

Cynthia McCallister, Ed.D.

Associate Professor, Director, Programs in Literacy Studies
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EDUCATION

- May 1995 Doctor of Education
University of Maine, College of Education, Orono, ME
Area of specialization: Literacy Education
- August 1990 Master of Education, Literacy Specialist
University of Maine, Orono, ME
- May 1986 Teaching Certification
Coursework completed at University of Maine, Orono, ME
- August 1984 Bachelor of Science
Ball State University, Muncie, IN
Concentration: History/Political Science

Education Credentials

New York State Public School Teacher Certificate, Permanent, Pre Kindergarten, Kindergarten and Grades 1-6;
New York State Public School Teacher Certificate, Permanent, Reading Teacher

TEACHING EXPERIENCE

College Level

Associate Professor, Fall 2004-present, Department of Teaching and Learning, School of Education, New York University, NY, NY
Assistant Professor, Fall 1998-Fall 2004, Department of Teaching and Learning, School of Education, New York University, NY, NY
Assistant Professor, Fall 1996-Summer 1998, Department of Literacy Studies, School of Education, Hofstra University, Hempstead, NY
Assistant Professor, Fall 1995-Spring 1996, Department of Education, Muhlenberg College, Allentown, PA
Instructor, Spring 1993 to Fall 1994, College of Education, University of Maine, Orono, ME

Courses Taught: Literacy Assessment; Teacher Research; Integrated Reading and Language Arts Methods; Reading Methods; Theories and Practice in the Teaching of Writing; The Reading Teacher in the School and Clinic Setting; Case Studies in Reading; Teaching Reading to the Learning Disabled and the Indifferent Learner; Reading, Writing and Cognition; Reading in the Content Areas/Literacy Across the Curriculum; Language and Literacy Development; Master's Essay Advisement; Doctoral Advisement; Dissertation Proposal Writing Seminar; Doctoral Proseminar; Group Counseling; Foundations of Teaching and Learning; Field Supervision; Literacy Seminar; Reading and Writing; Literacy Education; Writing/Reading Workshop, Supervision of Student Teaching; Child Development; Language and Literacy Across the Curriculum.

Elementary Teaching Experience

The Lewis Libby School, Union 90, Milford, ME (Fall 1988-June 1992)

Position: Classroom Teacher

Experience in teaching grades K, 1, 2, and 5. Responsible for all areas of curriculum and instruction in self-contained classrooms. Specialist in literacy education practices.

The Buckley School, New York, NY (Fall 1987-Spring 1988)

Position: Assistant Teacher, Class III

Assisted grade three classroom teachers with instruction and curriculum planning.

PUBLICATIONS

Web Sites

Learningcultures.net

Genrepractice.org

Unisonreading.com

Books

McCallister, C. (2011). *Unison reading: Socially inclusive group instruction for equity and achievement*. Thousand Oaks, CA: Corwin Press.

McCallister, C. (1998). *Reconceptualizing literacy methods instruction: To build a house that remembers its forest*. New York: Peter Lang Publishing, Inc.

Invited Review

McCallister, C. (September, 2008). "The Author's Chair Revisited." *Curriculum Inquiry*, 38, 4, p. 455-472.

Peer-Reviewed Articles

McCallister, C. (Winter, 2004). "Schooling the possible self." *Curriculum Inquiry* 34 (4): 425-461.

McCallister, C. (September, 2002). The power of place and time in teaching." *Journal of Adolescent & Adult Literacy*. A journal of the International Reading Association 4 (1): 2-9.

McCallister, C. (September, 2002). "Letting them learn: Yielding power to students in a literacy methods course." *English Education*. A journal of the National Council of Teachers of English 34 (4): 281-301.

McCallister, C. (November, 2000). "Making history with a reader." *Language Arts*. A journal of the National Council of Teachers of English 78 (2): 138-147.

McCallister, C. (Spring, 1998). "Classroom inquiry: Transforming perplexity into pedagogy." *Teaching and Learning: The Journal of Natural Inquiry* 12 (2): 28-35.

Austin, T; Campbell, K; Hubbard, R; Kaltentbach, S; Makler, A; McCallister, C; Ostrow, J, & Power, B. (Spring 1998). "An honest and open forum on teacher research." *Teacher Research: The Journal of Classroom Inquiry* 5 (2): 167-183.

McCallister, C. (1996). "Learning within social worlds: The role of play in literacy learning." *New England Reading Association Journal* 32 (1): 13-18.

McCallister, C. (1995). "Walking the walk: Creating a constructivist literacy methods classroom." *Literacy: Issues and Practices* 12 (1): 38-45.

McCallister, C. (1994). "Teaching stories and possible classrooms." *Teacher Research: The Journal of Classroom Inquiry*, 1 (3): 31-40.

Book Chapters and Essays

McCallister, C. (2003). "Reviving innocence: Writing education practices in the era of the new literacy." In J. Kincheloe & D. Weil (Eds.). *The encyclopedia of critical thinking and learning*. Oryx Press under Greenwood Press. pp. 144-148.

McCallister, C. (2001). "From ideal to real: Unlocking the doors of school reform." In, F. Rust & H. Freidus (Eds.). *Guiding change: New conceptions of the roles and work of change agents*. New York: Teachers College Press. pp. 37-56.

McCallister, C. (2000). "The new essence of 'teacher stuff': An orientation to language arts instruction." In J. Webb & B. Miller (Eds.). *ACTFL Series 2000, Teaching heritage language learners: Voices from the classroom*. The American Council on the Teaching of Foreign Languages in conjunction with the Fund for the Improvement of Postsecondary Education. Yonkers, NY: The American Council on the Teaching of Foreign Languages. pp. 111-125.

McCallister, C. (1998). "A New vision in public, progressive education: The story of the W. Haywood Burns School." In S. Semel and Sadovnik (Eds.). *Schools of tomorrow, schools of today: What happened to progressive education?* New York: Peter Lang Publishing, Inc. pp. 313-351. (This book was winner of the 2000 American Educational Studies Association Critics Choice Award)

McCallister, C. (1996). "An incorrect correction." In B. Power & R. Hubbard (Eds.). *Oops: What we learn when our teaching fails*. York, ME: Stenhouse. pp. 134-136.

Miscellaneous Publications

McCallister, C. (November, 21, 2001). "A tribute to our teachers." *New York Teacher*, XLIII (6), p. 13. Published by the United Federation of Teachers.

McCallister, C. (1998). "Researching 'our children': Exploring the place where the self and the study collide." In C. L. Cole & S. Finley (Eds.) *Conversations in Community*. Proceedings of the Second International Conference of the Self-study of Teacher Education Practices. Herstmonceux Castle, East Sussex, England. (Sponsored by the S-Step Special Interest Group of the American Educational Research Association). pp. 186-190.

McCallister, C. (1996). "The role of metacognition in writing." *Professional Development School Partnership*, 2, (3). A publication of Muhlenberg College, Lincoln Elementary school and South Mountain Middle School. pp. 1-3

McCallister, C. (1995). "Using portfolios to highlight metacognitive awareness." *Portfolio News*, 6, (2). pp. 2-4.

McCallister, C. (1993, November). *The language of classroom democracies: Assessing language and learning within the student culture*. Paper presented at the National Council of Teachers of English Annual Conference, Pittsburgh, PA (ERIC Document Number 374 428).

Research Reports

An Analysis of Connecticut, Massachusetts and Mississippi State Reading-Literacy Achievement Tests in Relation to State Learning Standards (March, 2006). A Report Submitted to the NYU Institute for Education and Social Policy

New Visions for Public Schools. Author: Cynthia McCallister (August, 1998). *Summative Evaluative Review of the W. Haywood Burns Literacy Program Implementation*, New York, NY.

New Visions for Public Schools. Author: Cynthia McCallister (March, 1998). *Formative Evaluative Review of the W. Haywood Burns Literacy Program Implementation*, New York, NY.

Critical Reviews of McCallister's work

McGinnins, S. (Spring 2002). Review of Webb, J. B. & Miller, B. L., Teaching heritage language learners: Voices from the classroom. (ACTFL. Pp. V, 257). *The Modern Language Journal*, 86, (1). Pps. 138-139. (McCallister, contributing author)

Lysaker, J. T. & Goodman, J. (Summer, 2000). "Conceptualizing reconceptualist theory and practice in literacy teacher education: A review of *Reconceptualizing Literacy Methods Instruction: To Build a House that Remembers Its Forest* (by Cynthia McCallister, New York: Peter Lang, 1998)." *Curriculum Inquiry*, 30, (2). Pps. 249-260.

D'Arcy, Pat (1998). Review of McCallister, C. Reconceptualizing literacy methods instruction. (New York: Peter Lang, 1998). *Educational Action Research*, 6, (3). Pps. 533-536.

HONORS AND AWARDS

Spring, 1998: Nominee, the "Promising Scholar" award sponsored by Cornell University. Nominated by the School of Education, Hofstra University.

Fall, 1997: Recipient, The Scholar Development Program, National Academy of Education. Mentor: Dr. Edmund W. Gordon, John M. Musser Professor of Psychology, Emeritus, Yale University. The Scholar Development Program matches young scholars with National Academy of Education members who serve as research mentors and provide guidance toward the improvement of research proposals and projects. (to present)

Spring 1996: Semi-finalist, Mary Catherine Ellwein Dissertation Award for outstanding contribution to educational research methodology. Sponsored by the Qualitative Research Special Interest Group and Division D of the American Educational Research Association.

GRANTS and FUNDED RESEARCH

Start-up funding to support the appointment of a Learning Cultures Project Manager, Mario Batali Foundation (Spring, 2012). \$25,000.

Primary Investigator. Training Grant. New York Community Trust (Fall 2010). "Developing an Infrastructure for Teacher Training in Unison Reading Methodology." New York Community Trust, \$50,000.

Primary Investigator. Research Grant. New York University Research Challenge Fund (Spring, 2009). "Will or Won't: Intention and Responsibility in Learning." \$14,700.

Member, Advisory Board, NSF DRK-12 research project “Science Case Studies for Kids: Teaching and Learning the Nature of Scientific Evidence in Elementary School.” (Primary Investigator: Susan Kirch, Associate Professor, Steinhardt School of Education)

Primary Investigator: *A Relational Rendering of Pedagogy for Struggling Readers*. Research funded in part by the Steinhardt School of Education Research Challenge Fund (Spring, 2003). \$4,000.

Primary Investigator: *The Intentionality of Pedagogy and the Interpretation of Difference*. Research proposal funded by the New York University Research Challenge Fund (Spring, 2000). \$9,000.

Primary Investigator: *Implementing A Dual-Language Program in Urban, Multi-Cultural Classrooms: A Case Study of Teaching and Learning the W. Haywood Burns School*. Spring 1997 to present. \$6,300. Grant-in-aid, The National Council of Teachers of English.

EDITORIAL REVIEW

Occasional Reviewer for: *Educational Researcher*, National Council of Teachers of English, SUNY Press, Lawrence Erlbaum Associates.

PAPERS AND PRESENTATIONS

“Learning Cultures.” (May 10, 2011). Presentation to 23 new principal applicants slated to open NYC public schools in Fall 2011. New York City Department of Education, Office of New Schools.

“Unison Reading: Democratic Instruction Provides Effective RTI for Diverse Learners.” (April 3, 2011). Presentation. Co-presenter with Amy Piller. New York State Reading Association Conference. Saratoga Springs, NY

“Unison Reading in the Public High School.” (February 16, 2011). Presentation to principals of the Urban Assembly network. New York, NY

“Unison Reading: An Innovative Instruction Format that Supports English Language Learners.” (November, 2010). Presentation. Co-presenter with Jaela Kim and Amy Piller. National Council of Teachers of English. Orlando, FL.

“Separate is Unequal: Harnessing the Social and Academic Power of True Integration.” (November, 2010). Respondent. National Council of Teachers of English. Orlando, FL.

“The Writing Share: An Innovative Method to Support Creativity, Flexibility, and Self Competence.” Presentation Chair. National Council of Teachers of English.

“Unison Reading: Engaging, Effective, Heterogeneous Small-Group Reading Instruction, K-8.” (May, 2010). Poster Session. Co-presenter with Kerry Decker. American Educational Research Association. Denver, CO.

“Genre Practice: A ‘Principled’ Pedagogy for Adolescent Literacy.” (April, 2010). Symposium Presentation. International Reading Association, Chicago, IL. (McCallister, Author and non-featured presenter with Kerry Decker & Carolyn Strom)

“Genre Practice: A Pedagogy of Student Responsibility for Literacy Learning.” (April, 2010). Symposium Presentation. International Reading Association, Chicago, IL. (McCallister, Author and non-featured presenter with Tara Clark and Carolyn Strom)

“Unison Reading: Engaging, Effective Small-group Reading Instruction, K-8.” (April, 2010). Symposium Presentation. International Reading Association, Chicago, IL. (with Jacqueline Aiello)

“Genre Practice: A Pedagogy for Literacy that Supports Avoidant and Low Achieving Students.” (April, 2010). Poster Session. International Reading Association, Chicago, IL. (McCallister, Author; Kim Greene, Presenter)

“Acquiring English through ‘Genre Practice’: Classroom Strategies that Support English Language Learners.” (December, 2009). Paper presentation (in absentia) by Cynthia McCallister, Ed.D., with Kerry Decker, Jacqueline Aiello, Jaela Kim & Ariel Ricciardi. National Reading Conference Annual Meeting. Albuquerque, NM.

“*Genre Practice: A Pedagogy of Responsibility and Agency.*” (November, 2009). Research panel presentation. National Council of Teachers of English Annual Convention. Philadelphia, PA

Submitted proposals, organized, co-authored and chaired the following panel presentations at the November, 2008 National Council of Teachers of English Annual Convention (November, 2009): “*Supporting English Language Learners with Genre Practice,*” “*Engaging Reluctant Learners through Genre Practice: Literacy Instruction that Supports Engagement and Achievement,*” “*Radical Freedom and Genre Practice: How Children Still Learn What’s Expected When They’re In Control of Reading and Writing Workshops,*” “*Feelings, Emotions, and Genre Practice: Restoring Joyfulness into Standards-Based Literacy Education.*”

October 12, 2009: “Genre Practice: Bringing Equity to Scale.” Keynote speaker and presentation organizer. Panel featured presentations by teacher-researchers and the Principal of P.S. 126 and NYU doctoral students on aspects of the Genre Practice pedagogy and implications for educational equity.

Organized and planned the NYU Fall 2009 Genre Practice Presentation Series, October 9, 16, 23,30, November 6 & 13 featuring teacher-researchers accounts of implementing Genre Practice pedagogy.

September 29, 2009: “Unison Reading and Classroom Desegregation.” Keynote speaker and panel organizer. Panel featured presentations by teacher-researchers and the Principal of P.S. 126. Concluding remarks by David R. Olson, Ph.D., Professor Emeritus, University of Toronto/OISE.

“*Genre Practice: Writing Workshop for New Literacies.*” (May, 2009). Roundtable presentation. Conference on English Education. Chicago, IL.

“Genre Practice” Conference: A New Pedagogy of Responsibility and Agency.” (May 4 & 5, 2009). Study conference jointly sponsored by New York University and P.S. 126, NYC Department of Education. Featured presenter and conference organizer. Conference featured presentations by teacher-researchers and the Principal of P.S. 126. Keynote address by David R. Olson, Ph.D., Professor Emeritus, University of Toronto/OISE.

“*Genre Practice*: A Cultural Reconceptualization of Writing Workshop Pedagogy.” (April, 2009). Roundtable presentation. American Educational Research Association. San Diego, CA.

“A Relational Interpretation of Effective Reading Instruction.” (January, 2006). Paper Presentation. NYU Institute for Education and Social Policy.

“*Enacting Literacy Learning Goals: How Teachers Guide Student Intentionality*.” (November, 2005). Paper Presentation, Co-presenter with Sarah Beck. National Reading Conference. Miami, FL.

“*Teaching Non-native English Speakers to Read: A Comparative Study of Identity and Agency in Highly and Minimally Successful Teachers of Struggling First-grade Readers*.” (November, 2005). Paper Presentation. National Reading Conference. Miami, FL.

“*Engaging Subjectivities: How Literacy Teachers Guide Student Intentionality*” (April, 2005). Division C, Learning and Instruction, round table presentation at the annual meeting of the American Educational Research Association, Montreal, Canada

“*The Language Piece*”: *How a Relational Theory of Instruction Informs Instruction for English Language Learners with Reading Difficulties*. (April, 2004). Division G, Social Context of Education, paper presentation at the annual meeting of the American Educational Research Association, San Diego, CA.

What a Relational Theory of Instruction Reveals About Equality of Educational Opportunity in Beginning Reading Instruction. (April, 2004). Division G, Social Context of Education, roundtable presentation at the annual meeting of the American Educational Research Association, San Diego, CA.

A Relational Rendering of Pedagogy with Struggling Readers. (April, 2003). Division K, Teaching and Teacher Education, paper presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Subtexts in the Making of Identity: Considerations of Race and Ethnicity in Selecting and Using Texts. With Suzanne Carothers. (November, 2002). New York State Reading Association, New York, NY.

Learning to Let Them Learn. (April, 2002). Division K, Teaching and Teacher Education, roundtable paper presentation at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

The Intentionality in Pedagogy and the Interpretation of Difference. (April, 2001). Language and Social Processes SIG roundtable presentation at the annual meeting of the American Educational Research Association, Seattle, Washington.

The Short Life of an Educational Innovation: How and Why an Urban School Failed at Reform. (April, 2001). Sociology of Education SIG roundtable presentation at the annual meeting of the American Educational Research Association, Seattle, Washington.

The Role of Interpersonal Conflict and Emotional Experience in Self Research. (April, 2001). Self Study in Teacher Education SIG roundtable presentation at the annual meeting of the American Educational Research Association, Seattle, Washington.

Intentionality in Pedagogy and the Interpretation of "Difference." (November, 2000). Paper presentation at the 50th Anniversary Conference of the National Reading Conference. Scottsdale, AZ.

The View from Home: Recommendations for Urban School Reform. (April, 2000). Education and Student Development in Cities SIG roundtable presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Beyond the Reading Wars: Moving Out of the Head and Into Social-Relational Space. (April, 2000). Language and Social Processes SIG roundtable presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Illuminating the Relationship between Teacher Intentionality and Student Academic Development. (April, 2000). Cultural Historical Research SIG roundtable presentation at the annual meeting of the American Educational Research Association, New Orleans, LA.

Discovering "Rights" in a Literacy Methods Writing Workshop: How Pre-service Teachers Learn Identity as Writers and Writing Teachers. (March, 2000). Organizing co-presenter with NYU pre-service teacher education students. Workshop presentation at the annual Spring Convention of the National Council of Teachers of English, New York, NY.

Schooling the Possible Self: The Problems and Promise of Educational Practice. (November, 1999). Organizing co-presenter with a Joanne Hindley-Salch, classroom teacher from P.S. 290 (NYC Board of Education). Paper presentation at the annual meeting of the National Council of Teachers of English, Denver, CO.

Creating Conditions of Possibility: Reflections on the Spectrum of Practice in a Bilingual Teacher Inquiry Group (June, 1999). Organizing co-presenter with teacher-research team from P.S./I.S. 176 (NYC Board of Education), Eleventh Annual Conference on Ethnographic & Qualitative Research in Education, New York, NY.

Other Voices: School Reform from the Home Perspective. (June, 1999). Organizing co-presenter with parents from P.S./I.S. 176. Eleventh Annual Conference on Ethnographic & Qualitative Research in Education, New York, NY.

From Inquiry to Action to Inquiry: Tracing the Complexities of Curriculum-Embedded Assessment and Instruction. (April, 1999). Roundtable presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.

A Tribute to the Noisemakers: Locating Teacher Research within Postmodern Research Perspectives. (April, 1999). Teacher Research SIG roundtable presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.

Planning Bilingual Student-Centered Literacy Instruction Through Curriculum-Embedded Instruction. (March, 1999). Workshop presentation, Co-presenter with teacher-research team from P.S./I.S. 176, New York State Association for Bilingual Education Conference. White Plains, NY.

Researching Our Children: Exploring the Place Where the Self and the Study Collide. (August, 1998). Paper presentation, Self-Study in Teacher Education Practices, Second Annual Conference, East Sussex, England.

Implementing A Dual-Language Program in Urban, Multi-Cultural Classrooms: A Case Study of the W. Haywood Burns School. (April, 1998). Poster session presented at the American Educational Research Association Annual Conference, San Diego, CA.

Curriculum, Conflict and Consensus: The Struggle for a Student-Centered Literacy Curriculum in an Urban, Multicultural School. (April, 1998). Paper presentation, American Educational Research Association Annual Conference, San Diego, CA.

"Schools of Tomorrow," Schools of Today: What Happened to Progressive Education (April, 1998) Speaker, Panel presentation, American Educational Research Association Annual Conference, San Diego, CA.

Teaching Toward Student Independence: Direct and Explicit Instruction in the Teaching of Reading. (February, 1998). Day-long workshop presented at the Hofstra Kindergarten/First Grade Annual Conference.

The W. Haywood Burns Teacher Inquiry Group: A Case Story of Literacy Teaching and Learning in Urban, Multi-Cultural Classrooms (1997, November). National Council of Teachers of English Annual Convention, Detroit, MI.

The W. Haywood Burns Teacher Inquiry Group: A Case Story of Literacy Teaching and Learning in Urban, Multi-Cultural Classrooms (1997, November). New York State Reading Association Annual Conference, Kiamesha Lake, NY.

Getting Finished and Getting Published. (February, 1997). Reading Department Doctoral Association. Hofstra University, Hempstead, NY.

Oops: What We Learn When Our Teaching Fails (1996, November). Speaker, Panel Session, The National Council of Teachers of English Annual Convention, Chicago, IL.

Constructing teaching: Innovative Methods Courses, "Building a Constructivist Literacy Methods Course" (1996, November). Paper presentation, the National Council of Teachers of English Annual Convention, Chicago, IL.

Exploring Where the "Self" and "Study" Intersect: Autobiographical Inquiry as a Framework for Qualitative Research (1996, April). Paper presentation, the American Educational Research Association Annual Conference, New York, NY.

Writing Workshop Principles (1996, February). Presenter, the Professional Development School (Collaborative partnership: Muhlenberg College and Allentown teachers), Allentown, PA.

Living the Questions: Children as Researchers (1995, November) Associate Chair, panel presentation at the National Council of Teachers of English Annual Conference, San Diego, CA.

"A Little Too Little and a Lot Too Much:" An Open and Honest Forum on Teacher Research. (1995, April) Panel presentation, American Educational Research Association Annual Conference, San Francisco, CA.

The Language of a Classroom Democracy (1994, March) Paper presentation, Annual study conference of the Association of Childhood Education International Annual Conference, New Orleans, LA.

Assessing Ourselves First: Developing Teaching Portfolios to Document Change (1994, March) Panel presentation, National Council of Teachers of English Spring Conference, Portland, OR.

The Language of Classroom Democracies: Assessing Language and Learning Within the Student Culture (1993, November) Paper Presentation, National Council of Teachers of English Annual Convention, Pittsburgh, PA.

CONFERENCES

Organizer and presenter. Unison Reading. (August 1-3, 2011). A three-day conference at Ball State University, Muncie, IN.

Organizer and presenter. “*Building Learning Cultures through Genre Practice.*” (February 3, 2011). A day-long conference jointly sponsored by the Jacob Riis School and New York University’s Department of Teaching and Learning featuring a keynote presentation by Professor David R. Olson, Professor Emeritus, University of Toronto/OISE.

Organizer and presenter. “*The Architecture of Achievement: A School Reform Strategy that Supports Quality Teaching and Learning.*” (December 9, 2010). A day-long conference jointly sponsored by the Jacob Riis School and New York University.

Organizer and presenter. Genre Practice Brownbag/Classroom Visits (September 30, 2010). A day-long conference jointly sponsored by the Jacob Riis School and New York University.

CONSULTATIONS, STAFF DEVELOPMENT AND FIELD SUPERVISION

Advisor, Urban Assembly Unison School—Advised proposed principal and faculty on school planning and curriculum development for new school opening in Fall 2012.

Advisor, Office of Middle School Quality, New York City Department of Education.

Member, Literacy Committee, New York Department of Education—Develop guidelines and expectations for city-wide implementation of Common Core State Standards and Danielson Framework.

Literacy Staff Developer/Consultant—High School for Language and Innovation, Bronx, NY. Work with principal and teacher to implement the Learning Cultures curriculum in classrooms in all content areas in a school of 80% beginner English language learners (September, 2011-present).

Literacy Staff Developer/Consultant—The Family School, Bronx, N.Y. Work with K-5 teachers to implement the Learning Cultures curriculum (September, 2011-present)

Curriculum Reform Advisor/Consultant—Urban Assembly, NY, NY. Work with Executive Director and Director of New School Development to adopt and implement Learning Cultures and Genre Practice curriculum model into 5 network schools, (April, 2011 to present)

Literacy Staff Developer— P.S./I.S. 126, NY, NY: Long-term project focused on school-wide implementation of writing process instruction with special emphasis on enrichment of writing curriculum, K-8, (Fall 2007-Spring 2011)

Literacy Staff Developer—Lower Lab, NY, NY: Focus on writing process instruction with special emphasis on writing enrichment of writing curriculum, K-2, (September/October 2007)

Literacy Staff Developer, New York, NY—Long-term project focused on school-wide implementation of writing process instruction with special emphasis on writing assessment and assessment-based instruction, K-2, P.S. 235, Brooklyn, NY (October 2007-March 2008)

Staff Developer— P.S. 35, Staten Island, NY: Long-term project focused on school-wide writing process instruction, K-5, (September 2007-February 2008)

Presenter— Morristown, NJ: Writing Development and Instruction (November, 2007)

Presenter— Union City, NJ: Comprehension Instruction (September, 2007)

Staff Developer, Professional Development Laboratory (New York University). Conducted a series of 4 weekly staff development sessions focusing on the writing process. Each day-long session comprised classroom visits, demonstration lessons, and the facilitation of faculty discussion groups.

Staff Developer, P.S. 19 (1st Avenue/11th Street). Conducted four staff development sessions focusing on instruction for students with reading difficulties.

Student Teaching Supervisor, Public School 89, Battery Park City, New York, NY (Fall 2000 through Spring 2001)

Staff Developer, The W. Haywood Burns Literacy Program, The W. Haywood Burns School--P.S./I.S. 176, New York, NY. Position funded by New Visions for Public Schools, New York, NY, (September, 1997 to Spring 1999)

Faculty Member, New Visions for Public Schools (September 1997 to June 1999), New York, NY; A foundation established to bring innovation and private support to New York City's public schools.

Facilitator, *The W. Haywood Burns Teacher Inquiry Group* (October 1996 to September 1997) The Haywood Burns School P.S./I.S. 176, New York, NY

Research/Administrative Assistant, University of Maine Literacy Clinic, (1995), Orono, ME. Assisted in data collection and administration of five-week practicum experience. Also assisted in the supervision of masters-level graduate students who are required to take the clinic as a component of their literacy specialists training.