word-level automaticity*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Ashville, NC.
- Morris, D., Bloodgood, J., Frye, E. M., Kucan, L., Perney, J., **Trathen**, W., Mock, D., & Schlagal, R. (2008, July). *Reading rate and concomitant abilities in second- through sixth-grade students*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Ashville, NC.
- Hendrix, M., Snow, A., & **Trathen**, W. (2007, November). *Examining the relationship between reading rate and reading fluency*. In D. Morris (Chair) *Assessing reading fluency and concomitant abilities in second through sixth grade*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

- Trathen**, W., Schlagal, R., Frye, E. M., Hendrix, M., & Snow, A. (2007, August). An empirical study of reading fluency: Automaticity, accuracy, prosody and their relationships. In W. **Trathen** (Chair) *Assessment of language and literacy development*. Symposium presented at the 15th European Conference on Reading, Berlin, Germany.
- Kucan, L., **Trathen**, W., & Straits, W. J. (2007, May). Vocabulary demands of content learning in high school. In J. Scott, S. Lubliner, & C. Blachowicz (Chairs) *Linking word knowledge to the world: Vocabulary learning across subject areas with both native and second language learners*. Pre-conference institute conducted at the annual meeting of the International Reading Association, Toronto, Canada.
- Kucan, L., **Trathen**, W., & Straits, W. J. (2006, December). Vocabulary instruction with high school students. In C. Blachowicz & J. Scott (Chairs) *Vocabulary instruction: Moving between theory and practice*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.
- Trathen**, W., Frye, E. M., Koppenhaver, D., & Schlagal, B. (2005, December). *Old tools for new students: Assessing native English speaking, ESL, and EC students' reading*. Panel session conducted at the annual meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen**, W. (2005, November). *Assessing reading fluency and concomitant abilities in second-, third-, and fourth-grade readers*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Morris, D., & **Trathen**, W. (2004, November). Utility of oral reading fluency and spelling measures: Contrastive cases. In W. **Trathen** (Chair), *Assessing elementary ESL and native English speaking students' oral reading fluency and orthography*. Symposium conducted at the annual meeting of the National Reading Conference, San Antonio, TX.
- Palmer, L., & **Trathen**, W. (2004, November). ESL students' acquisition of English orthography and its relationship to reading performance. In W. **Trathen** (Chair), *Assessing elementary ESL and native English speaking students' oral reading fluency and orthography*. Symposium conducted at the annual meeting of the National Reading Conference, San Antonio, TX.
- Frye, E. M., & **Trathen**, W. (2004, July). *Word recognition inventory as a measure of word-level automaticity*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Trathen**, W., Schlagal, R., Palmer, L., Olson, G., & Zutell, J. (2003, December). *Relationships between reading and spelling development: Research evidence*. Panel session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Frye, E. M., Norris, V., Edge, A., Hefner, J., & **Trathen**, W. (2003, December). *Developing fluent readers: Concepts, measures, and interventions*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.

- Frye, E. M., **Trathen**, W., Olson, G., & Schlagal, R. (2002, December). *Reliability measuring students' independent reading levels: A case for automaticity of word recognition*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Palmer, L., **Trathen**, W., Schlagal, R., & Olson, G. (2002, December). *Measuring students' independent reading levels: Psychometric properties of developmental spelling tests and informal reading inventories*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Frye, E. M., & **Trathen**, W. (2001, December). Guided reading with 4th- and 5th-grade students using instructional literature circles. In W. **Trathen** (Chair) *Literature circles across student groups, contexts, and texts*. Problems Court session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Palmer, L., **Trathen**, W., & Schlagal, R. (2001, December). *ESL students' acquisition of English orthography: Is it developmental?* Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen**, W. (2000, December). The case for instructional grouping in reading. In W. **Trathen** (Chair) *Instructional grouping: Examples and issues*. Problems Court session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen**, W. (2000, December). *The CAROL project: Designing, implementing, & evaluating web-assisted instruction*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Moorman, G., Pacifici, L., Gilbert, S., & **Trathen**, W. (2000, November). Web-assisted instruction: Lessons learned. In W. **Trathen** (Chair) *Designing, implementing and evaluating web-assisted instruction*. Symposium conducted at the meeting of the National Reading Conference, Scottsdale, AZ.
- Blanton, W. E., **Trathen**, W., & Pacifici, L. (2000, November). *Effects of participation in the Fifth Dimension on children's comprehension of written directions*. Paper presented at the meeting of the National Reading Conference, Scottsdale, AZ.
- Trathen**, W., & Schram, P. (1999, December). *Transitions in teacher education: Issues in implementing and measuring program change in an activity setting created by a university/public school partnership*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Schlagal, R., & **Trathen**, W. (1999, December). *Developing an innovative research based program for spelling instruction*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen**, W. (1999, February). Shaping preservice courses and field-based experiences through collaborative partnerships. In P. Schram (Chair) *Shaping a community of practice for partnership initiatives with elementary and middle schools*. Symposium conducted at the meeting of the American Association of Colleges for Teacher Education, Washington, DC.

- Trathen, W., Schram, P., & Bloodgood, J.** (1998, December). *Constructing a socio-cultural community of practice: Developing preservice clinical practica in elementary schools*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Schram, P., **Trathen, W.**, Bloodgood, J., Mamola, C., & Goodman, J. (1998, December). *Constructing a community of practice in an elementary teacher education program: Redesigning literacy methods courses to transform participation*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen, W.** (1998, December). Narrative in teacher education. In G. Moorman (Chair) *The literacy recollections project: Building reading courses on oral history literacy biographies*. Problems Court session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen, W., Schram, P., & Bloodgood, J.** (1998, November). *Constructing an elementary education program: Partners in developing preservice clinical practica*. Paper presented at the meeting of the National Reading Conference, Austin, TX.
- Bloodgood, J, Schram, P., **Trathen, W.**, Mamola, C., & Goodman, J. (1998, November). *Constructing an elementary education program: Redesigning literacy methods courses to transform participation*. Paper presented at the meeting of the National Reading Conference, Austin, TX.
- Trathen, W.** (1998, February). *Developing and implementing a social constructivist framework in teacher education: The transformation of a college*. Paper presented at the meeting of the American Association of Colleges for Teacher Education, New Orleans.
- Trathen, W.** (1998, February). *Developing and implementing a social constructivist framework in teacher education: The transformation of a college*. Paper presented at the meeting of the Association of Teacher Educators, Dallas
- Trathen, W.** (1997, December). What is a concept of literacy? In W. **Trathen** (Chair), *Roots of and routes to a concept of literacy*. Problems Court session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Schlagal, R., & **Trathen, W.** (1997, December). *The development of American spelling instruction: What history tells us*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Reynolds, R. E., Brown, K. J., Niederhauser, D., & **Trathen, W.** (1997, March). *Selective attention, individual differences, and learning from text*. Paper presented at the meeting of the Society for the Scientific Study of Reading, Chicago.
- Trathen, W.** (1996, December). *An update on Read-L: Connecting content area reading courses through E-mail*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Schlagal, R., & **Trathen, W.** (1996, December). *Conceptual constraints on children learning new orthographic forms*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.

- Trathen, W.** (1996, November). Understanding educational dialogue. In B. Schlagal (Chair) *Using written telecommunications to create productive communities of discourse in teacher education*. Paper presented at the meeting of the National Reading Conference, Charleston, SC.
- Trathen, W.** (1996, November). Creating educational dialogue. In B. Schlagal (Chair) *Using written telecommunications to create productive communities of discourse in teacher education*. Paper presented at the meeting of the National Reading Conference, Charleston, SC.
- Trathen, W.** (1996, May). *Empirical support for the concept of a "spelling instructional level."* Paper presented at the meeting of the International Reading Association, New Orleans.
- Trathen, W.** (1996, May). *Using E-mail as a tool to connect reading methods courses across universities*. Paper presented at the meeting of the International Reading Association, New Orleans.
- Trathen, W., & Moorman, G.** (1996, April). Using E-mail to create pedagogical dialogue among teachers and students. In W. **Trathen** (Chair), *The use of telecommunications to create dialogue in teacher education: Organizational, contextual, and structural dimensions*. Symposium conducted at the meeting of the American Educational Research Association, New York.
- Blanton, W. E., **Trathen, W.**, Schlagal, R., & Moorman, G. (1996, April). Architecture of clinical teaching and telecommunications: Application of cultural-historical activity theory. In W. **Trathen** (Chair), *The use of telecommunications to create dialogue in teacher education: Organizational, contextual, and structural dimensions*. Symposium conducted at the meeting of the American Educational Research Association, New York.
- Trathen, W.** (1995, December). *E-mail as a tool for improving teacher preparation in reading*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen, W.** (1995, November). *What is the effect of children's orthographic knowledge on their ability to learn and retain new orthographic structures?* Paper presented at the meeting of the National Reading Conference, New Orleans.
- Trathen, W.** (1995, November). *Using E-mail as a tool to connect reading methods courses across universities*. Paper presented at the meeting of the National Reading Conference, New Orleans.
- Trathen, W.** (1995, April). *The effect of text headings on readers' attention allocation and learning*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Trathen, W.** (1994, December). *A community of teaching, learning, and technology: Its architecture and evolution*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen, W.** (1994, December). *Teaching spelling: What we know; what we do; what we should think about*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.

- Trathen, W.** (1994, November). *A study of spelling instruction in third grade traditional and whole language classrooms*. Paper presented at the meeting of the College Reading Association, New Orleans.
- Haluska, M., Sloan, C., **Trathen, W.**, Johnson, G., & Dole, J. A. (1992, December). Reflections on collaboration from teachers' and researchers' perspectives. In W. **Trathen** (Chair), *Practitioners and researchers in collaborative efforts: Examples and reflections*. Symposium conducted at the meeting of the National Reading Conference, San Antonio, TX.
- Sloan, C., **Trathen, W.**, & Dole, J. A. (1992, December). Teaching vocabulary within the context of literature: An instructional study. In W. **Trathen** (Chair), *Practitioners and researchers in collaborative efforts: Examples and reflections*. Symposium conducted at the meeting of the National Reading Conference, San Antonio, TX.
- Brown, K. J., **Trathen, W.**, & Dole, J. A. (1992, April). *Individual differences in student mediation of strategy instruction: A case study*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Brown, K. J., Reynolds, R. E., **Trathen, W.**, & Stofflett, R. (1991, December). *The relations among subjects' perception of strategic use, on-line measures of strategy use, and learning*. Paper presented at the meeting of the National Reading Conference, Palm Springs.
- Trathen, W.**, & Reynolds, R. E. (1991, April). *Strategy complexity and prose comprehension*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Brown, K. J., Dole, J. A., & **Trathen, W.** (1990, December). *A comparison of alternative approaches to prereading instruction*. Paper presented at the meeting of the National Reading Conference, Miami.
- Brown, K. J., **Trathen, W.**, & Reynolds, R. E. (1990, April). *Commitment to a strategy by successful and less successful college readers*. Paper presented at the meeting of the American Educational Research Association, Boston.
- Trathen, W.**, Schraw, G., & Wade, S. E. (1990, April). *Criteria for determining what is important when studying*. Paper presented at the meeting of the American Educational Research Association, Boston.
- Trathen, W.**, Schraw, G., & Reynolds, R. E. (1989, March). The effect of imagery for different types of figurative language. In R. E. Reynolds (Chair), *The effect of figurative language on text comprehension*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco.
- Schraw, G., **Trathen, W.**, & Reynolds, R. E. (1989, March). Recall for metaphor and anomalies in text. In R. E. Reynolds (Chair), *The effect of figurative language on text comprehension*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco.

- Trathen**, W., Reynolds, R. E., & Lapan, R. (1988, December). Measurement and analysis of on-line indices of cognitive strategies. In R. E. Reynolds (Chair), *Learning from prose: Research using on-line measures of cognitive strategies*. Symposium conducted at the meeting of the National Reading Conference, Tucson.
- Wade, S. E., **Trathen**, W., & Schraw, G. (1988, December). Using verbal reports to identify strategies in learning. In R. E. Reynolds (Chair), *Learning from prose: Research using on-line measures of cognitive strategies*. Symposium conducted at the meeting of the National Reading Conference, Tucson.
- Lapan, R., Reynolds, R. E., & **Trathen**, W. (1988, April). Methods for measurement and analysis of on-line processing variables in prose processing. In R. J. Tierney (Chair), *Dynamic assessment of the reading comprehension process*. Symposium conducted at the meeting of the American Educational Research Association, New Orleans.
- Wade, S. E., **Trathen**, W., & Schraw, G. (1988, April). *An analysis of spontaneous study strategies*. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Wade, S. E., & **Trathen**, W. (1987, April). Metacognitive knowledge and strategy use and their relationship to performance. In R. E. Reynolds (Chair), *Study strategies of college students: Investigations into metacognition and attention allocation*. Symposium conducted at the meeting of the American Educational Research Association, Washington, DC.
- Christison, M. A., Reynolds, R. E., & **Trathen**, W. (1987, March). *What influences successful group work?* Paper presented at the meeting of the Teachers of English to Speakers of Other Languages organization, Los Angeles.
- Trathen**, W., & Shepard, C. (1986, April). Study skills research: A need for a new model. In R. E. Reynolds (Chair), *Current study skills research: Working toward a new model of text comprehension*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco.
- Wade, S. E., & **Trathen**, W. (1986, April). The role of attention and metacognition in studying: Building a new model. In R. E. Reynolds (Chair), *Current study skills research: Working toward a new model of text comprehension*. Symposium conducted at the meeting of the American Educational Research Association, San Francisco.
- Schraw, G., **Trathen**, W., Shepard, C., & Reynolds, R. E. (1986, April). *Recall of text-based metaphors*. Paper presented at the meeting of the American Educational Research Association, San Francisco.
- Burbules, N. C., **Trathen**, W., & Schraw, G. (1985, April). *Metaphor, idioms, and figurative meaning*. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Schraw, G., & **Trathen**, W. (1985, April). *Recall differences for metaphors and idioms*. Paper presented at the meeting of the American Educational Research Association, Chicago.

Schraw, G., **Trathen**, W., & Reynolds, R. E. (1984, April). *The effects of syntactic constraints on the comprehension of idioms*. Paper presented at the meeting of the American Educational Research Association, New Orleans.

Other Scholarly Paper Presentations (Invited) and Scholarly Activities

Trathen, W. (2015, December). *Going deep: Poetry as the close-reading tool*. Chaired Problems Court session for the annual meeting of the American Reading Forum, Sanibel Island, FL.

Meyer, C. & **Trathen**, W. (2012). *Using WordPress blogs in your teaching*. Presentation for the Faculty and Academic Development (formerly the Hubbard Center), Appalachian State University.

Trathen, W. (2007). *Assessment of language and literacy development*. Chaired symposium presented at the 15th European Conference on Reading, Berlin, Germany.

Trathen, W., & Frye, E. M. (2006, December). *Language and literacy: Pedagogies for schools and cultures*. Program chairs for the annual meeting of the American Reading Forum, Sanibel Island, FL.

Trathen, W. (2005, December). *Old tools for new students: Assessing native English speaking, ESL, and EC students' reading*. Chaired panel session conducted at the annual meeting of the American Reading Forum, Sanibel Island, FL.

Trathen, W. (2005, September). *Effective pedagogy and felicitous literacy learning contexts for struggling students*. Discussant for the Uberto Price Reading Symposium, Boone, NC.

Trathen, W. (2004, November). *Assessing elementary ESL and native English speaking students' oral reading fluency and orthography*. Chaired symposium conducted at the annual meeting of the National Reading Conference, San Antonio.

Trathen, W. (2003, December). Reactor for *Empowering reading teachers through research-based knowledge: A professional development approach*. Paper presented at the meeting of the American Reading Forum, Sanibel Island, FL.

Trathen, W. (2003, December). Facilitator for *Graduate student mentoring* session at the meeting of the American Reading Forum, Sanibel Island, FL.

Trathen, W., & Schlagal, R. (2002, December). *Looking forward, looking backward: Reading at the crossroads*. Program chairs for the meeting of the American Reading Forum, Sanibel Island, FL.

Trathen, W. (2001, December). *Research exchange*. Session chaired at the meeting of the American Reading Forum, Sanibel Island, FL.

Trathen, W. (2001, December). *Literature circles across student groups, contexts, and texts*. Chaired Problems Court session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.

- Trathen, W.** (2000, December). *Instructional grouping: Examples and issues*. Chaired Problems Court session conducted at the meeting of the American Reading Forum, Sanibel Island, FL.
- Trathen, W.** (2000, November). *Designing, implementing and evaluating web-assisted instruction*. Chaired symposium conducted at the meeting of the National Reading Conference, Scottsdale.
- Trathen, W., Schram, P., Shomaker, P., Frye, B., & Deal, C.** (2000, April). *Collaboration within professional development school work: Impact and implications for public schools*. Paper presented at the Partnership for Excellence in Education conference, Raleigh, NC.
- Bloodgood, J., Naylor, A., & **Trathen, W.** (1999, November). *Cinderella*. Paper presented as part of the Appalachian State University Humanities Lecture Series.
- Trathen, W., Schram, P., Bloodgood, J., & Freeman, J.** (1999, April). *Issues in implementing and measuring program change in an activity setting created by a university/public school partnership*. Paper presented at the Partnerships for Excellence in Education conference, Raleigh, NC.
- Jacobson, M., Schram, P., **Trathen, W.**, Bloodgood, J., Goodman, J., Smith, R., Conlon, S., Locklair, S., Teel, A., Hinesley, S., Freeman, J., Shoemaker, P., & Rogers, D. (1999, April) *Engaging in a public school/university partnership: Perspectives from teachers, teacher education students, administrators, and university faculty*. Paper presented at the Partnerships for Excellence in Education conference, Raleigh, NC.
- Dale, M., & **Trathen, W.** (1999, April). *Literature and the moral imagination in teacher education*. Paper presented at the Blue Ridge International Conference on the Humanities and the Arts, Boone, NC.
- Trathen, W.** (1998, November). *CIERA research in linguistic diversity and reading acquisition*. Discussant for this session presented at the meeting of the National Reading Conference, Austin.
- Trathen, W.** (1998, April). *A collaboration between a rural elementary school and a regional university: The beginnings of developing a partnership*. Paper presented at the Partnerships for Excellence in Education conference, Raleigh, NC.
- Trathen, W.** (1996, October). *Effects of participation in the fifth dimension on far transfer*. Paper presented at the meeting of the National Reading Research Center, Atlanta.
- Trathen, W.** (1996, April). *The use of telecommunications to create dialogue in teacher education: Organizational, contextual, and structural dimensions*. Chaired symposium conducted at the meeting of the American Educational Research Association, New York.
- Trathen, W.** (1995, March). *Individualized spelling instruction in a classroom setting*. Paper presented at the 29th Annual Uberto Price Reading and Language Symposium, Boone, NC.
- Trathen, W.** (1995, February). *Using technology to monitor growth in reading and language arts methods classes*. Paper presented at the National Reading Research Center, Athens, GA.

- Trathen, W.** (1992, December). *Practitioners and researchers in collaborative efforts: Examples and reflections*. Chaired symposium conducted at the meeting of the National Reading Conference, San Antonio, TX.
- Trathen, W.** (1987, June). *Literacy and literature for the non-English speaking student*. Paper presented at the meeting of the Fourteenth Intermountain Conference on Children's Literature, Salt Lake City.
- Trathen, W.** (1985, October). *Recent research on learning strategies*. Paper presented at the meeting of the Teachers of English to Speakers of Other Languages organization (Intermountain Regional Chapter), Salt Lake City.
- Reynolds, R. E., Wade, S. E., **Trathen, W.**, Shepard, C. (1985, October). *Study skills: Theoretical and practical concerns*. Paper presented at the meeting of the American Educational Research Association (Rocky Mountain Regional Chapter), Jackson Hole, WY.
- Trathen, W.**, & Schraw, G. (1983, October). *Idioms: How they are read and why they should be taught*. Paper presented at the meeting of the Teachers of English to Speakers of Other Languages organization (Rocky Mountain Regional Chapter), Salt Lake City.
- Trathen, W.** (1982, October). *Using language experience reading methods with ESL students*. Paper presented at the meeting of the TESOL organization (Rocky Mountain Regional), Denver.

V. AWARDS & HONORS RECEIVED

- | | |
|---------|---|
| 2018-22 | Appointed Board of Directors Appalachian State University Academy at Middle Fork. |
| 2019 | Nominated Reich College of Education Outstanding Administrator Award. |
| 2016 | Nominated Reich College of Education Outstanding Faculty Service Award. |
| 2011-13 | Graduate Research Associate Mentoring Award from Appalachian State University. |
| 2011-12 | Deans Award for Excellence in Graduate Education from Appalachian State University. |
| 2004 | Reich College of Education Outstanding Mentoring/Service Award. |
| 2002 | Recognition for service on the Board of Directors of the American Reading Forum. |
| 2000 | Recognition for dedication to teaching from the ASU Panhellenic Council. |
| 1999 | Avery County Schools Friends of Education Award. |
| 1996 | Reich College of Education Outstanding Teaching Award. |
| 1996 | Reich College of Education Faculty Research Grant. |
| 1992 | Graduate Research Fellowship Grant from the University of Utah. |

VI. PROFESSIONAL AFFILIATIONS

Reading, Literacy, & Teacher Education

- International Literacy Association (ILA)
- Literacy Research Association (LRA)
- Society for the Scientific Study of Reading (SSSR)
- American Reading Forum (ARF)
- Literacy Association of Ireland (LAI)
- European Reading Conference (ERC)

Association of Literacy Educators and Researchers (ALER)
American Educational Research Association (AERA)
American Psychological Association (APA)
National Council of Teachers of English (NCTE)
Association of Teacher Educators (ATE)
American Association of Colleges for Teacher Education (AACTE)

VII. UNIVERSITY TEACHING

Appalachian State University

2004 Reich College of Education Outstanding Mentor
1996 Reich College of Education Teacher of the Year

Student Theses, Chaired & Directed:

- Adrian Rice Ed.D. (in progress). Appalachian State University. Dissertation: *Education in Poetry*.
- Mary Goodson Ed/D. (in progress). Appalachian State University. Dissertation:
- Nora Vines Ed.D. (2015). Appalachian State University. Dissertation: *Identifying predictors of young children's reading achievement*.
- Nicole Schneider Ed.D. (2013). Appalachian State University. Dissertation: *Reading fluency assessment: The role of word-level automaticity*.
- Mary Hendrix Ed.D. (2013). Appalachian State University. Dissertation: *The relation of prosodic reading to reading rate and other constructs of reading ability*.
- Elizabeth Frye Ed.D. (2004). Appalachian State University. Dissertation: *An analysis of reading fluency: The role of word level automaticity and its relationship to other measures of reading fluency with students in grades 3 & 4*.
- Laurie Palmer Ed.D. (2004). Appalachian State University. Dissertation: *English-as-a-second language students' acquisition of English orthography and its relationship to reading performance*.
- Kelley Steele Ed.D. (2000). Appalachian State University. Dissertation: *A case study of the reading practices of a fourth-grade class within a residential school for the deaf*.
- Martha Beasley Ed.D. (1997). Appalachian State University. Dissertation: *Study of group interactions and the effect on student motivation and morale*.
- Hillary Simpson M.A. (2007). Appalachian State University. Thesis: *Exploring vocabulary instruction in at-risk first graders*.
- Devery Mock M.A. (1996). Appalachian State University. Master's Thesis: *The systematic instruction of students with severe reading disabilities: Two case studies*.

Student Theses, Committee Member:

- Ashley Pennell Ed.D. (in progress). Appalachian State University. Dissertation:
- Brooke Hardin Ed.D. (2018). Appalachian State University. Dissertation: *How they do it: Examining teachers' understandings and appropriations of instructional tools and strategies learned in writing methods coursework.*
- Alison Wilson Ed.D. (2016). Appalachian State University. Dissertation: *An examination of differences between low- and average-achieving middle school readers on a set of informal reading measures.*
- Amie Snow Ed.D. (2014). Appalachian State University. Dissertation: *A comparative evaluation of instructional levels determined by the text reading and comprehension (TRC) assessment and the informal reading inventory.* Received the Alice Naylor Dissertation of the Year Award, Appalachian State University.
- James Bumgarner Ed.D. (2013). Appalachian State University. Dissertation: *Case study of a literacy staff development program: Change in pedagogical practices of two participating teachers.*
- Amy Williams Ed.D. (2010). Appalachian State University. Dissertation: *A spelling-based approach to word instruction for children with Down syndrome.*
- Mary Timothy Ed.D. (2001). Appalachian State University. Dissertation: *What do preservice teachers learn from tutoring as an early field experience?*
- Melvin Fogg Ed.D. (2000). Appalachian State University. Dissertation: *The effects of Early Steps training on first-grade teachers' beliefs about the classroom teaching of reading.*
- Bobbie Hayes Ed.D. (1996). Appalachian State University. Dissertation: *The effect of mediating artifacts designed to promote metacognitive reflection on transfer in the mathematical domain.*

Graduate Courses Taught at Appalachian State University:

- | | | |
|--------|------|--|
| RE | 5040 | Teacher as Researcher (3 semester hours) |
| RE | 5100 | Teaching Beginning Reading & Writing (3) |
| RE | 5111 | Issues, Trends and Practices in Reading (3) |
| RE | 5130 | Teaching the Language Arts (3) |
| RE | 5500 | Independent Study (1-4) |
| RE | 5510 | Field Experiences in Teaching Reading (3) |
| RE/SPE | 5525 | Product of Learning (3) |
| RE | 5530 | Selected Topics (1-4) |
| RE | 5671 | Research in Current Literature in Reading (3) |
| RE | 5710 | Seminar in Reading and Language Arts Research (3) |
| RE | 5730 | Reading & Writing Instruction for Intermediate & Advanced Learners (3) |
| RE | 5760 | Adult Literacy Instruction (3) |

RE	5900	Thesis (1-4)
RE	6120	Psychological Processes in Reading (3)
RE	6568	Language and Linguistics in Reading (3)
RE	7570	Administering Reading/Language Arts Programs: The Research Base (3)
RE	7710	Improving Reading/Language Arts Instruction in the Schools (3)
EDL	7011	Multi-Disciplinary Seminar on Emerging Issues I (3)
EDL	7199	Research Seminar (1)
EDL	7500	Independent Study for Doctoral Students (1-3)
EDL	7999	Dissertation (1-4)

Undergraduate Courses Taught at Appalachian State University:

RE	3030	Foundations of Literacy (3)
RE	3142	Language and Literature in the Elementary School (4)
RE	3150	Language Arts in the Middle Grades (3)
RE	3240	World Literature for Children (3)
RE	3500	Independent Study (1-4)
RE	3530	Special Topics (1-4)
RE	3850	Literacy, Technology & Instruction (3)
RE	3900	Principles of Reading Instruction for the Classroom Teacher (3)
RE	4030	Development of Literacy for Learning (3)
RE	4620	Reading Instruction in the Middle/Junior and Senior High School (3)
RE	4630	Reading in the Content Areas (2)
RE	4640	Workshop in Teaching Reading (2)
RE	4650	Linguistics and Reading (3)
CI	4900	Student Teaching Supervision (12)
FDN	3800	Foundations of American Education (3)

The University of Utah and Westminster College

Reading as a Developmental Process
Learning and Literacy
Educational Learning Theory
Elementary School Curriculum

Reading in the Content Area
Introduction to the Study of Languages
Cognition and Instruction
Introduction to Doctoral Studies

VIII. SERVICE

Appalachian State University

- 2018-22 Serve Advisory Board for the Appalachian State University Academy at Middle Fork.
- 2016-21 Serve on Curriculum Team for Appalachian State University Academy at Middle Fork.
- 2014-21 Serve on Council of Chairs and on Executive Council (2018-2019).
- 2018-20 Serve on Search Committee, Reading Education.
- 2019-20 Serve on Search Committee, Chairperson of Leadership and Educational Studies (LES).
- 2019 Served on Search Committee, RCOE Communications Director.
- 2018 Served on Search Committee, RCOE Partnership Director.
- 2014-18 Served on Peer Assisted Review Enterprise for Office of Research and Sponsored Programs.
- 2016-17 Chaired Search Committee, Chairperson of Family and Child Studies (FCS).

- 2014-16 Served on Council on Teacher Education.
- 2013-16 Served on Search Committee, Reading.
- 2013-14 Chaired Search Committee, Director of Doctoral Program.
- 2012-13 Served on Search Committee, Dean RCOE.
- 2012-13 Served on Search Committee, Director of Doctoral Program.
- 2012 Hubbard Center Faculty Development Workshop: *Teaching with Blogs*.
- 2010-11 Served on Search Committee, Associate Dean RCOE.
- 2005-09 Served on University Research Council—elected.
- 2006-07 Served on the Task Force on ESL Programs at ASU—appointed by the Chancellor.
- 1999-04 Served on the Council on Teacher Education.
- 2002-03 Chaired Search Committee, Reading.
- 2000-01 Chaired Search Committee, Reading.
- 1997-98 Chaired Search Committee, Reading.

Reich College of Education

- 2014-21 Serve on Administrative Council.
- 2011-21 Serve on RCOE Assessment Committee.
- 2016-17 Served on Transition Team (for RCOE Dean)
- 2010-17 Served on the Program Policy Committee for the Doctoral Program.
- 2012-16 Served on NCATE Committee, Standard 1.
- 2012-16 Served on NCATE Committee, Standard 2.
- 1999-15 Served on the Graduate Studies Committee.
- 2000-14 Served on the Post Tenure Appeals Committee.
- 2012-14 Served on Faculty Teaching Evaluation Committee.
- 2013-14 Chaired Task Force Subcommittee on PDS and Partnership Relations
- 2010-11 Served on the RCOE Graduate Program Revision Committee.
- 2005-11 Served on Post Tenure Review Team.
- 2004-06 Chaired NCATE Committee, Standard 1.
- 2001-04 Served as Faculty Mentor for Linda Kucan.
- 2000-03 Served on RCOE Conceptual Framework Committee.
- 2000-02 Served on the ARTTA Steering Committee.
- 1997-02 Wrote grant, evaluation & report for Beech Mountain/ASU partnership.
- 1998-02 Advised ASU sorority.
- 2000-01 Chaired NCATE Committee, Standard 1.
- 2000-01 Served on the NCATE Steering Committee.
- 1995-01 Served on the Core Curriculum Committee.
- 1999-01 Served on the Core Advisor Board.
- 1995-00 Served on the Elementary Curriculum Upgrade Committee.
- 1998-00 Served on the Technology--Advanced Competencies Committee.
- 1999-00 Served on Post-Tenure Review Teams.
- 1998 Served on the Technology--Advanced Competencies Planning Committee.
- 1997 Helped author the Reich College of Education Partnership Grant (funded).
- 1996 Co-authored the BellSouth Technology Grant (not funded).
- 1996 Served on the Undergraduate Studies Committee.

Department of Reading Education and Special Education

- 2014-21 Serve as Chair of Reading Education and Special Education.
- 2013-21 Serve on RESE Promotion and Tenure Committee.
- 2010-21 Serve on RESE Web Site Committee.
- 2014-21 Co-Chair RESE Social Committee
- 2006-14 Served as Reading/Language Arts Program Director.
- 2010-14 Served as the Web Coordinator for RESE.
- 2005-14 Served on Reading/Language Arts Program PAC Committee.
- 2001-12 Served on the RESE/LRE Intra-Departmental Affairs Committee.
- 2005-08 Served on LRE Budget Committee.
- 2005-06 Co-wrote NCATE/DPI Program Area Report.
- 1998-04 Served as Reading/Language Arts Program coordinator.
- 2000-03 Served on the LRE Department Personnel Committee.
- 2000-03 Served on LRE Collaboration Committee.
- 1998-99 Served on the LRE Curriculum Development Committee.
- 1995-99 Served on the LRE Policies and Procedures Committee.
- 1994-95 Served on the LRE Peer Teaching Evaluation Committee.

Reading Education and Language Arts Program

- 1996-21 Chair 9 doctoral students' dissertations & 2 MA theses (committee member for 9 students).
- 2000-21 Coordinate comprehensive exams and product of learning portfolios for Reading/Language Arts Program.
- 2014-21 Create, evaluate, and maintain Xitracs sites for RESE.
- 2001-20 Create, design, maintain, evaluate, and revise Web-based courses for reading methods.
- 1994-17 Chaired over 250 Reading M.A. graduate students' committees.
- 2011-13 Created, evaluated, and maintained Tracdat site for Reading Education.
- 2010-11 Authored the NCATE/DPI report for the Reading/Language Arts program.
- 2005-06 Authored the NCATE/DPI report for the Reading/Language Arts program.
- 1999-04 Created, designed, maintained, evaluated, and revised a World Wide Web homepage for elementary education block courses.
- 1998-03 Chaired Reading & Language Arts Search Committee.
- 1998-03 Administratively coordinated graduate and undergraduate Reading/Language Arts programs.
- 1997-03 Administratively coordinated off-campus graduate Reading/Language Arts program.
- 2001 Authored the NCATE report for the Reading/Language Arts program.
- 1999-00 Served on the Campbell/Price Symposium committee.
- 1995-00 Coordinated the design and development of undergraduate elementary education curriculum.
- 1995-99 Created, designed, and maintained with Gary Moorman a World Wide Web resource page for content area reading methods courses.
- 1999 Authored the rationale for the Advanced Master's Degree in Reading Education.
- 1995-98 Served on the Reading/Language Arts Program Graduate Student Recruitment committee.
- 1997 Coordinated and Chaired the Uberto Price Reading Symposium.
- 1995-97 Coordinated comprehensive exams for Masters in Reading and Language Arts.
Organized and scheduled Friday research seminars.
- 1996-97 Coordinated student placement and evaluation, tutoring field-experience, and teacher-faculty interaction in the yearlong elementary block.
- 1996 Co-authored NCATE report for Reading/Language Arts program.
- 1994-95 Served on the Diversity in Higher Education committee.

- Served on the Comprehensive Exams committee.
1993-94 Collaborated with Gary Moorman to redesign the RE 4620 and RE 4630 courses.

Community

- 2018-22 Assist Appalachian State University Academy at Middle Fork in all areas (K-5).
2016-21 Conduct Reading and Language Arts in-service for Winston-Salem/Forsyth County Schools.
1996-21 Conduct Reading and Language Arts in-service for Watauga County School District (K-8).
2014-18 Conducted Reading & Language Arts in-service for Alleghany County School District (K-8).
2012-18 Conduct Reading and Language Arts in-service for Avery County School District (K-8).
2009-15 Consulted with Yadkin County Schools for reading/language arts instruction (K-3).
2002-07 Served as instructional advisor to Northwestern North Carolina Best Practices Center:
Teaching Students with Disabilities to Read and Write (Watauga County Schools Center)
<http://www.ncsip.org/northwestern.html>
2004-07 Assisted Alleghany County School District (High School) with faculty development, part of the NCQuest grant activity.
2005-06 Assisted Hickory City Public Schools with faculty development—vocabulary development with ESL.
1997-05 Assisted Avery County School District in curriculum development and alignment and deliver professional development, in-service sessions.
1996-00 Assisted Burke County School District in designing and implementing in-service reading comprehension strategies workshops and spelling instruction workshops.
1999-00 Assisted Beech Mountain School in writing a report for the 2000 Title I Distinguished School Award. This report led to Beech Mountain School being selected as one of four Title I Distinguished Schools in North Carolina.
1994-99 Assisted Watauga County School District in developing a district-wide assessment and curriculum for K-5 and 6-9 Reading and Language Arts. Participated in grant development.
1997-99 Assisted Winston-Salem/Forsyth School District in designing and implementing in-service reading comprehension strategies and assessment workshops.
1996 Met with the Department of Public Instruction on reading language arts curriculum revisions for the state curriculum guides.

Professional Organizations

- 2017 Served as reviewer for *Reading Psychology*.
2005-16 Served on editorial board of *Journal of Literacy Research* (LRA).
2013-16 Served as discussant for American Reading Forum (ARF).
2010-13 Served as reviewer for *Reading and Writing: An Interdisciplinary Journal*.
2000-08 Served as reviewer for *Yearbook of the American Reading Forum* (ARF).
2007 Served as reviewer for *Educational Psychologist*
2007 Organized symposium for the meeting of the European Reading Conference (ERC).
2006 Served as Program Chair for the American Reading Forum (ARF).
2001-05 Served as editor of the *Yearbook of the American Reading Forum* (ARF).
2001-05 Chaired editorial advisory committee for American Reading Forum (ARF).
2001-05 Chaired publications committee for American Reading Forum (ARF).
2005 Organized panel for the meeting of the American Reading Forum (ARF).
2004 Organized symposium for the meeting of the National Reading Association (NRC).
2003 Organized panel for the meeting of the American Reading Forum (ARF).

- 2002 Served as Program Chair for American Reading Forum (ARF).
1999-02 Served on the Board of Directors of the American Reading Forum (ARF).
2001-02 Served as Vice Chair of the ARF Board of Directors.
1996-01 Organized symposia for the meeting of the American Reading Forum (ARF).
1992/00 Organized symposia for the meeting of the National Reading Conference (NRC).
1994-99 Served on editorial board of *Reading Psychology: An International Journal*.
1998 Served as discussant for papers session for the meeting of the NRC, Austin, TX.
1990-97 Served as conference proposal reviewer for Division C, Learning and Instruction, American Educational Research Association (AERA).
1995-96 Organized and chaired symposia for the meeting of AERA.
1994 Organized a symposium for the meeting of the College Reading Association.
Chaired a papers session for the meeting of the College Reading Association.
1988-94 Served as conference proposal reviewer for Text Design and Learner Strategy SIG, AERA.
1989-91 Served as conference proposal reviewer for the National Reading Conference.

IX. RESEARCH INTERESTS

My research interests primarily have revolved around instructional issues concerned with teaching children beginning reading and writing processes and comprehension strategies; issues concerned with theoretical foundations of reading processes, assessment, instructional strategies, and use of new technologies; and issues concerned with teacher development in teacher education programs. These three research areas are described in more detail below.

Instructional Research

I am currently engaged in a line of research with Darrell Morris and other colleagues that focuses on establishing reading fluency data (reading rates) for students in grades 1-8 and establishes early predictive assessments in grades K-3. We published three papers from these data (longitudinal data set 1) and four papers from a second set of data (longitudinal data set 2) and two other papers from data sets 3 and 4. For the first data set, we followed 250 students as they progressed from second to sixth grade. In January, February and March we tested each child in the study using IRI passages, a word recognition list (flash), and a developmental spelling inventory. With these data we track growth across grades and set normative reading rate means for grade levels and for sub-groups. In the second data set, we assessed approximately 300 students in kindergarten and first grade (Watauga and Yadkin school districts) and then followed these students through graduation from third grade. The purpose of this study was to compare our assessment program with one that is currently being used by most schools across the country—DIBELS. These data were analyzed for developmental trends in fluency and reading rate over time. In a related study with Carla Meyer, Darrell Morris, and others we have collected reading assessment data from approximately 100 low performing students (grades 4 through 7) in Alleghany County. We use these data to examine performance profiles of these students; the first of several papers from these data was published. Several doctoral students have also worked with us on these research issues, resulting in dissertation research and several publications with students.

Beth Fry and I have worked on several projects with graduate students. In one project, we helped Kelly Wilson integrate technology and writing into her social studies curriculum. We have published two papers about this project. We also collaborated with Dave Koppenhaver to publish an instructional article about incorporating Internet research and Blog publishing with teaching. Beth and I collaborated with Bob Schlagal to produce an article about incorporating informational poetry into content area

learning. There will be several other articles we write on this topic. Beth, Omer Ari and I are working with a second grade teacher (Katie Blackburn) to examine how writing informational poetry in science will enhance learning—our manuscript is almost complete. We also are constructing resource materials that are accessible on the World Wide Web. Beth and I are collaborating with teachers to write several articles about how these teachers have incorporated process writing and writing workshop into their classrooms. Adrian Rice and I are exploring poetry as a tool to engage students in close reading, what we prefer to call deep reading. We are also entertaining the possibility of writing a manuscript on the teaching of poetry.

I also am engaged in a line of research, with Darrell Morris and Bob Schlagal, investigating students' orthographic knowledge and the role it plays in beginning reading instruction. In one project we are interested in determining the effect of matching spelling instruction to students' developmental levels of orthographic knowledge. We think the primary factor in students' successes with spelling instruction is a foundation of orthographic knowledge that allows students to understand new principles of English orthography. The results of this project will have instructional implications for the teaching of spelling in elementary school classrooms. Bob Schlagal and I have written review papers of spelling instruction in the United States. In collaboration with Stamey Carter (Title One reading teacher) we developed spelling curricula for Watauga County schools, and we are implementing differentiated spelling instruction in classrooms in Watauga and Avery County schools. In addition, I am working with Laurie Palmer (I chaired her dissertation) to write several articles based on her dissertation research. One article with Bob Schlagal will report on the reliability and validity of a spelling assessment we used with ESL students in elementary schools. Another article will report on the findings that ESL students learn English orthography in the same developmental patterns as native English speakers, a finding that is consistent across different language backgrounds of ESL students. Finally, we are collecting spelling data from ESL students, who participated in Laurie's study, three years later. We will analyze growth patterns in these students' performances on the developmental spelling instrument.

Several projects focus on vocabulary instruction. In an early project Jan Dole and I, in collaboration with Chris Sloan (high school English teacher), developed a technique for teaching vocabulary development in the context of reading a novel. We implemented this technique in a high school classroom. In a related project, Linda Kucan and I have conducted a case study of four high school teachers in different content areas who have incorporated vocabulary instruction into their daily curriculum. A science educator, Bill Straits, has collaborated with us on a paper that documents what one high school science teacher has done with vocabulary instruction in her biology class.

Jan Dole, Kathleen Brown, and I have investigated the teaching of reading strategies to at-risk fifth graders in a public school. We developed a strategy instruction model based on Palinscar and Brown's work with reciprocal teaching, and we contrasted this instruction with successful teacher-directed prereading instruction and with traditional basal instruction. We taught all three of these methods for approximately five weeks and compared the effectiveness of the instruction in terms of students' comprehension scores. We found that the strategy instruction group outperformed the other two, especially when we tested for transfer of the instruction to a new reading situation. However, we noticed in the course of the study that not all of the children in the strategy instruction group benefited from the instruction. The class as a whole did very well on the comprehension measures, but there were a few students who seemed to flounder with this instruction. That led us to examine the strategy instruction group more closely. We conducted a case analysis of two students in this group, one who benefited from the instruction and one who did not. From the data, it appeared the strategy instruction benefited one student because it replaced a rather ineffective comprehension strategy she had been using. But, for the other student it replaced a very effective comprehension strategy that she had been using. This student

saw little value in these new strategies and resisted using them. From these analyses we concluded that the success of any kind of classroom instruction is partially determined by individual students' mediation of that instruction, and that individual student differences necessitate the use of a variety of instructional techniques in any given class.

Theoretical Foundations

At the theoretical level I am currently involved in a number of literature review projects. Bob Schlagal and I examined the research in spelling. I also reviewed the theoretical definitions of literacy, which resulted in a paper with Michael Dale. In addition, Bill Blanton, Gary Moorman and I produced an extensive review of telecommunications technology in education. This review was published in AERA's Review of Research in Education.

Besides the review projects, I am interested in comparing our timed word recognition task with the Test of Word Reading Efficiency (TOWRE); this project is in the data analysis stage. Two other projects involve reading assessment. One is the comparison of different rates of timed presentation for our assessment of automatic word recognition to determine the optimum rate of presentation of this instrument—this work builds on Nicole Schneider's dissertation. The second involves an analysis of measures of reading fluency, highlighting reading rate as a valid proxy measure for fluency—builds on Mary Hendrix's dissertation. Also, I have engaged in other basic research studies. Ralph Reynolds and I, along with others, have investigated cognitive processes that affect strategic reading for comprehension and learning from text, such as identifying and attending to important text information. We have conducted a number of studies demonstrating that when readers focus their attention on certain text information they tend to comprehend and learn that information. We called this cognitive reading strategy the selective attention strategy. Our research findings suggest that this strategy is actually composed of many different substrategies that individual readers may use in different combinations, depending on the nature of the reading task. In addition, readers' uses of these strategies are influenced by a number of variables such as their prior knowledge, the task demands, and text factors. Our recent work involves examining whether readers can use these reading strategies flexibly as the demands of the reading task change. As part of this research, I have focused on the role text headings play in directing readers' attention to text content. I found that specific headings induce readers to attend to particular segments of text, whereas general headings do not. Students' recall of information seems to be affected by text headings as well.

Suzanne Wade and I applied the information about general reading strategies from the research with Dr. Reynolds to a specific learning situation--studying a textbook chapter for an exam. We first investigated whether students who underlined text or took notes while studying would learn more information than students who did not. We found these study strategies by themselves did not predict learning. We interpreted these results to mean that effective studying involves far more than simply noting information that is thought to be important; students use a number of different yet effective study strategies; i.e., not everyone is a note taker. These results led us to ask new research questions about the overall metacognitive strategies that students employ. Drawing on the notion that a complex strategy is composed of substrategies, Dr. Wade and I, in collaboration with Gregory Schraw, investigated the study strategies students use as they study for a test. A common assumption in study skills courses is that there is one best way to study. We found that students varied in their approaches to studying, yet most approaches, though different, were equally effective for accomplishing the task. As part of our research, we produced a descriptive account of the study strategies we encountered students using. An important outcome of this research was an understanding that study strategies are composed of multiple

substrategies configured in many different ways and that as study task demands change so will the configurations of the strategies.

Teacher Development in Teacher Training Programs

In collaboration with Pam Schram and others, we investigated the impact of integrating public school field experiences with university methods classes. Of particular focus were preservice teachers' understandings about teaching, classroom teachers' conceptions of effective teaching, and the development of collaborative relations between public schools and the university as partnerships are formed. In addition, we investigated the impact of these efforts on public school students' attitudes and performance. Figuring out how to measure the impact of these partnership relations on the complex social settings of public schools and universities is still of interest.

Jan Dole and I, in collaboration with others, explored the effect of collaborative research on teachers' and researchers' conceptual development and change. In our study we found several key issues that seem to define effective collaborative efforts, which lead to the conceptual development of the participants in collaborative efforts. Since coming to Appalachian State University, I have been involved in a collaborative research effort exploring alternative structures for the student teaching internship. We developed a structure where students are placed in the same classroom for their internship and their student teaching. In addition we are exploring the various uses of technology as part of teacher training. One consideration in this line of research is the impact of telecommunications on the conceptual development of preservice teachers. Bob Schlagal, Bill Blanton, and I reported on these efforts in the *Journal of Teacher Education*. A focused interest of mine in this project was the development of an apprenticeship model of teacher training. Bob Schlagal and I have assigned students in our reading methods course to tutor at-risk readers in one-to-one instructional settings. These sessions afforded us the opportunity to connect in-class theory and discussion about reading processes and instructional practice with real instructional episodes. Telecommunications technologies provide students the opportunity to share insights and examine teaching techniques associated with their tutoring experiences.

In another research project with Gary Moorman and others, we investigated college students' uses of telecommunications as part of methods courses. We linked students in our methods courses at Appalachian State University with students in similar methods courses at six other universities. Using social media, students across institutions discussed class topics and general education issues. We examined the nature of these conversations and the structural factors that enhanced and impeded such conversations. In particular we were interested in determining the types and utility of dialogue that students engaged in when using social media as a way to communicate. That project is reported in the *Journal of Reading Research and Instruction*.

X. REFERENCES (available for contact)

Darrell Morris, Professor Emeritus
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085
828 265-1717

Robin Groce, Director Appalachian Academy
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085
828 262-2995

Dave Koppenhaver, Professor
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085
828 262-6074

Chris Van Loan, Professor
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085
828 262-2624

Robert Schlagal, Professor Emeritus
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085

Gary Moorman, Professor Emeritus
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085

Melba Spooner, Dean RCOE
Reich College of Education
Appalachian State University
Boone, NC 28608-2085
828 262-2230

Beth Frye, Professor
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085
828 262-7623

Devery Ward, Director Anderson Reading Clinic
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085
828 262-7319

Vachel Miller, Professor
Director: Doctoral Program in Educational Leadership
Appalachian State University
Boone, NC 28608-2085
828 262-2280

Monica Lambert, Associate Dean RCOE
Reich College of Education
Appalachian State University
Boone, NC 28608-2085
828 262-7173

Deb Prykanowski, Assistant Professor
Reading Education and Special Education
Appalachian State University
Boone, NC 28608-2085
828 262-8388