

## ANA TABOADA BARBER

**Professor**  
**Department of Counseling, Higher**  
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### ACADEMIC BACKGROUND

**Ph.D.**, Educational Psychology, University of Maryland, College Park, MD. Dissertation: *The Association of Student Questioning with Reading Comprehension*. Chair: John T. Guthrie, Allan Wigfield, Roger Azevedo, M. Jean Dreher, & James Byrnes. December, 2003.

**Masters of Education**, Educational Psychology, Temple University, Philadelphia, PA. Professional Specialization: Research methodologies and special education. May, 1998.

**Bachelor of Arts**, School Psychology, Centro de Altos Estudios en Ciencias Exactas (C.A.E.C.E.), Buenos Aires, Argentina. December, 1991.

### ACADEMIC POSITIONS

**Professor, (Spring 2021)**, Department of Counseling, Higher Education, and Special Education, College of Education, University of Maryland, College Park, MD

**Visiting Professor, (Spring 2018-Spring 2019)**, Facultad de Educacion, Pontificia Universidad Católica de Chile, Santiago, Chile

**Associate Professor (2014-Present)**, Department of Counseling, Higher Education, and Special Education, College of Education, University of Maryland, College Park, MD

**Associate Professor (Tenured, 2012-2014)**, Literacy & Educational Psychology Programs, College of Education and Human Development, Graduate School of Education, George Mason University, Fairfax, VA

**Assistant Professor (Tenure-Track, 2006-2012)**, Literacy Program, College of Education and Human Development, Graduate School of Education, George Mason University, Fairfax, VA

**Research Associate (2005-2006)**, Center for Applied Linguistics, Washington DC

**Research Assistant & Faculty Research Associate (2001-2005)**, Department of Human Development, College of Education, University of Maryland, College Park, MD

**Teacher, English as a Second Language (1989-1996)**, Grades 1-6, Bilingual Schools in Buenos Aires (St. Gregory's, Sworn Junior College, Maximiliano Kolbe), Buenos Aires, Argentina

## RESEARCH

My research focuses on the psychology of literacy from a cognitive and motivational perspective. I study the influence of high-quality reading instruction on the literacy and motivational development of struggling readers who are English Learners. I also study the interplay of cognitive, motivation, and language variables on the reading comprehension of elementary and middle-school learners who speak Spanish as their home language.

## FELLOWSHIPS & AWARDS

FORTALECIMIENTO DE REDES DE COLABORACIÓN ACADÉMICA INTERNACIONAL, Visiting Professorship and Research Award on International Collaboration, Pontificia Universidad Católica de Chile, Santiago, Chile (May-June 2018; May-June 2019)

PROGRAMA BECAS Fellowship (1998-2000). Ministry of Education, Argentina

FULBRIGHT FELLOW (1996-1998). United States Information Agency and Fulbright Commission, Argentina,

MULTICULTURAL RESEARCH AWARD, (December, 2008). Ethnicity, Race, and Multilingualism Committee Scholarship. National Reading Conference.

RESEARCH AWARD for Tenure Track Faculty, Office of the Provost, George Mason University (2007)

VISITING SCHOLAR AWARD, Catholic University of Argentina, June-August 2003, May-August 2006

MULTICULTURAL EDUCATION SCHOLARSHIP, College of Education (2001; 2003). University of Maryland, College Park, MD.

JACOB K. GOLDBERGER Award (2000; 2003). Travel Grant, University of Maryland, Graduate School.

## PUBLICATIONS

### Books

Taboada Barber, A. (2016). *Reading to learn for ELs: Motivation practices and comprehension strategies for informational texts*. Portsmouth, NH: Heinemann.

Berkeley, S., & Taboada Barber, A. (2014). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms*. Baltimore, MD: Brookes Publishing.

### Refereed Journal Articles (\*current or former student;+ mentoring of junior faculty)

32. Taboada Barber, A., Klauda, S. L., & Wang, W. (2021). Reading anxiety, engagement, and achievement: A comparison of emergent bilinguals and English monolinguals in the elementary grades. *Reading Research Quarterly*. Advance online publication. <https://doi.org/10.1002/rrq.398>

31. Taboada Barber, A., Cartwright, K.B., Hancock, G. R., & Klauda, S. L. (2021). Beyond the Simple View of Reading: The role of executive function in emergent bilinguals' and English monolinguals' reading

- comprehension [Special Issue: The Science of Reading]. *Reading Research Quarterly*. Advance online publication <https://doi.org/10.1002/rrq.385>
30. Kelly, J. H.\* & Taboada-Barber, A. (2021). Interactive read alouds with narrative text: Teaching inference-making with Theory of Mind. *Teaching Exceptional Children*. Advance online publication. <https://doi.org/10.1177/0040059920987876>
29. Taboada Barber, A., Klauda, S. L., Wang, W., Cartwright, K. B., & Cutting, L. E. (2020). Emergent bilinguals with specific reading comprehension deficits: A comparative and longitudinal analysis. *Journal of Learning Disabilities*. Advance online publication. <https://doi.org/10.1177/0022219420983247>
28. Townsend, D., Taboada Barber, A., Carter, H. & Salas, R. (2020) More than Words: Older Adolescents' Linguistic Resources in the Context of Disciplinary Achievement and Academic Risk. *Reading Psychology*. DOI:10. 1080/02702711.2020.1782291
27. Klauda, S. L., Taboada Barber, A., & McAllen, E. B. (2020). Reading motivation in Spanish-speaking dual language learners: Comparing two types of student report. *Reading Psychology* (Themed issue: Affective dimensions of student literacy learning) 41, 6, 605-630 DOI: [10.1080/02702711.2020.1783144](https://doi.org/10.1080/02702711.2020.1783144)
26. Taboada Barber, A., Lutz Klauda, S. & Stapleton, L. M. (2020) Cognition, Engagement, and Motivation as Factors in the Reading Comprehension of Dual Language Learners and English Speakers: Unified or Distinctive Models? *Reading and Writing*, 33, 2249 –2279. DOI: 10.1007/s11145-020-10034-4
25. Taboada Barber, A., Cartwright, K.B., Stapleton, L.M., Lutz Klauda, S., Archer, C. & Smith, P. (2020). Direct and Indirect Effects of Executive Functions, Reading Engagement, and Higher Order Strategic Processes in the Reading Comprehension of Dual Language Learners and English Monolinguals. *Contemporary Educational Psychology* 61. 1-17. DOI: 10.1016/j.cedpsych.2020.101848
24. Wu, Y., Barquero, L.A., Pickren, S.E., & Taboada Barber, A. & Cutting, L.E. (2020). The relationship between cognitive skills and reading comprehension of narrative and expository texts: A longitudinal study from Grade 1 to Grade 4. *Learning and Individual Differences*, 80, 1-14. DOI: 10.1016/j.lindif.2020.101848
23. Taboada Barber, A. & Lutz Klauda, S. (2020). How Reading Motivation and Engagement Enable Reading Achievement: Policy Implications. *Policy Insights from the Behavioral and Brain Sciences* 7, (1), 27-34. DOI: 10.1177/2372732219893385
22. Cartwright, K. B., Lee, S. A., Taboada Barber, A., DeWynngaert, L. U., Lane, A. B., & Singleton, T. (2019). Contributions of executive function and intrinsic motivation to university students' reading comprehension. *Reading Research Quarterly*, 31, (1), 1-25. <https://doi.org/10.1002/rrq.273>
21. Gallagher, M. A.\*, Taboada Barber, A., Beck, J.\*, & Buehl, M. M. (2019). Academic vocabulary: Explicit and incidental instruction for students of diverse language backgrounds. *Reading and Writing Quarterly*, 35, (2), 84-102. doi: 10.1080/10573569.2018.1510796
20. Taboada Barber, A., Buehl, M.M., Beck, J. S.\*, Ramirez E.M\*. Gallagher, M.\*, Richey Nuland, L.\*, & Archer, C.J.\*(2018). Literacy in social studies: The influence of cognitive and motivational practices on

- the reading comprehension of English learners and Non-English learners. *Reading & Writing Quarterly*, 34 (1), 79-97. doi: 10.1080/10573569.2017.1344942
19. Taboada Barber, A., Buehl, M.M., Beck, J. S.\* (2017). Dynamics of engagement and disaffection in a social studies classroom context. *Psychology in the Schools*, 54 (7), 736-755. doi:10.1002/pits.22027
  18. Taboada Barber, A., Gallagher, M.\*, Smith, P.\*, Buehl, M.M., Beck, J. S.\* (2015). Examining student cognitive and affective engagement and reading instructional activities: Spanish-speaking English learners' reading profiles. *Literacy Research and Instruction*, 55 (3), 1-28. doi:10.1080/19388071.2016.1167987
  17. Beck, J. S.\*, Buehl, M. M., & Taboada Barber, A. (2015). Students' perceptions on reading and learning in social studies: A multi-method approach. *Middle Grades Research Journal*, 10 (2), 1-16.
  16. Taboada Barber, A., Buehl, M.M., Kidd, J., Sturtevant, E., Richey, L.N.\*, Beck, J.S.\* (2015). Reading engagement in social studies: Exploring the role of a social studies literacy intervention on reading comprehension, reading self-efficacy, and engagement in middle school students with different language backgrounds. *Reading Psychology*, 36 (1), 31-85. doi:10.1080/02702711.2013.815140
  15. Taboada Barber, A., Buehl, M.M. (2013). Relations among grade 4 students' perceptions of autonomy, engagement in science, and reading motivation. *The Journal of Experimental Education*, 81 (1), 22-43. doi: 10.1080/00220973.2011.630045
  14. Taboada, A., Townsend, D. & Boynton, M.J.\* (2013). Mediating effects of reading engagement on the reading comprehension of early adolescent English language learners. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 29 (4), 309-332. doi: 10.1080/10573569.2013.741959
  13. Taboada, A. (2012). Relationships of general vocabulary, academic vocabulary, and student questioning with reading comprehension in students with varying levels of English proficiency. *Instructional Science*, 40 (6), 901-923. doi: 10.1007/s11251-011-9196-z
  12. Taboada, A., Bianco, S., & Bowerman, V. (2012). Text-based questioning: A comprehension strategy to build English language learners' content knowledge. *Literacy Research & Instruction*, 51 (2), 87-109.
  11. Taboada, A., Buehl, M. (2012). Teachers' conceptions of reading comprehension and motivation to read. *Teachers and Teaching: Theory and Practice*, 18 (1), 101-122.
  10. Taboada, A. & Rutherford, V. \*(2011). Developing reading comprehension and academic vocabulary for English language learners through science content: A formative experiment. *Reading Psychology*, 32 (2) 113 - 157.
  9. Taboada, A., Kidd, J.K., & Tonks, S. M. (2010). A qualitative look at English language learners' perceptions of autonomy support in a literacy classroom. *Research in the Schools*, 17, 39-53.
  8. Taboada, A. (2009). English language learners, vocabulary, and reading comprehension: What we know and what we need to know. *Yearbook of the College Reading Association*, 30, 307-322.

7. Taboada, A., Tonks, S.M., Wigfield, A. & Guthrie, J.T. (2009). Effects of motivational and cognitive variables on reading comprehension. *Reading and Writing: An Interdisciplinary Journal*, 22, 85-106.
6. Wigfield, A., Guthrie, J.T., Perencevich, K. C., Taboada, A., Lutz, S., McRae, A., & Barbosa, P. (2008). Role of reading engagement in mediating the effects of instruction on reading outcomes. *Psychology in the Schools*, 45 (5), 432-445.
5. Taboada, A. (2006). La generación de preguntas y la comprensión lectora [Question generation and reading comprehension]. *Lectura y Vida: Revista Latinoamericana de Lectura, International Reading Association*, 27(4), 18-28.
4. Taboada, A., & Guthrie, J.T. (2006). Contributions of student questioning and prior knowledge to construction of knowledge from reading information text. *Journal of Literacy Research*, 38 (1), 1-35.
3. Guthrie, J. T., Wigfield, A., Humenick, N., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *Journal of Educational Research*, 99 (4), 232-245.
2. Taboada A., & Guthrie, J.T. (2005). Lectura en materias de contenido: Lo que sabemos y lo que necesitamos saber [Subject-matter literacy: What we know and what we need to know]. *Lectura y Vida: Revista Latinoamericana de Lectura, International Reading Association*, 26 (1), 6-13
1. Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M., Scaffidi, N., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96 (3), 1-21.

### Submitted Manuscripts

- Taboada Barber, A., Vizcaya-Jofré, F., & Klauda, S. L. (submitted). La importancia de la Teoría de la Mente en la comprensión oral y comprensión lectora en estudiantes bilingües emergentes [The importance of theory of mind in the oral and reading comprehension of emergent bilingual students.] *Pensamiento Educativo. Revista de Investigación Educativa Latinoamericana*
- Montenegro, M. <sup>+</sup>, Meneses, A. & Taboada Barber, A. Disentangling Literacy Skills, Cross-discipline Academic Language, and Executive Functions in 4<sup>th</sup> Grade Spanish Speaking Students' Science Achievement

### Book or Handbook Chapters (\* denotes current or former student)

18. Taboada Barber, A., Lutz Klauda, S., Kelly, J.H., Canizales, M. (in press). The Power of Multimodal Narrative Texts for Perspective Taking and Theory of Mind in Emergent Bilinguals. In S. Brown & L. Hao (Eds.), *Multimodal Literacies in Young Emergent Bilinguals: Speaking Back to Print-Centric Practices*. [Multilingual Matters](#).
17. Taboada Barber, A., Cartwright, K.B., & Lutz Klauda, S. (2020) Interplay of Strategic Processes, Executive Functions, and Autonomy Support in Students with Individual Differences. In D.L. Dinsmore, L.K.

Fryer, & M.M. Parkinson (Eds.), *Handbook of strategies and strategic processing: Conceptualization, intervention, measurement, and analysis*. (pp. 216-233). Routledge.  
<https://doi.org/10.4324/9780429423635-13>

16. Townsend, D., Taboada Barber, A., & Carter, H. (2020). Academic language and accessing text. In E.B. Moje, P. Afflerbach, P. Enciso, & N.K. Lesaux (Eds.), *Handbook of reading research, Volume V*, Routledge.
15. Taboada Barber, A., Levush, K., & Lutz Klauda, S. (2018). The role of motivation theory in literacy instruction. In D.E. Alvermann, N.J. Unrau, M. Sailors, & R.B. Rudell (Eds.), *Theoretical models and processes of literacy* (7<sup>th</sup> ed., pp. 233-251). Routledge. <https://doi.org/10.4324/9781315110592-14>
14. Guthrie, J.T. & Taboada Barber, A. (2018). Best practices for motivating students to read. In L.B. Gambrell, & L. Mandel Morrow (Eds.), *Best practices in literacy instruction, 6<sup>th</sup> Edition*, New York: Guilford Press.
13. Taboada Barber, A. & Smith, P.\* (2016). Energizing reading: Engagement in teaching and learning. In C.P. Proctor, A. Boardman, & F. Hiebert (Eds.), *English learners and emergent bilingualism in the Common Core era*, New York: Guilford Press.
12. Silverman, R.D., Taboada Barber, A., Doyle, C.B., & Templeton, S. (2016). Vocabulary instruction for English learners across the elementary grades. To appear in Helman, L. (Ed.), *Literacy development with English learners*, Second Edition. New York: Guilford Press.
11. Taboada Barber, A. & Gallagher, M.\* (2015). Young adolescents' self-regulated reading in American history: Helping English learners become engaged readers. In T.J. Cleary (Ed.), *Self-regulated learning interventions with at-risk youth: Enhancing adaptability, performance, and well-being*. Washington D.C.: American Psychological Association.
10. Taboada Barber, A. (2013). Fostering science comprehension, vocabulary and motivation in English language learners: A design research study. In T. Plomp and N. Nieveen (Eds.), *Educational design research: Introduction and illustrative cases*. SLO, Netherlands Institute for Curriculum Development, Enschede, The Netherlands.
9. Taboada, A., Tonks, S. M., Wigfield, A. & Guthrie, J.T (2013). Effects of motivational and cognitive variables on reading comprehension. In , D.E Alvermann., N.J. Unrau, and R.B. Ruddell (Eds.), *Theoretical models and processes of reading* (6th ed.). Newark, DE: International Reading Association.
8. Taboada Barber, A., Richey, L.N.\* & Buehl, M.M. (2013). Promoting comprehension and motivation to read in the middle school social studies classroom: Examples from a research-based curriculum. In R.T. Boon and V. Spencer (Eds.), *Comprehension strategies to promote adolescent literacy in the content-areas for the inclusive classroom*. Baltimore, MD: Brookes Publishing.
7. Tonks, S. M., & Taboada, A. (2011). Developing self-regulated readers through instruction for reading engagement. In B. J. Zimmerman and D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp.173-186). New York: Routledge.

6. Guthrie, J. T., Taboada, A., & Wigfield, A. (2011). Alignment of cognitive processes in reading with motivations for reading. In D. Lapp, J. Flood, D. Hartman, and L. Morrow (Eds.), *Handbook of research on teaching the English language arts* (pp.125-131). Mahwah, NJ: Erlbaum.
5. Taboada, A., & McElvany, N. (2009). Between the skill and will of extensive reading: L2 learners as engaged readers. In A. Cirocki (Ed.), *Extensive reading in English language teaching*, (pp.179-202). Munich, Germany: Lincom Publishers.
4. Taboada, A., Guthrie, J. T., & McRae, A. (2008). Building engaging classrooms. In R. Fink and S. J. Samuels (Eds.), *Inspiring success: Reading interest and motivation in an age of high-stakes testing* (pp. pp.141-166). Newark, DE: International Reading Association.
3. Guthrie, J. T., Taboada, A., & Coddington, C. S. (2007). Engagement practices for strategy learning in Concept-Oriented Reading Instruction. In D. S. McNamara (Ed.). *Reading comprehension strategies: Theories, interventions, and technologies* (pp.241-266). Mahwah, NJ: Erlbaum.
2. Taboada, A., & Guthrie, J. T. (2004). Growth of cognitive strategies for reading comprehension. In J. T., Guthrie, A. Wigfield, & K. Perencevich, (Eds.) *Motivating reading comprehension: Concept-Oriented Reading Instruction* (pp. 273-306). Mahwah, NJ: Erlbaum.
1. Guthrie, J. T., & Taboada, A. (2004). Fostering the cognitive strategies of reading comprehension. In J. T., Guthrie, A. Wigfield, & K. Perencevich, (Eds.) *Motivating reading comprehension: Concept-Oriented Reading Instruction* (pp.87-112). Mahwah, NJ: Erlbaum.

## Teaching and Training Manuals

- Taboada, A., & Richey L., (2011), "United States History for Engaged Reading (USHER): Teacher's Guide for Content Area Reading in Social Studies", Grade, 6 (Available through the first author)
- Taboada, A., Richey L., Beck. J., (2010), "United States History for Engaged Reading (USHER): Teacher's Guide for Content Area Reading in Social Studies", (Available through the first author)
- Taboada, A., Guthrie, J. T., & Perencevich, K. C.,(2005) "Concept-Oriented Reading Instruction Professional Development Package", Grade, 5 (Available from the Reading Engagement Project, 3304 Benjamin Building, College Park, MD 20742)
- Taboada, A., Guthrie, J. T., & Perencevich, K. C.,(2005) "Concept-Oriented Reading Instruction Professional Development Package", Grades, 3 & 4 (Available from the Reading Engagement Project, 3304 Benjamin Building, College Park, MD 20742)
- Perencevich, K. C, Guthrie, J. T., Taboada, A., & Wigfield, A., (2005) "Teacher's Guide for Concept-Oriented Reading Instruction", Grades, (2003-2005), 3, 4, & 5 (Available from the Reading Engagement Project, 3304 Benjamin Building, College Park, MD 20742)
- Taboada, A., Perencevich, K. C, Guthrie, J. T., & Wigfield, A., (2003), "Teacher's Guide for Reading Strategy Instruction", Grades, (2002-2003), 3 & 4 (Available from the Reading Engagement Project, 3304 Benjamin Building, College Park, MD 20742)

### FUNDED GRANT ACTIVITY

- Taboada Barber, A. (PI)**, Cartwright, K. & Hancock, G. (Co-PIs) (2019-2023). *Project CLIMB: Capturing Language Immersion Benefits*. Goal 1, Exploration, Special Topics: Foreign Language Instruction Research Grants Competition, Institute of Education Sciences (IES; \$1,400,000)
- Taboada Barber, A.**, Meneses, A.A., & Montenegro, M.M. (2018-2019). *Language and Literacy in Science: Toward Reducing Learning Gaps*. University of Maryland - Pontificia Universidad Catolica, Santiago, Chile- Seed Grant Proposal. [Borderless Research Administration Knowledge Exchange \(BRAKE\)](#) Program. Division of Research, Office of the Provost, UMD and Pontificia Universidad Catolica (\$20,000).
- Edwards, J., (PI) & **Taboada Barber, A.**, Harring, J., Silverman, R., (Co-PIs) (2017- 2021). *A randomized control trial of Toggle Talk*. Reading & Writing Grants Competition, Institute of Education Sciences (IES, \$3,296,094)
- Taboada Barber, A. (PI)**, Cartwright, K. & Stapleton, L. (Co-PIs) (2016-2020). *Cognitive and Motivational Contributors to Reading Comprehension in English Learners (ELs) and English Monolinguals (EMs): Different or Similar Growth Patterns*. English Learners Research Grants Competition, Institute of Education Sciences (IES; \$1,399,985)
- Silverman, R.D., Cummings, K., De La Paz, S., **Taboada-Barber, A.**, & Wexler, J. (2015-2020) Preparing Practice Based Researchers with Expertise in Language and Literacy (ProPELL). The United States Department of Education Office of Special Education Programs (OSEP). \$1,249,385. **Role: Co-Director.**
- Silverman, R. D. (PI), **Taboada Barber A. (Co PI)**, & Cummings, Kelli (2015-2016). *Research-Practice Partnerships in Language and Literacy*. Awarded FY 2014, Designated Research Initiative Fund Investment Program. Tier 1: Proof of Concept Program, University of Maryland, College Park, Vice President for Research Office, (\$50,000).
- Taboada, A. (PI)**, Buehl, M. M. (Co PI), Kidd, J. (Co-PI), & Sturtevant, E. (Co PI) (2010-2015). *Fostering reading engagement in English-monolingual students and English language learners through a history curriculum*. Awarded FY 2010, Reading and Writing Education Research grants competition, Institute of Education Sciences (IES). (\$1,566,603).
- Taboada, A. (PI)** (2009). *Middle school reading engagement in social studies*. Seed Grant: Research Funding for Faculty, Office of the Vice President for Research & Economic Development, George Mason University, Awarded Fall 2009 (\$ 5,000).
- Taboada, A. (PI)** (2007). *Developing reading comprehension and academic vocabulary for English language learners through science content*. Provost research awards for tenure-track faculty, George Mason University (\$ 4,650).



Guthrie, J.T. (PI), & **Taboada, A. (Co-PI) (2005)**. *Student motivation: The role of motivational activities and practices in Reading is Fundamental (RIF) programs*. Reading is Fundamental, Inc. (\$112,000).

#### CENTERS FOR RESEARCH AND CREATIVE ACTIVITIES

2014-2020	Language and Literacy Research Center, College of Education, University of Maryland, Role: Director
2014-present	Language Science Center, University of Maryland, Role: Executive Committee Member

#### CONFERENCE PROCEEDINGS & INVITED TALKS

##### Refereed Conference Proceedings

Cartwright, K. B., Taboada Barber, A., & Archer, C. J. (2021, April). *Cognitive and linguistic contributors to reading-specific executive function in diverse learners*. Poster presented at the biennial meeting of the Society for Research in Child Development, Virtual.

Cartwright, K. B., Taboada Barber, A., Archer, C. J., & Razavi, S. (2020, August). *Math homonyms, reading, and executive skills in diverse 3<sup>rd</sup> to 5<sup>th</sup> graders' math achievement*. Paper presented in the Division 15 (Educational Psychology) special symposium entitled Educational Psychologists Investigate Cognition and Motivation in STEM at the annual convention of the American Psychological Association (Virtual).

Meyer, A. , Silverman R., Harring, J. & Taboada Barber, A (2020, April). *The Contribution of Executive Functioning to Reading Comprehension for Bilingual Learners in Fourth Grade*. Paper to be presented at the Annual Meeting of the American Educational Research Association (AERA), April 2020

Smith, P. & Taboada Barber, A. (2018, December). Establishing Reliability and Validity of the Multidimensional Engagement Rubric (MER). Paper to be presented at the 69th Literacy Research Association (LRA) Annual Conference, Tampa, FL.

Smith, P. & Taboada Barber, A. (2019, October). An Exploration into the Engagement of English Learners During a Dual Language Intervention in the Science Content Area. Paper presented at the Illinois Reading Council, *Literacy in the Spotlight*, Normal, ILL.

Taboada Barber, A., Cartwright, K.B., Stapleton, L.M., Lutz Klauda, S., Smith, P. & Archer, C. J. (2019, April). *Beyond Traditional Predictors of Reading Comprehension in Spanish English Learners and English Monolingual Students*. Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, CA.

- Archer, C.J., Cartwright, K. B., Taboada Barber, A. (2019, March). *Do executive function skills produce growth in reading comprehension? A causal analysis*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Cartwright, K. B., Taboada Barber, A. M., & Archer, C. J. (2019, March). *Reading skills, polysemous word knowledge, and executive functioning in fourth grade English learners' mathematics achievement*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Taboada Barber, A., Lutz Klauda, S., Cartwright, K., Smith, P. & Archer, C. J. (2018, December). *Reading Motivation, Engagement, and Comprehension in Spanish-Speaking English Learners and English-Speaking Students*. Paper presented at the 68th Literacy Research Association (LRA) Annual Conference, Palm Springs, CA.
- Taboada Barber, A., Cartwright, K., Smith, P. & Archer, C. J. (2017, December). *The multifaceted nature of reading comprehension: Traditional and novel predictors in linguistically diverse learners*. Paper presented at the 67th Literacy Research Association (LRA) ) Annual Conference, Tampa, FL.
- Taboada Barber, A., (2017, August). Fostering Reading Comprehension and Self-Efficacy in Middle School Social Studies. In A. Tettenbom (Chair), Enhancing Language Competences and Reading of Second Language Learners. Symposium presented at the 17<sup>th</sup> Biennial Meeting of the European Conference for Research on Learning and Instruction (EARLI), Tampere, Finland.
- Townsend, D., Taboada-Barber, A., Carter, H., Kiernan, D., & Koenig, K. (2016). *High school students' academic vocabulary knowledge: Implications for academic achievement across disciplines*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Townsend, D., Taboada Barber, A., Crowley, K., Koenig, K., Kieran, D. et al. (2015, December). *Significant, and Significantly Different, Contributions of Academic Vocabulary Knowledge to Older Adolescents' Academic Achievement*. Paper presented at the 65th Literacy Research Association (LRA) Annual Conference, San Diego, CA.
- Taboada Barber, A. (2015, July). *Enhancing Vocabulary and Comprehension for English Language Learners*. Paper presented at the International Literacy Association (ILA), St. Louis, MO
- Taboada Barber, A., Gallagher, M., Buehl, M., Smith, P. & Beck, J. (2014, December). *Examining Student Engagement and Reading Instructional Activities: English Learners' Reading Profiles* , Paper presented at the 64th Literacy Research Association (LRA) ) Annual Conference, Marco Island, FL.
- Taboada Barber, A., Buehl, M., Gallagher, M., Beck, J., Ramirez, E., Richey Nuland, L. & Smith, P. (2014, December). United States History for Engaged Reading (USHER): Literacy and Integrated Curricula. In D. Townsend (Chair), Content Area Literacy versus Disciplinary Literacy: Competing or Complementary Frameworks? Symposium presented at the 64th Literacy Research Association (LRA)) Annual Conference, Marco Island, FL.
- Taboada Barber, A., Gallagher, M. A., & Nuland, L. R. (2014, May). *Integrating American history with literacy practices for English learners in inclusive settings*. Poster session presented at the International Literacy Association (ILA), New Orleans, LA.

- Taboada Barber, A., Buehl, M., Beck, J., Richey, L. (2013, December). Literacy in Social Studies: Impact of Cognitive and Motivational Variables on the Reading Comprehension of ELLs and English-Only Speakers, Paper presented at the 63rd Literacy Research Association (LRA), Dallas, TX.
- Taboada Barber, A., Buehl, M., & Gallagher, M. (2013, December). Motivational and Language Predictors of Growth in Reading Comprehension for ELLs and English Speakers, Paper presented at the 63rd Literacy Research Association (LRA), Dallas, TX.
- Richey Nuland, L.N., Taboada Barber, A., & Ramirez, E.M. (2013, December). What Works? What Doesn't? Measuring Secondary Teachers' Enactment of Cognitive Strategy Instruction, Paper presented at the 63rd Literacy Research Association (LRA) ) Annual Conference, Dallas, TX.
- Beck, J. S., Taboada Barber, A., & Buehl, M. M. (2013, December). "It's just something about the past: Students' perceptions of reading and learning in social studies. Paper presented at the 63<sup>rd</sup> annual Literacy Research Association Conference) Annual Conference, Dallas, TX.
- Beck, J. S., Buehl, M. M., & Taboada Barber, A. (2013, September). A Q methodology study of middle school students' beliefs about reading and learning in social studies. Paper presented at the 29<sup>th</sup> annual Q Conference, Amsterdam, Netherlands.
- Taboada Barber, A., Buehl, M. M., Gallagher, M. A., Beck, J. S., Ramirez, E. M., & Richey, L. N. (2013, September). Fostering Reading Comprehension in Middle-School Social Studies: A Formative Experiment of Teachers' Practices and Adaptations for Content-Literacy Instruction, Paper presented at the Society for Research on Educational Effectiveness (SREE), Washington, DC
- Richey, L.N., Taboada Barber A., & Ramirez E. (2012, November). Interacting with Curriculum: An Investigation of a Special Education Teacher's Adaptations to an Innovative Middle School Social Studies Literacy Curriculum. Paper presented at the 62nd Literacy Research Association (LRA) ) Annual Conference, San Diego, CA.
- Sturtevant E., Kidd J.K., Buehl M.M., Taboada Barber A. (2012, November). Disciplinary literacy in history: The perspectives of middle grade teachers. Paper presented at the 62nd Literacy Research Association (LRA) Annual Conference, San Diego, CA.
- Taboada, A., Richey, L., Beck, J., & Sturtevant, E. (2012, April). Engaging Middle Schoolers in Social Studies: Teachers' Structure and Autonomy Support for Reading American History. In M. Davis (Chair) and S. Tonks (Organizer). Adolescent Reading Motivation: Building Stronger Interventions. Symposium presented at the annual meeting of the American Educational Research Association Annual Meeting, Vancouver, CA
- Taboada, A., Buehl, M., Serpati, L., Huie, F. & Cauffman, R. (2012, April). Dynamics of Engagement and Disaffection in a Social Studies Classroom Context. Paper presented at the annual meeting of the American Educational Research Association Annual Meeting, Vancouver, CA.
- Taboada A., Buehl M.M., Kidd J.K., Sturtevant E., Richey L. & Beck J. (2011, November). Reading Engagement in Social Studies: The Evolution a Middle School Content-Area Literacy Curriculum . Paper presented at the 61<sup>st</sup> Literacy Research Association (LRA) Annual Conference, Jacksonville, FL.

- Taboada, A. & Boynton, M.J. (2010, December). Reading Engagement as a Mediator of the Reading Comprehension of Struggling English-Language Learners. Paper presentation at the 60<sup>th</sup> National Reading Conference (NRC)/Literacy Research Association (LRA), Fort Worth, TX.
- Taboada, A. & Boynton, M.J. (2010, December). Reading Engagement as a Mediator of the Reading Comprehension of Struggling English-Language Learners. Paper presentation at the 60<sup>th</sup> National Reading Conference (NRC)/Literacy Research Association (LRA), Fort Worth, TX.
- Taboada, A. & Boynton, M.J. (2010, December). Distinguishing Formative Experiments from other designs: What we learned from practice. In B. Bradley & D. Reinking (Organizers) Using Formative Experiments to Bridge the Gap Between Research and Practice. Study Group presentation at the 60<sup>th</sup> National Reading Conference (NRC)/Literacy Research Association (LRA), Fort Worth, TX.
- Boynton, M. J., & Taboada, A. (2010, December). Adolescent ELL Characteristics and Needs. Paper presentation at the 60<sup>th</sup> National Reading Conference (NRC)/Literacy Research Association (LRA), Fort Worth, TX.
- Taboada, A., & Buehl, M. M. (2010, May). Relations among grade 4 students' perceptions of autonomy, engagement in science, and reading motivation. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Taboada, A., (2009, December). Reading engagement: Developing English-Language Learners' and monolingual students' reading comprehension and academic vocabulary in a year-long study. Paper presented at the 59<sup>th</sup> National Reading Conference, (NRC), Albuquerque, NM.
- Taboada, A., Kidd, J., & Tonks, S. (2009, December). A qualitative look at English Language Learners' perceptions of autonomy support in a literacy classroom. Paper presented at the 59<sup>th</sup> National Reading Conference, (NRC), Albuquerque, NM.
- Taboada, A. (2009, August). Instruction for reading engagement: A formative experiment investigating engagement practices with English-Language Learners (ELLs) and English Monolingual Students. In J. Möller (Chair)/ N. McElvany (Organizer) Development of reading comprehension and motivation: Recent results from longitudinal studies. Symposium presented at the biennial meeting of the European Conference for Research on Learning and Instruction, Amsterdam, Netherlands.
- Buehl, M., Fives, H., & Taboada, A. (2009, August). Cohesive profiles or fragmented perspectives? A holistic exploration of teachers' beliefs about the teaching, teaching knowledge, and teaching ability. Paper presented at the biennial meeting of the European Conference for Research on Learning and Instruction (EARLI), Amsterdam, Netherlands.
- Taboada, A. & Ruhterford, V. (2009, April). Mediating effects of reading engagement for monolingual speakers and English-Language Learners. In A. Wigfield (Chair)/ A. Taboada (Organizer) The role of reading motivation in diverse readers. Symposium presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Buehl, M., Fives, H., Taboada, A. (2009, April). Common perspectives? Examining the application of an emergent framework for teaching knowledge and ability beliefs. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- Taboada, A. (2009, April). Reading and motivation. Chair, American Educational Research Association, San Diego, CA.
- Taboada, A., & Rutherford, V. (2008, December). Developing reading comprehension and academic vocabulary for English language learners through science content: A formative experiment. Paper presented at the 58<sup>th</sup> National Reading Conference, Orlando, FL.
- Taboada, A., & Rutherford, V. (2008, December). Relationships of general and academic vocabulary with reading comprehension in children who learn English as a second language in the United States and abroad. Paper presented at the 58<sup>th</sup> National Reading Conference, Orlando, FL.
- Taboada, A. & Buehl, M. (2008, March). Teachers' beliefs about reading comprehension and motivation to read. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Taboada, A. (2008, March). Reading engagement and motivation. Discussant. Paper session at the Annual Meeting of the American Educational Research Association, New York, NY.
- Taboada, A., Tonks, S., Wigfield, A., & Guthrie, J. T. (2007, November). Effects of motivational and cognitive variables on reading comprehension. Paper presented at the 57<sup>th</sup> National Reading Conference, Austin, TX.
- Taboada, A. (2007, November). English language learners and reading comprehension in the content areas: What we know and what we need to know. Paper presented at the Annual Meeting of the College Reading Association, Salt Lake City, UT.
- Guthrie, J. T., Taboada, A., & Shular, C. (2005, May). Engagement practices for strategy learning in Concept-Oriented Reading Instruction. Paper presented at the Reading Comprehension Strategies Conference, Memphis, TN.
- Taboada, A. (2004, April). The association of student questioning and reading comprehension. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Davis, M., Guthrie, J.T., & Taboada, A. (2004, April). The measurement of reading comprehension components and their differential relations to cognitive strategies. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

### **Non-Refereed Conference Proceedings**

- Taboada, A. (2008, October). Concept-Oriented Reading Instruction (CORI): Bridging research and practice. Presentation at the 2<sup>nd</sup> Annual Research and Practice Symposium of the Public Education and Business Coalition. Denver, CO.
- Taboada, A. (2008, August). Finding the job you love and loving the job you find. Presentation at the Division 15 (Educational Psychology), Graduate Student Seminar for the American Psychological Association (APA). Boston, MA.

Taboada, A. & Perencevich, K. (Fall, 2007). Department of Human Development, University of Maryland, College Park. Educational Psychology Colloquium, Presenter.

### **Historical Conference Proceedings (10+ years ago)**

Taboada, A. (2003, July). Comprensión Lectora: Un modelo de instrucción conceptual. [Reading Comprehension: A Model of Conceptual Instruction]. Seminar presented at Universidad Católica Argentina [Catholic University of Argentina] Buenos Aires, Argentina.

Guthrie, J. T., Taboada, A., Davis, M., Scaffidi, N., Perencevich, K. C., & Wigfield, A. (2003, April). Increasing reading comprehension, strategy use, motivation, and science knowledge through Concept-Oriented Reading Instruction. In K.C. Perencevich (chair), Varieties of classrooms contexts for fostering reading strategies, understanding, and motivation. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Perencevich, K. C., & Taboada, A. (2002, April). Concept Oriented Reading Instruction (CORI): A framework for fostering reading engagement. Paper presented at the 47<sup>th</sup> Annual Meeting of International Reading Association, San Francisco, CA.

Taboada, A., & Metsala, J. L. (2000, July). The relation of lexical structure to initial decoding ability and growth in decoding ability in grade one children. Paper presented at the 7<sup>th</sup> Annual Meeting of the Society for the Scientific Study of Reading, Stockholm, Sweden.

Landaboure, N., & Taboada, A. (1994, August). Escala Existencial: Una adaptación a la población argentina [Existential Scale: An adaptation to the Argentine population]. Paper presented at the 4<sup>th</sup> Argentine Convention of Logotherapy. Santa Fe, Argentina.

### **Invited Talks**

Taboada Barber, A. (August, 2021). Motivando y comprometiendo a los estudiantes con la lectura [Motivating and engaging students with reading]. Keynote Speaker in Seminario: Aprendizaje de la Lectura: Fundación Educacional Seminario, Santiago de Chile, Chile.

Taboada Barber, A. (October, 2018). The Role of Values in Language and Literacy Research. Invited Panel: Language Science Day 2018, Language Science Center, University of Maryland, College Park.

Taboada Barber, A. & Cartwright, K. (June 2018). The interplay of Language and Cognitive Skills in the Reading Comprehension of English Learners. Tyler Heights Elementary School, Anne Arundel Public Schools

Taboada Barber, A. & Cartwright, K. (August, 2018). The role of Executive Functioning Skills in Reading Comprehension of English Learners and English-Native Speakers. Anne Arundel Public Schools.

Taboada Barber, A. (May, 2018). Enseñanza de la Lectura en Educación Básica: ¿Cómo desarrollar el conocimiento estratégico? [Teaching Reading Comprehension in the Elementary Grades: How to develop strategic knowledge? (Workshop Type Presentation)]. College of Education, Pontificia Universidad Católica de Chile, Santiago de Chile.

- Taboada Barber, A. (June, 2018). Explorando el Poder y Querer Leer: El rol de la cognición y de la motivación en la comprensión lectora de estudiantes lingüísticamente diversos [Exploring the Skill and Will of Reading: The role of cognition and motivation in the reading comprehension of linguistically diverse students (Research Presentation)]. College of Education, Pontificia Universidad Católica de Chile, Santiago de Chile.
- Taboada Barber, A. (June, 2018). Factores Cognitivos y Emocionales que Afectan la Comprensión Lectora [The Impact of Cognitive and Emotional Factor on Reading Comprehension (Instructional Presentation to teachers and school staff)]. Biblioteca Escolar Futuro, Pontificia Universidad Católica de Chile, Santiago de Chile.
- Taboada Barber, A. (2017). The role of Executive Functioning Skills and Reading Engagement in English Learners, Multilingual Research Center, University of Maryland, College Park.
- Taboada Barber, A. (2015). Literacy for English Learners: What matters for Language Scientists?, Language Science Center, University of Maryland, College Park.
- Taboada, A., (2010), Literacy and Environmental Education: How do we link them?, District of Columbia Environmental Education Consortium (DCEEC), Washington DC
- Taboada, A.(2009), Introduction to SPSS, College of Education and Human Development (CEHD) at George Mason University, Fairfax, VA, Presentation to fellow faculty
- Taboada, A.,(2006) Language development, phonological processes and reading acquisition, Workshop for Bilingual Education Teachers at the English Speaking Scholastic Association of the River Plate (ESSARP) Centre, Buenos Aires, Argentina
- Guthrie, J. T., & Taboada, A., (2005), Concept-Oriented Reading Instruction, Frederick County Public Schools, Summer Institute. Frederick, MD, Presentation
- Guthrie, J. T., & Taboada, A., (2004). Classroom practices promoting reading engagement and achievement, Columbia Union College, Takoma Park, MD, Teacher Professional Development.

## **TEACHING, MENTORING & ADVISING**

### **TEACHING**

#### **University of Maryland, College Park**

Fall 2019	Special Education Research Pro-Seminar (EDSP 860, Doctoral, Special Education Program)
Fall 2018	Independent Studies (EDSP 888R; 2-Two credits); RASA Award, 3-no credit mentees

Fall 2017	Apprenticeship in Special Education; Special Education Research Pro-Seminar (EDSP 888R, Doctoral, Special Education Program)
Spring 2016-2019	Inclusive Instruction: Reading Methods II (EDSP, 315, Early Childhood & Special Education Program)
Spring 2015, 2016	Reading and Writing Instruction in Special Education I (EDSP416/616, Special Education Program)
Fall 2014, 2015	Reading & Writing Instruction in Special Education II (EDSP 484/684, Special Education Program)
Fall 2004	Cognition and Motivation in Reading: Reading in the Content Areas (EDHD 426, Human Development Program)

### **George Mason University**

Spring 2010, 2011	Seminar in Emerging Trends and Issues in Literacy (EDRD 832, Doctoral, Literacy Program)
Spring 2013	Quantitative Methods in Educational Research (EDRS 811, Doctoral, Education Program)
Spring 2010	Special Topics in Education: Reading Motivation & Engagement, (EDRD 730, Doctoral, Literacy Program)
Fall 2006-2008	Literacy Assessments and Interventions for Groups (EDRD 632, Literacy Program)
Spring 2007-2010; Fall 2008; Summer 2009	Advanced Literacy Foundations and Instruction, Birth to Middle Childhood (EDRD 630, Literacy Program)
Spring, 2008, 2009, 2010	Language and Literacy Development for Diverse Learners, K-3 (EDUT 613, Early Childhood Program)

### **Elementary and Middle School Teaching**



1995-1996	<b>Saint Gregory's College: Grades 2 and 5.</b> English Immersion School. Language arts and science in an English-immersion program
1995	<b>San Maximiliano Kolbe. Bilingual School: Grade 8.</b> English as a second language to Spanish speaking students.
1991-1995	<b>Sworn Junior College, Bilingual School: Grades 1, 3, and 4.</b> Language arts, science, and social studies in an English-immersion program
1989-1991	<b>San Maximiliano Kolbe. Bilingual School: Grade 1.</b> Reading and English as a second language

## MENTORING & ADVISING

### **American Education Research Association (AERA), Division C, New Faculty Mentoring Program**

*Mentor*, Spring 2019, Quizhen Deng, Assistant Professor, Department of Literacy, Language and Culture College of Education, Boise State University.

### **Doctoral, College of Education, University of Maryland, College Park**

*Chair & Member, Doctoral Dissertation Committees*

Spring 2016-August 2018, Graduated, Fall 2018. Peet Smith, Examining the Multidimensional Nature of Engagement: The Development of a Student Engagement Instrument, (CHSE); Chair.

Spring 2019-Graduated, Alyson Burnett, The Performance of Balance Diagnostics for Propensity-Score Matched Samples in Multilevel Settings, (HDQM); Member

Spring 2018- Ongoing, Yewon Lee, Science writing for Students with Learning Disabilities and Who are English Learners, (CHSE); Member

Fall 2016- Ongoing, Erin Clancy, Portfolio, A Synthesis of Co-Teaching Research, (CHSE); Member.

Spring 2018-Fall 2018. Graduated, Fall 2018. Antoinette Marie Goldthrite, Stress and Achievement: Potential Moderating Role of Socioemotional Factors for Dual Language and Non-Dual Language Students (HDQM); Member.

Fall 2017-Spring 2018, Graduated Spring 2018. Emily N. Daubert, Guided discovery activities supporting mathematical understanding in children (HDQM); Member.

Fall 2016- Summer 2018. Graduated Summer 2018. Anna Hartranft, The contribution of executive function to reading comprehension in upper elementary school (CHSE); Member.

Spring 2017-March 2018, Graduated, Courtney Hattan, Prompting rural students' use of prior knowledge and experience to support comprehension of unfamiliar context (HDQM); Member.

Spring-Summer 2017, Graduated Summer 2017. Karin Hansen, A proposed index to detect relative item performance when the focal group size is small (HDQM); Member.

Fall 2016-Spring 2017, Graduated Spring 2017. Lauren Artzi, Effects of language proficiency and word-type on a core vocabulary program for second grade English Language Learners (TLPL); Member.

Fall 2015-Fall 2016, Graduated Fall 2016. Lynsey Weston, Can grit fix the achievement cap? An investigation of grit's conceptual uniqueness and predictive value in under-resourced student achievement (CHSE); Member.

### **Master's University of Maryland, College Park**

Fall 2015-Spring 2016 Audrey Merat, Andrew Park, Effects of multiple means of expression on self-efficacy of students with learning disabilities., N/A, Program/Department Faculty Adviser (CHSE)

### **Master's & Doctoral, George Mason University**

Fall 2013, Spring 2014, Monica Lenser, Culturally Responsive Teacher Self-Efficacy and Teacher Practices for ELLs Instruction in a Social Studies Classroom, George Mason University, Member of one Master's thesis committee

Spring 2012-Spring 2014 Leila Richey; Denise Robinson; Frances Suazo,; Melissa Gallagher; Susan Groundwater

Fall 2010, Spring 2014, Rebecca Cauffman, Graduated Spring 2013, Mary Jane McIlwain, Graduated.

Summer II 2013, Fall 2014, Erin Ramirez, Graduated

Spring 2012, Mary Jane Boynton, Graduated. Spring 2010, Academic Adviser of Master's Students: 65 total students from 2006-2010. Advised student cohorts on program recruiting, academic choices within program; approximate 15-20 students per cohort, 65

## **SERVICE & OUTREACH**

### **Editorships, Editorial Boards and Reviewing Activities**

2020-2021, Editorial Board: Reading Research Quarterly

2019-Ongoing, Editorial Board: Reading and Writing, An Interdisciplinary Journal

2014 Ongoing, Editorial Board: Contemporary Educational Psychology

2014-2017, Editorial Board: American Educational Research Journal, section on Teaching, Learning and Human Development

2010 Ongoing, Ad-hoc Reviewer: Journal of Research in Reading [UKLA, The United Kingdom Literacy Association]

2008 Ongoing, Ad-hoc Reviewer: Reading & Writing: An International Journal.

2006 Ongoing, Ad-hoc Reviewer: Journal of Literacy Research

### **Refereed National & International Panels**

#### **Chair**

2020, Spring. U.S. Department of Education, Institute of Education Sciences (IES). Peer Review Meeting: Reading, Writing and Language Development II.

2019, Spring. U.S. Department of Education, Institute of Education Sciences (IES). Peer Review Meeting: Reading, Writing and Language Development II.

#### **Member**

2019-2022, National Assessment of Educational Progress (NAEP), National Center for Education Statistics (NCES), US Department of Education: NAEP Reading Standing Committee.

2012-2019, U.S. Department of Education, Institute of Education Sciences (IES). Peer Review Meeting, Reading, Writing & Language Development.

2018, U.S. Department of Education, Institute of Education Sciences (IES), National Center on Education Research (NCER) Low-Cost, Short-Duration Evaluation of Education Intervention Review Panels.

2012, United States Department of Education, Institute of Education Sciences, National Center on Education Research (NCER) R& D Center on State and Local Policy, FY 2012-Peer Review Meeting.

### **International Panels/Reviews**

2019, National Institute of Education (NIE), Nanyang Technological University, Singapore

2019, Czech Science Foundation, Czech Republic, FY 2019

2009, Social Sciences and Humanities Research Council of Canada (SSHRC), Canada, FY 2009

## **Advisory Boards**

Book Trust, Early Literacy Organization, <https://www.booktrust.org/>, Advisory Board Member

## **Book Reviews**

Springer (Summer, 2017)

Routledge, (Spring, 2014)

Pearson (Spring, 2010)

## **University of Maryland, Department, College & University-Service (most recent activities)**

Member, Graduate Council, Graduate School, 2017-2019.

Graduate Student Program, Language Science Center (LSC), 2017-Ongoing.

Teacher Education Committee, Special Education Program, 2017- Ongoing

Executive Committee, Language Science Center (LSC; <http://languagescience.umd.edu/>), 2014-Ongoing.

Co-Director, Language and Literacy Research Center (LLRC-  
<https://education.umd.edu/research/centers/llrc/people/leadership>), 2014-2020.

Member, Search Committee, Department of Human Development and Quantitative Methodology (HDQM), Human Development Program, Fall 2018.

Wylie/Thornton Semester Dissertation Fellowship Selection Committee, Graduate School, Spring 2018.

Member, College Committee on Strategy Partnerships, College of Education, Winter 2017-Spring 2018.

Member, Graduate Student Committee, Department of Counseling, Higher Education, & Special Education (CHSE), 2015-2017.

Member, College of Education Awards Committee, Spring 2017.

Member, College Senate, College of Education

Member, Search Committee: Director of Graduate Students, Language Science Center (LSC), Summer-Fall 2015.

**George Mason University, College & University-Service**

Ph.D. Committee, College of Education & Human Development, George Mason University, Representative Member for the Literacy Program, 2011 – 2013.

Member, search committee for Assistant Director of Post Award Services, Office of Research, College of Education & Human Development, George Mason University, (Spring 2012).

Member, search committee for Teacher Education full- and part-time faculty, College of Education & Human Development, George Mason University, (Spring, Summer, Fall 2010) in four programs: Early Childhood Education, Elementary Education, Secondary Education and Literacy, 2012.

NCATE report preliminary organization, data entry, rubric development etc., College of Education & Human Development, George Mason University, Literacy Program Representative for NCATE/TaskStream assessment system (Fall 2007-Fall 2008).

Member, search committee for teaching faculty in Advanced Studies for Teaching and Learning, College of Education & Human Development, George Mason University, (Spring 2007).