

DONNA L. WISEMAN
Professor
College of Education
University of Maryland
College Park, Maryland 20742
dlwise@umd.edu

PROFESSIONAL INTERESTS

Teacher Education (School-University Collaboration)
Educational Research and Policy Development
Teacher Professional Development for Diversity
Literacy Education

EDUCATION

B. S. Elementary Education, Oklahoma State University
M.S.E. Reading, Arkansas State University
Ph.D. Reading, University of Missouri-Columbia

EXPERIENCE

Professor, College of Education, University of Maryland College Park, 2017-present.
Dean and Professor, College of Education, University of Maryland-College Park, 2008-2017.
Interim Dean and Professor, College of Education, University of Maryland-College Park, 2007-2008.
Associate Dean and Professor, College of Education, University of Maryland-College Park, 2001-2007.
Coordinator, LINC Project, 2002-2005.
PI, E=MC2 Project, 2004-2009
LD and Ruth Morgridge Endowed Chair for Teacher Education, Northern Illinois University, January, 1997-2001
Associate Dean, College of Education, Texas A&M University, 1991-1996
Professor, Reading, Educational Curriculum and Instruction, Texas A&M University, 1990-1996
Director, School Leadership Project, Danforth Foundation, 1996-1996
Senior Associate, Center for the Study and Implementation of Collaborative Learning Communities, 1995-1996.
Interim Department Head, Department of Education Curriculum and Instruction, 1993-1995.
Associate Professor, Reading, Educational Curriculum and Instruction, Texas A&M University, 1984-1990
Program Chair, Division of Elementary Education, College of Education, 1984-1990.
Developer and Co-Director, Minority Mentorship Program, January 1987- August, 1990.
Subject Matter Expert-Classroom Models for Disadvantaged Students Project, Education Service Center, Region VI, Bryan ISD, Texas A&M University. January 1987 -June 1988
Researcher, Center for Personalized Learning Technology, College of Education and Texas Engineering Experiment Station, 1983-1984
Assistant Professor, Reading, Educational Curriculum and Instruction, Texas A&M University, 1979-1984

Instructor, Experienced Teacher's Seminar, University Missouri-Columbia, 1979
Tutor, Language Arts for Children Labeled Learning Disabled, 1979
Assistant Director of Student Teaching, Office of Educational Field Experiences, University of Missouri-Columbia, 1978-1979
Supervisor of Student Teachers, Office of Educational Field Experiences, University of Missouri-Columbia, 1976-1979
Graduate Assistant, Reading Department, Arkansas State University, 1975-1976.
Classroom Teacher, Ponca City Public Schools, Ponca City, Okla., E. M. Trout Elementary School, 4th grade, 1969-1971
Classroom Teacher, Ponca City Public Schools, Ponca City, Okla., E.M. Trout Elementary School, 5th grade, 1968-1969

PROFESSIONAL ASSOCIATIONS

American Education Research Association
American Association of Colleges for Teacher Education
International Council on Education for Teaching
Phi Delta Kappa, Local Chapter Secretary, 2nd Vice-President, 1st Vice-President, President (1984)
National Council for Teachers of English
Kappa Delta Pi
National Reading Conference

HONORS, AWARDS AND LISTINGS

Phi Kappa Phi, Bachelor of Science Degree
Kappa Delta Pi
Instructional Research Laboratory Faculty Research Recognition, Texas A&M University, 1982
Distinguished Teaching Award, Texas A&M University, Association of Former Students, 1983
Phi Delta Kappa, Service Key Award, 1986
Distinguished Teaching Award, Texas A&M University, Association of Former Students, 1990
Institute for Educational Inquiry, Philip Morris Fellowship Program, University of Washington, 1992-93
University Faculty Distinguished Achievement Award for Teaching, Association of Former Students, 1993.

COMMITTEE and BOARD MEMBERSHIPS

National

Co-Chair, Board of Directors and Executive Committee, Mid-Atlantic Regional Educational Laboratory, 2009-present.
Co-Chair, Learning and Education Academic Research Network (LEARN), 2014-2017.
Co-Chair, American Association of University (AAU) Deans of Education, 2014-2015.
Board of Directors, Founding Member, Global Teacher Education Incorporated (GTEi), 2010-present.
American Association for Colleges of Teacher Education
Board of Directors, 2010-present
Chair, Board of Directors, 2011-2012
Chair, Development Committee, 2011-2012
Member, Committee on Publications, 1997-2004
Chair, 1999-2004

Council for Academic Deans of Research Institutions (CADREI), Board of Directors, 2008-2011.

Member, CAEP Commission on Standards and Performance Reporting, 2012-2013.

Member, NCATE Blue Ribbon Panel on Clinical Experiences and Partnerships for Improved School Improvement, 2010-2011.

Executive Board Member, APLU Science Mathematics Teacher Imperative, 2010-2012.

International Council on Education for Teaching

Board of Directors, 2011-present

American Education Research Association, Executive Committee, Organization of Institutional Affiliates, 2006-2008

Member, Advisory Board, Center for the Child Welfare and Education. Chicago, Illinois. 2000-2001.

Chair, Professional Training and Development Committee: American Educational Research Association, 1994-1997.

Member, Task Force for Establishing Fiscal Support of School University Partnerships. Center for Educational Renewal, 1995-96.

State

Teacher Induction, Retention, and Advancement, Governor's Office, State of Maryland, 2014-2016.

University System of Maryland Deans and Directors of Teacher Education

Chair, 2008-2010

Associate Arts for Teaching Steering Committee, 2001-present

K-20 Teacher Shortage Task Force, State of Maryland, 2007-2008

K-16 Workgroup, Maryland Higher Education Commission, 2001-2010

Statewide Accreditation Task Force, Maryland State Department of Education, 2005-2006., 2007.

Maryland Association of Colleges of Teacher Education, Board of Directors, 2005-2010

Southeastern Regional Association of Teacher Education, Program Planning Committee for Fall, 2006 Conference, Baltimore, Maryland.

Local

College Park Academy, Board of Directors, Founding Member, 2011-present.

Co-Chair, Prince George's County Commission for Education Excellence. 2016-present.

University, College, and Department

University of Maryland:

Director, Confucius Institute of Maryland, 2011-present.

Member, University Budget Council, 2011-2012.

Member, Commission of Athletics, University of Maryland, 2010.

Member, University Facilities Council, 2009-2010.

Member, Confucius Institute Advisory Board, 2010-present.

Member, Center for Chinese Language Teacher Certification and Development (CCLTCD) Advisory Board, 2011- present.

Chair, President's Commission on Women's Issues, 2006-2008.

Member, University Committee on International Affairs, 2006-present.

Leadership roles on the following college committees: International, College Assessment, Undergraduate Special Programs, Graduate Programs, Academic Promotion and Tenure (department, college and campus level), Council of Chairs, K-16, Academic Integrity (college and university level)

Member, Vice Presidents Program Approval Council, 2001-2007

Member, University Committee on Diversity and Equity, 2001-2007

Dean's Representative, College Faculty Development Committee, 2002.

Chair, Teacher Education Continuous Quality Improvement Committee (TECQIC)
Co-chair, Task Forces on K-16 education
University Coordinator, NCATE accreditation process, 2001-2008
Member, Program Review Board, 2001-2007

Northern Illinois University:

Member, School-University Partnership Steering Committees: Dekalb School District and Kaneland School District.
Member, College of Education, Committee on Restructuring Rewards, 1998-present.
Member, Department of Curriculum and Instruction, Personnel Committee, 1997.
Member, University Graduate Council, 1997-present.
Member, University Assessment Council, 2000-present.
Member, University Task Force: International Programs, 1998-2000.

Texas A&M University:

Coordinator, NCATE--College Continuation Process, 1995-1997.
Member, Faculty Advisory Committee to the Vice President for Student Affairs, 1995-96.
Facilitator, University-Community Advisory Network, 1995-1996.
Member, Faculty Senate Task Force on Dependent Care, 1993-94.
Chair, University Search Committee, Director of Career Center, 1992.
Chair, University Council on Teacher Education, Texas A&M University, 1991-1996.
Member, University Curriculum Committee, Texas A&M University, 1984-1996.
Member, NCATE Accreditation Self Study, College of Education, 1989-1992
Member, Dean's Advisory Council on Tenure and Promotion, College of Education, 1988-1991.
Member, Teacher Education Committee, College of Education, 1987-1988.
Member, Chancellors Computing Policy Committee, Texas A&M University, 1984-1987
Co-Chair, Planning Committee, Experience in Education: Pre College Conference, College of Education, 1983
Member, Faculty Representative Council, Department of Educational Curriculum and Instruction, 1982-1989
Member, Steering Committee for Fostering Educational Inquiry, College of Education, 1980-1983
Member, University Ad Hoc Committee on Computer Aided Instruction, Texas A&M University, 1982-1983
Chairperson, Dean's Subcommittee on Staff Development, College of Education, 1981

System

Facilitator, Texas A&M University System Community Advisory Network, 1995-1996.

RESEARCH, SCHOLARLY, and CREATIVE ACTIVITIES

Books and Monographs

Wiseman, D. L., Elish-Piper, L., & Wiseman, A. (2005). Learning to teach language arts in a field based setting. Scottsdale, AR: Holcomb-Hathaway.

Wiseman, D. L. , S. L. Knight, & Cooner, D. (2004) Becoming a teacher in a field based setting: An introduction to education and the classroom, Third Edition. Belmont, CA: Wadsworth.

Wiseman, D. L. , S. L. Knight, & Cooner, D. (2002) Becoming a teacher in a field based setting: An introduction to education and the classroom, Second Edition. Belmont, CA: Wadsworth.

Wiseman, D. L., Cooner, D. & Knight, S.L. (1998) Becoming a teacher in a field based setting: An introduction to education and the classroom. Belmont, CA: Wadsworth.

Wiseman, D. (1992) Learning to read with literature. Needham Heights, MA: Allyn Bacon

Edited Texts

Wiseman, D. & Knight, S. L., (Editors) (2004). Linking school-university collaboration and K-12 student outcomes. Washington DC: AACTE.

Sadoski, M., Wiseman, D., & Denton, J. (Editors.) (1983). Literacy Research: The Reader, The Text and The Teacher. College Station, Texas: Instructional Research Lab, College of Education, Texas A&M University.

Book Chapters

Imig, D., Wiseman, D., Wiseman, A., & Imig, S. (2014). Quality and Change in US Teacher Education, in J.C. Lee & C. Day (Eds.) *Quality and Change in Teacher Education: Western and Chinese Perspectives.* New York, NY: Springer Publishing. Cheers.

Wiseman, D. (2014). Beyond the Campus: A Dean's "External Roles" and the Impact on College Priorities. In Clift, R., Loughran, J., Mills, G., & Craig, C. (Eds). *Inside the role of Dean: international perspectives on leading in higher education.* London: Routledge Press.

Wiseman, D. (2011) What's needed now? Issues of professional development school accountability and sustainability in today's complex educational environment. In J. Neapolitan (Ed), Taking stock of professional development schools: What's needed now? Columbia: NSSE Yearbook, 110 (1), 567-574.

Knight, S., & Wiseman, D. (2005). Lessons learned from a research synthesis on the effects of teachers' professional development on culturally diverse students. In H. Waxman, & K. Tellez (eds.), *Improving teacher quality for English language learners.* Hillsdale, NJ: Erlbaum.

Knight, S. L. & Wiseman, D. L. (2003). Introduction and Making the case: Lesson learned from and about school university partnership research. In Wiseman, D. & Knight, S. L. (Eds.). Linking school-university collaboration and K-12 outcomes. Washington DC: AACTE.

Cooner, D. & Wiseman, D. L. (2001). Writing buddies: Linking school and university teachers in language arts methodology instruction. In J. E. Many (Ed.). *Instructional practices for literacy teacher-educators: Examples and reflections from the teaching lives of literacy scholars* (p. 61-68). Mahwah, NJ: Lawrence Erlbaum Associates.

Wiseman, D. L. (2001). Two views presentation: Demonstrating the differences between theoretical orientations in reading instruction. In J. E. Many (Ed.). Instructional practices for literacy teacher-educators: Examples and reflections from the teaching lives of literacy scholars (p. 3-10). Mahwah, NJ: Lawrence Erlbaum Associates.

Wiseman, D. & Loving, C. (1999). School-university partnerships: Roads to Collaboration, commitment, and Change. In C. Major & R. Pines (Ed.) Teaching to Teach: New

Partnerships in Teacher Education (p. 27-42) Washington, D.C. National Education Association.

Wiseman, D. (1997). Patterns of Mentoring: Weaving Teacher Educators' Career Stories. In C. Mullen, M. Cox, C. Boettcher & D. Adoue (Eds.) Breaking the Circle of One: Redefining Mentorship in the Lives and Writings of Educators. New York: Peter Lang. (Note: this book was awarded the 1998 outstanding research in teacher education award, AERA, Division K.)

Hunkins, F., Wiseman, D. L., & Williams, R. (1995). The Partner School: Centers of Inquiry. In R. Osguthorpe, B. Cutler, & (Eds.) School-University Partnerships. Norward, N.J.: Ablex.

Stallings, J. A., Wiseman, D. L. & Knight, S. L. (1995). Professional development schools: A new generation of school-university partnerships. in H.G. Petrie (Ed.). Professionalization, Partnership and Power: Building Professional Development Schools. New York: Suny Press.

Stallings, J. A., Wiseman, D. L. & Kulm, G. (1994). Transitions in partnerships. In M. O'Hair & S. Odell (Eds.) Diversity and Teaching: Teacher Education Yearbook II. Orlando, FL: Harcourt, Brace, Javonovich.

Stallings, J., Knight, S., & Wiseman, D. (1994). Laboratory and professional development schools. In T. Husen, R.N. Postlethwaite (Eds.). International Encyclopedia of Education, Second Edition, Oxford : Pergamon.

Hadaway, N.L., Florez, V., Larke, P., and Wiseman, D.L. (1993). Teaching in the midst of diversity: How do we prepare?. In M. O'Hair & S. Odell (Eds.) Diversity and Teaching: Teacher Education Yearbook I. Orlando, FL: Harcourt, Brace, Javanovich.

Wiseman, D. (1992). Three way interactive journal. In Collins, C. (Ed.) 126 strategies to build language arts abilities: A month by month resource. Needham Heights, MA: Allyn Bacon.

Many, J. & Wiseman, D. (1992). Analyzing Versus Experiencing: The Effects of Teaching Approaches on Students' Approach. In J. Many and C. Cox (Eds.) Reader Stance and Literary Understanding: Exploring the Theories, Research, and Practice. Norwood New Jersey: Ablex.

Larke, P., Wiseman, D., & Bradley, C. (1990). The minority mentorship project: Educating teachers for diverse classrooms. In V. Florez and R. Donato (Eds.) Multicultural Teacher Education: Research in the 1990's. Conference Proceedings. College Station, Texas: Texas A&M University Printing Center.

Wiseman, D., & Robeck, C. (1983). Early reading behavior: Comparing two groups of preschool children. In Sadoski, M., Wiseman, D., & Denton, J. (Eds.) Literacy Research: The Reader, The Text and the Teacher. College Station, Texas: Instructional Lab., College of Education, Texas A&M University.

Articles in Refereed Journals

- Wiseman, D. L. (2012). The Intersection of Policy, Reform, and Teacher Education. Journal of Teacher Education, 63 (2), 87-91.
- Imig, D., Wiseman, D., & Imig, S. (2011). Teacher education in the United States, 2011. Journal of Education for Teaching, 37(4), 399-408.
- Knight, S.L. & Wiseman, D. L. (2005). Professional development for Teachers of Diverse Students: A Summary of the Research. Journal for the Education of Student Populations At Risk.
- Knight, S.L. & Wiseman, D. L. (2004). Lessons learned from a research synthesis on the effects of teachers' professional development on culturally diverse students. The LSS Review, 3 (1).12-14.
- King, K. P. & Wiseman, D. L. (2001). Comparing science efficacy beliefs of elementary education majors in integrated and non-integrated teacher education coursework. Journal of Science Teacher Education, 12(2), 143-153.
- Knight, S. & Wiseman, D. (2000). Using collaborative teacher research to determine the impact of professional development school activities on elementary students' math and writing outcomes. Journal of Teacher Education, 51 (1), 26-38.
- Wiseman, D. (1999, Fall). The impact of school-university partnerships on reading teacher educators: Important conversations we must have. In (Eds.) J. A. Dugan, P. E. Linder, W. M. Linek, & E. G. Sturtevant. Advancing the world of literacy: Moving into the 21st century. Yearbook of the College Reading Association (81-93). Texas A&M University-Commerce: College Reading Association.
- Wiseman, D. L., Many, J.E., & Altieri, J.L. (1997). When the literary response is: "I like the book-it was funny." Where do we go from here? Georgia Journal of Reading. 22, 17-25.
- Wiseman, D. L., & Cooner, D. (1996, Spring/Summer). Discovering the power of collaboration: The impact of a school-university partnership on teaching. Teacher Education and Practice.
- Many, J.E., Wiseman, D.L., & Altieri, J.L. (1996). Exploring the influences of literature approaches on children's stance when responding and their complexity. Reading Psychology.
- Many, J.E., Gerla, J.K., Wiseman, D. L. & Ellis L. (1996). Transactional criticism and aesthetic literary experiences: Examining complex responses in the light of the teacher's purpose. Reading Horizons, 36 (2), 166-186.
- McNamara, M., Wiseman, D.L., & McNamara, J. (1996). Four perspectives on collaboration. International Journal of Educational Reform, 5 (1), 128-132.
- Wiseman, D. (1995) A simple event and the complexity of multiple perspectives. Contemporary Psychology. 40 (10), 975-976.

- Wiseman, D. L. & Nason, P.K. (1995). The nature of interactions in field based teacher education experiences. Action in Teacher Education, XVII, (3), 1-13.
- Denton, J. & Wiseman, D. L. (1995). Resolving dilemmas of renewal and accountability. The Record of Educational Leadership , 15 (2), 105-108.
- Wiseman, D. L. (1995, Winter). Preparing future middle school teachers for Texas. Texas Middle School Journal.
- Stallings, J. A., & Wiseman, D. L. (1994). Teacher education restructuring: Guided by the postulates. The Record of Educational Leadership , 14 (2), 78-81.
- Stallings, J. A., Armstrong, D. G. & Wiseman, D. L. (1993). Making choices for the future in colleges of education. National Forum: Phi Kappa Phi Journal, LXXIII(4), 35-38.
- Knight, S., Wiseman, D.L., & Smith, C.W. (October, 1992). School-university partnerships: The reflectivity-activity dilemma. Journal of Teacher Education., 43, (3), 269-277.
- Wiseman, D.L., Many, J.E., and Altieri, J. (1992). The effects of diverse literary discussions on the quality of third-grade students' aesthetic responses. NRC Yearbook.
- Many, J.E. & Wiseman, D. (1992). The effect of teaching approach on third-grade students' responses to literature. Journal of Reading Behavior, 24 (3)
- Stallings, J. & Wiseman, D. (1992). School-university partnerships at Texas A&M University. Texas Teacher Education Forum, 15 .
- Wiseman, D. & Many, J. E. (1992, Winter). The effect of efferent and aesthetic teaching approaches on students' response to literature. Reading Research and Instruction, 31 (2), 66-83.
- Lee S. & Wiseman, D. (1991, May). Touching the lives of adolescents with award winning books. Middle School Journal, 18-19.
- Larke, P.J., Wiseman, D., & Bradley, C. (1990). The minority mentorship project: Changing attitudes of preservice teachers for diverse classrooms. Action in Teacher Education. 12, (3), 5-12.
- Wiseman, D. Larke, P. & Bradley, C. (1989). The minority mentorship project: Educating teachers for a diverse society. Mentoring International, 3, (3), 37-40.
- Wiseman, D.L., Barton, L.A., Kelling, G. & Roenigk, J. (1989). Adapting big books for very young readers. Reading Exploration and Discovery, 11, (2), 29-34.
- Barton, L.A. & Wiseman, D. (1988). Big books: A formula for reading and writing success with first graders. Reading Education in Texas, 4,7-12.
- Wiseman, D. (1988). Teachers and writing apprehension. Texas Elementary Principals and Supervisors, 37,6-9.
- Wiseman, D. & Lee, S. (1988). Teacher research: How teachers learn from their classroom.

Teaching and Learning, 2, (3), 14-21.

Wiseman, D. (1988) Messages from teenage letter writers. Colorado Communicator.

Wiseman, D. and Lee, S. (1987). Collaboration for enhanced learning: Grouping in middle school and junior high. Reading Education in Texas, 3.

Wiseman, D. & Clark, G. (1987). Writing apprehension in teachers: What can be done? North Carolina English Teacher, 45,(1), 6-9.

Wiseman, D. (1985). Getting acquainted with computers. Live-Wire, pp.7-8.

Wiseman, D. (1984). Helping children take early steps toward reading and writing. The Reading Teacher, 37, (4), 340-343.

Wiseman, D. & Robeck, C. (1983). Written language behavior of two socio-economic groups of preschool children. Reading Psychology, 4, 349-363.

Wiseman, D. (1982). Teacher education and the microcomputer. Reading News II, (3), 1.

Wiseman, D. (1982). Reading difficulties in the schools-reading begins at home. Reading Psychology.

Wiseman, D. & Robeck, C. (1982). The development of literacy in preschool children. Reading Psychology, 3, 105-116.

Wiseman, D. & Barton, L. A. (1981). Comprehension based reading in a tutorial setting. The Journal of Special Education.

Wiseman, D. & Watson, D. (1980). The good news about becoming a writer. Language Arts, 57, (7),750-756.

Wiseman, D. (1980). Spelling: The beginnings of literacy. Reading Horizons, 20, (4), 311-314.

Other Articles

Wiseman, D. (2013). Teacher quality in the United States, Austrian Science Board Conference proceedings. "Lehren lernen – die Zukunft der Lehrerbildung", Vienna Austria.

Wiseman, D. (2011) Notes from the Chair: Lacking consensus, profession pays price. AACTE Advisor: XXXIII (2), 2.

Wiseman, D. (2012) Notes from the Chair: Graduates as advocates: A lesson from TFA. AACTE Advisor, XXXIII (1), 2.

Wiseman, D. (2011) Notes from the Chair: the Case for innovation and reform. AACTE Advisor: XXXII(10), 2 & 12.

Wiseman, D. (2011) Notes from the Chair: Glasgow assembly highlights: Global Themes, Local Variations. AACTE Advisor. XXXII(8), 2 & 4.

- Wiseman, D. (2011) Notes from the Chair: the challenge of professionalism. *AACTE Advisor*: XXXII(6), 2.
- Wiseman, D. (2011) Notes from the Chair: Writing our next chapter: Renewing our commitment. *AACTE Advisor*: XXXII(4), 2.
- Wiseman, D. (November, 2010). Teacher education programs: For the University of Maryland College Park, a welcomed illuminations. Faculty Voices
- Wiseman, D. (2001). Supporting the integration of technology in university faculty's teaching and research. The IAECT Journal, 6, p. 1-6.
- Wiseman, D. (2000). Teacher education and corporations: Unlikely partners with potential. Technos. 9 (1), 10-13.
- Wiseman, D. (2000). Overview: The importance of inquiry in collaborative environments. Thresholds in Education. 26 (4), 1-10.
- Wiseman, D. (1999). Glancing back, looking forward: Tea leaves and technology. Thresholds in Education. 24 (4), 6-9.
- Wiseman, D.L. (1993). An interview with Dr. Donna Wiseman. In R. Robinson (Ed.). *Leaders in Reading Research and Instruction Series*. Reading Psychology: An International Quarterly.
- Wiseman, D. (1989) Getting acquainted with computers. In The Best of Livewire, Volume 1, Strategies for Middle School and Junior High. Urbana, Illinois: National Council of Teachers of English.
- Wiseman, D. & McKenna, M. (1978). Classroom uses of the maze procedure. Selected Articles on the Teaching of Reading. New York: Barnell Loft, Ltd.

Reports, Technical Papers, and Training Manuals

- Wiseman, D. & Many, J.E. (1992). The effect of teaching approach on preservice teachers' descriptions of multicultural literature-based instruction. RESI Research and Policy Report Series. Texas A&M University: Race and Ethnic Studies Institute.
- Wiseman, D. and others.(1989) A Study to Determine the Optimum Grade Level Arrangements for Bryan Independent School District. Bryan, Texas: Walton Consulting Agency.
- Wiseman, D. & Robeck, C. (1982). Written language behavior of two socio-economic groups of preschool children. Technical Paper, Texas A&M University, Instructional Research Laboratory, Education Curriculum and Instruction.
- Wiseman, D. (1989). Good Books, Big Books, Reading and Writing. (Teacher Training Manual and Video Cassette Tape.) Huntsville, Texas: Region VI.

Wiseman, D. (1981). Fairy Tales of the Sea, A Teacher's Guide. Texas A&M University: Sea Grant Program.

Robinson, R. D., Hasselriis, P., Pritchard, R. J. & Wiseman, D. (1977). Teachers Handbook for Use with Volunteers in Reading Programs. Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education.

Robinson, R. D., Hasselriis, P., Pritchard, R. J. & Wiseman, D. (1977). Handbook for Volunteers in Reading Programs. Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education

Invited Lectures and Presentations

Teacher quality in the United States. Presentation to the Austrian Science Board, November 2013.

Teacher Quality in the US: The Intersection of Policy, Reform and Teacher Education: Keynote Address: Japanese United States Teacher Education Consortium, July, 2012.

The 21st century land grant institution's role in shaping the surrounding community. Merrill Scholars, University of Maryland. November, 2011.

Study Group on Teacher Preparation. National Association of State Board of Education (NASBE). January, 2011.

Turning the Profession Upside Down. Pennsylvania Association of Colleges of Teacher Education, 40th Annual Teacher Education Assembly, October, 2011.

Policies impacting teacher education. Appalachian University President's Association. Mars Hill, NC, June, 2011.

Research Strategies for Professional Development Schools. Georgia State University Research Colloquium. April, (2008).

Measuring the impact of school-university partnerships on PK-12 student outcomes. National Conference on Professional Development Schools. April, 2003. Baltimore, Maryland

Celebrating Teaching and Learning: The Value of a Good Teacher. November, 2002. College of Education Development Annual Awards Dinner. University of Maryland.

Expanding the definition of Mentorship. Maryland State Department of Education. April, 2002.

Collaborating together to document the impact of school-university collaboration on the achievement of K-12 students. St. Louis Professional Development Schools Annual Meeting. May 2001.

Documenting the impact of school-university collaboration on the achievement of K-12 students. Illinois Associate colleges of Teacher Education. April, 2001.

Professional Development, Leadership, and Learning in School-University Partnerships. Critical Issues in Education Lecture Series. Center for Professional Renewal, Aurora University. April, 2000.

Literacy Through a Prism: Recognizing Multiple Facets of Literacy. Summit on Literacy, Golden Apple Foundation of New Mexico, University of New Mexico, Albuquerque, New Mexico. August, 1999.

Making a Case for School-University Partnerships. College of Education, St. Cloud State University, St. Cloud, Minnesota, April, 1999.

The Impact of School-University Partnerships on Reading Teacher Educators: Important Conversations We Must Have. Keynote Speaker, Annual Meeting of College Reading Association. South Carolina, November, 1998.

Working Together, Changing Roles, Important Conversations We Must Have. Annual Meeting of the Wyoming School University Partnership, Casper, Wyoming, October, 1998.

Teacher Educators: Who Are We and Where Are We Going? Indiana and Illinois Association of Teacher Education. Terre Haute, Indiana. April, 1998.

School-University Collaboration and Improved School Achievement: Can It Happen and What Does It Take? Superintendents Round Table. Oak Brook, IL., March, 1998.

Looking Back, Glancing Forward: The Inaugural LD and Ruth Morgridge Lecture. Northern Illinois University, October, 1997.

Are We Really Making a Difference?: What We Know About the Impact of Partnerships. Networking the PDS Research Agenda Conference. The University of North Carolina-Greensboro, October, 1997.

The Future of Teacher Education--Where We Are and Where We will Be. Illinois Association of School Boards, Dekalb, IL., May, 1997.

Changes in Higher Education and the Impact on Teacher Education. Nebraska State Science and Math Systemic Efforts, October, 1994.

Educational Theories for Teaching Children. Texas Department of Transportation, July, 1994.

Restructuring Guided by the National Network for Educational Renewal, Keynote Speaker, Nebraska Coordinating Board of Higher Education, April, 1994.

The Connection Between Teacher Education Reform and Public Schools. Phi Delta Kappa Regional Meeting, San Antonio, Texas, October, 1993.

Women Leaders and School-University Partnerships. Keynote Speaker, Texas Women School Executives. July, 1993.

Encouraging Change in the Public School Setting. Angleton Independent School District, Angleton, Texas, January, 1993.

Systemic Reform: Teachers and the Condition of Teaching. Regional Policy Analysts' Network, Southwest Educational Development Laboratory, Austin, Texas, November 9, 1992.

Collaborative Teacher Education: The Goodlad School Restructuring Concept. Fourth Commissioners' Conference on Teacher Education: Standing at the Crossroads. Dallas, Texas, February, 1992.

For the Love of Literature Conference. University of Houston-Victoria, Victoria, Texas., February, 1992.

Summer Institute: Pre-Reading, Pre-Writing, and Interacting with the Child from Birth to Six. Long Island University, Greensvale, New York, August, 1987.

Summer Institute: Learning Strategies for Educators of the Child from Birth to Six. Long Island University, Greensvale, New York, August, 1986.

Open the Doors to Reading - Grow Together. North Central Convention Association of the Alberta Teachers' Association, Edmonton, Alberta, Canada, February, 1981.

Conference Presentations (Most presentations are collaboratively presented.)

The who and what of clinical preparation in teacher education. Paper presented at the 2013 American Association of Colleges of Teacher Education, Orlando, Florida.

Turning the professional upside down. Paper presented at the 2011 International Conference on Education of teachers, Glasgow, Scotland.

Internationalization of Teacher Education Through an Innovative and Curriculum Transformation Program. Paper presented at the 2010 American Association of Colleges of Teacher Education Atlanta, GA.

Preparing Educators for the New World: Using Technology and Media to Prepare Teachers for Teaching in Diverse Classrooms. Paper presented at the 2010 American Association of Colleges of Teacher Education Atlanta, GA.

Professional Development for Diversity Since NCLB: Missed Opportunities for Innovation and Impact. Paper presented at the 2009 American Association of Colleges of Teacher Education Chicago, IL

Using Data Systems to Improve Student Achievement. Paper presented at the 2009 American Association of Colleges of Teacher Education , Chicago IL.

Investigating the Impact of Professional Development on Teachers and Students in Diverse Classrooms Paper presented at the 2008 Annual Meeting of American Educational Research Association.

Opportunities in a Language Arts Methods Course for Pre-Service Teachers to Develop Cultural Awareness. Paper presented at the 2007 Annual Meeting of American Educational Research Association, Chicago, IL.

The Impact of NCLB on the Content and Nature of Professional Development Related to Diversity, Paper presented at the 2007 American Association of Colleges of Teacher Education. New York City, New York.

Investigating the Impact of Professional Development on Teachers and Students in Diverse Classrooms. Paper presented at the 2006 Annual Meeting of American Educational Research Association, San Francisco, California.

Using Research Data to Talk about the Impact of Professional Development for Diversity. Paper presented at the 2006 American Association of Colleges of Teacher Education San Diego, California.

Emerging Roles of Community Colleges in Teacher Preparation: The State of Maryland's Experience with Associate of Arts in Teaching (AAT) Degree. 2004 Annual Meeting of American Association of Colleges for Teacher Education. Chicago, IL.

Preparing Quality Professionals to Deal with Classroom Diversity: The Nature of Professional Development for Experienced Teachers. 2004 Annual Meeting of American Association of Colleges for Teacher Education. Chicago, IL.

Rethinking Teacher Education Research Structures and Approaches : Making Linkages Between School-University Partnerships and PK-12 Student Outcomes. Annual Meeting of American Association of Colleges for Teacher Education. New Orleans, LA, 2003.

Making the Case: Lessons Learned from School-University Partnership Research. Annual Meeting of the American Educational Research Association. New Orleans, April, 2002.

Sharing Accountability: Making Linkages between Partnership Activities and Student Outcomes. Annual Meeting of American Association of Colleges for Teacher Education. New York City, 2002.

Finding Ways to Measure the Impact of School-University Collaboration on K-12 Student Outcomes. Annual Meeting of American Association of Colleges for Teacher Education. Dallas, Texas, March, 2001.

Field Experiences in School-University Partnerships: Sharing the Responsibility for Creating Caring competent New Teachers. Annual Meeting of American Association of colleges for Teacher Education. Dallas, Texas, March, 2001.

Portfolios as Capstone Experiences and Exit Requirements in Graduate Reading Programs: Challenges from Faculty and Administrative Perspectives. 50th annual Meeting of the National Reading Conference, Scottsdale, AZ, December, 2000.

Supporting the Integration of Technology in University Faculty's Teaching and Research. Association of Teacher Educators, Summer Conference, Ottawa, Canada, August, 2000.

Comparing Beliefs of elementary Education majors in Integrated and Nonintegrated Reading/Language Arts methods Courses. Annual Meeting of the International Reading Association. Indianapolis, IN. May, 2000.

Examining the Sustainability of Three School-University Partnerships. Annual Meeting of the American Educational Research Association. New Orleans, April, 2000.

Using a Collaborative Research Process to Determine the Effectiveness of Integrated, Teacher Education Methods Courses. Annual Meeting of the American Association of Colleges for Teacher Education. Chicago, Il., February, 2000.

- Exploring the Impact of Extended, Long-term, Field Based Placements in Teacher Education Programs. Annual Meeting of the American Association of Colleges for Teacher Education. Chicago, Il., February, 2000.
- Understanding the Sustainability of Three School-University Partnerships. Annual Meeting of the American Association of Colleges for Teacher Education. Chicago, Il., February, 2000.
- Comparing Beliefs of Elementary Education majors in Integrated and Non-integrated Teacher Education Coursework. Association of Teacher Education. Annual Meeting, Orlando, FL. February, 2000.
- Supporting the Integration of Technology in University Faculty's Teaching and Research. Annual Conference of Illinois Association for Educational Communication and Technology. Chicago, Il. January, 2000.
- Changing Teacher Education through an Arts-Centered Urban School-University Partnership. In Praise of Education National Conference, Seattle Washington, June, 1999.
- Describing the Roles of School-University Teacher Educators as they prepare for the future. National Conference of the Association of Teacher Educators. Chicago, Il., February, 1999.
- The Impact of a Self Forming Group in one College of Education: Discord and Harmony in the Same Verse. Annual Meeting of the American Association of Colleges for Teacher Education. Washington, D.C., February, 1999.
- Shaping Future Preservice Teacher Field Experiences: Collaborating Across Two Colleges and One Urban Setting. Annual Meeting of the American Association of Colleges for Teacher Education. Washington, D.C., February, 1999.
- The Symphony of Change: Harmony or Discord in a College of Education. Midwestern Educational Research Association, Chicago, IL., October, 1998.
- Hearing an Absent Voice: Giving Gender a Presence in Teaching and Learning. Third International Conference for Global conversations on Language and Literacy. Bordeaux, France, August, 1998.
- Evaluation of Five Education and Human Service Partnerships: Issues and Lessons Learned After 5 Years. American Educational Research Association, San Diego, CA., April, 1998.
- Honoring Collaboration: Rewarding Scholarship Situated in PDSs and Partnerships (Mini-course). American Educational Research Association, San Diego, CA., April, 1998.
- Investigating the Impact of School University Collaboration on Elementary Students' Mathematics and Writing Outcomes. American Educational Research Association, San Diego, CA., April, 1998.
- Emerging Teacher Education Programs: Introduction to TECSCU Institutions. Annual Meeting of American Association of Colleges of Teacher Education. Orlando, Florida, February, 1998.
- The Lessons and Challenges of School-University Inquiry. Annual Meeting of American Association of Colleges of Teacher Education. Orlando Florida, February, 1998.
- Breaking the Circle of One: Telling Stories of Mentorship in Teacher Education. American Association of Colleges for Teacher Education, Phoenix, AZ., February, 1997.
- Building Leadership Capacity in Inter-professional Endeavors. American Association of Colleges for Teacher Education, Phoenix, AZ., February, 1997.
- Lessons Learned From Community Collaboration and Leadership. American Educational Research Association, Chicago, IL March, 1997.
- The Evolution of a Research Design: Evaluating Professional Development Schools in the NEA Teacher Education Initiative. American Educational Research Association Annual Meeting, PDS-SIG, Chicago IL, March, 1997.
- Dealing with Conflict and Consensus Among Diverse Groups of Professionals. American Association of Colleges for Teacher Education, Washington, D.C., February, 1996.

- One College's Experiences in Recruiting and Retaining Teacher Education Candidates. American Association of Colleges for Teacher Education, Washington, D.C., February, 1996.
- Looking Back at Four Years of Teacher Education in a School-University Partnership. American Association of Colleges for Teacher Education, Washington, D.C., February, 1995.
- One College's Commitment to Change; Specific Strategies Implemented at Texas A&M University. American Association of Colleges for Teacher Education, Washington, D.C., February, 1995.
- The Impact of Field Based Methods Courses on the Development of Beginning Teachers. American Educational Research Association, New Orleans, LA.: April, 1994.
- Teacher Educators: Roles and Goals in School-University Partnerships. American Association of Colleges for Teacher Education. Chicago, IL.: February, 1994.
- Entering Into the World of Books: Enabling and Assessing Complexity in Aesthetic Responses to Literature. Annual Meeting of International Reading Association. San Antonio, TX: May, 1993.
- The Art and Science of Middle School Research: Comments on Research Practice With Suggestions for Enhancing Research Quality. American Educational Research Association, Atlanta, GA: April, 1993.
- Collaboration for School Renewal: Comparing the Processes and Products of Three University Partnerships. American Educational Research Association, Atlanta, GA: April, 1993.
- Transactional Criticism and Aesthetic Literary Experiences: Examining Complex Responses in Light of the Teacher's Purpose. American Educational Research Association, Atlanta, GA: April, 1993.
- A Comprehensive Study of the Graduates from Eleven Teacher preparation Institutions. American Educational Research Association, Atlanta, GA: April, 1993.
- School University Partnerships: Patterns of Interactions Between Participants. Annual Meeting of the American Association of Colleges of Teacher Education. San Diego, CA: February, 1993
- An Eleven Institution Study of Four-Year and Five Year Teacher Education Program Graduates. Annual Meeting of the Association of Teacher Educators. Los Angeles, CA: February, 1993.
- Literary Response as an Actualization Process: Exploring Approaches to Literature, Purpose in Writing, and Complexity. National Reading Conference, San Antonio Texas, December, 1992.
- From Anything Goes to Teacher Controlled: The Effectiveness of Middle Ground in Response-Centered Literature Teaching. American Education Research Association, San Francisco, CA., April, 1992.
- The Effect of Teaching Approach on Preservice Teachers' Descriptions of Multicultural Literature. National Council of Teachers of English Spring Conference, Washington, D.C., March, 1992.
- School University Collaboration for Change: Challenging Traditional Notions of Leadership. AACTE Annual Meeting, San Antonio, TX., February, 1992.
- The Effects of Diverse Approaches to Literature: A Series of Investigations. National Reading Conference, Palm Springs, CA., December, 1991.
- Touching the Lives of Adolescents with Award Winning Books. National Middle School Conference, Louisville, KY., November, 1991.
- Misconceptions about Whole Language: Distinguishing Myths from Reality. International Reading Association, Las Vegas, Nevada, May, 1991.
- The Effect of Teaching Approach on Third Graders Response to Literature. American Association of Educational Research. February, 1991.

Establishing a Research Agenda in Teacher Education. Association for Teacher Educators. New Orleans, February, 1991.

Preservice Teachers' Responses to Literature. National Reading Conference. Miami, Florida, December, 1990.

Picture Books Are Not Just for Little Kids: Using Picture Books with Disabled Middle School Readers. International Reading Association, Atlanta, Georgia, May, 1990.

Teacher Research and University Coursework: A Symbiotic Relationship. National Middle School Conference. Toronto, Canada. October, 1989.

Touching the Lives of Adolescents with Award Winning Books. National Council of Teachers of English, St. Louis, Missouri, November, 1988.

Multicultural Education: What Educators Know, What They Need to Know. American Association of Colleges for Teacher Education, Annual Meeting, New Orleans, Louisiana, February, 1988.

The Relationship Between Oral Language Proficiency and Writing Behavior of ESL Students. Spring NCTE, Louisville, Kentucky, March, 1987.

Writing Apprehension and the Training of Teachers. Spring NCTE, Louisville, Kentucky, March, 1987.

Writing Apprehension and Inservice Teachers. National Reading Conference, Austin, Texas, December 1986.

Writing Professionally. Student Services Conference, Texas A&M University, August 7, 1986.

Comprehensible Output - The Writing Process, NCTE Spring Conference, Phoenix, Arizona, March, 1986. (With Viola Florez)

Helping Children Read Award Winning Books, Texas Joint Council of Teachers of English, Ft. Worth, TX, February 1986. (With Greg Clark)

Writing: A Bridge to Reading. Southwest Regional IRA, San Antonio, TX, January 1986.

From Reading Readiness to Emergent Literacy: A New Perspective on How Young Children Learn to Read and Write - Pre-convention Institute, 30th Annual Convention, International Reading Association, New Orleans, LA, May, 1985.

Action Research: Methodology and Responses. Spring NCTE, Houston, TX, March, 1985.

Literature: An Essential of Writing Instruction, Sam Houston State University Book Festival, SHSU, Huntsville, TX, March, 1985.

Planning Microcomputer Instruction With One Computer in the School and Very Little Microcomputer Experience. Spring NCTE Conference, Columbus, Ohio, April, 1984.

How to Encourage Microcomputer Awareness for Thirty Kids on One Computer You Don't How to Operate. International Reading Association, Atlanta, May, 1984.

Inquiry in the School Setting: Two Approaches. Twelfth Southwest Regional Conference, Little Rock, Arkansas, November, 1983.

The Researcher as a Participant Observer. National Reading Conference, Austin, Texas, November, 1983.

Evaluation of Writing in the Writing Conference. Spring NCTE Convention. Seattle, Washington, April, 1983.

Teacher's Responses to Writing Attempts. Texas State Council of IRA Conference, Houston, Texas, March, 1983.

Strategies for Enhancing Comprehension in Content Area Reading. Eleventh Southwest Regional IRA Conference, Tulsa, Oklahoma, February, 1983.

Classroom Research: New Approaches to Educational Inquiry. Southwest Educational Research Assoc., Houston, Texas, January, 1983.

The Effect of Oral Reading Miscues on the Retelling of Good and Poor Readers. College Reading Association, Philadelphia, Pennsylvania, November, 1982.

Reading Made Easy: Using Predictable Books with Beginning Readers. Texas State International Reading Association, March, 1982.

Symposium Chairperson: Organizing a Whole Language, Child Centered Program in the Real World. Speaker: And What Do You Do About Your Standardized Test Results? International Reading Association, April, 1981.

The Relationship Between Written Language and Cognitive Abilities of Preschool Children From Different Socio-economic Homes. National Reading Conference, Dallas, Texas, December, 1981.

Written Language Behaviors of Preschool Children From Middle and Lower Class Socio-economic Homes. College Reading Association, Louisville, Kentucky, October, 1981.

Using Fairy Tales in the Language Arts Curriculum. National Marine Education Association. Galveston, Texas, August, 1981 and 31st Annual University of Houston-Texas Association for Improvement in Reading Conference. Houston, Texas, September, 1981.

Natural Language learning Activities in the Home. Texas Southern Reading Council, Texas Southern University, Houston, Texas, March,, 1981.

Promoting Reading as a Natural Process with Young Children. Invited Speaker, North Central Convention Association of the Alberta Teachers' Association, Edmonton, Alberta, Canada, February, 1981.

An Examination of the Natural Development of Literacy in Young Children Before Formal Instruction. Ninth Southwest Regional Conference of the International Reading Association, San Antonio, January, 1981.

An Examination of Children's Responses to Print. Ninth Southwest Regional Conference of International Reading Association, January, 1981.

You sud be prod of me I wrote this all bie mi self: What Kids Know About Language. Twenty-sixth Annual Convention International Reading Association, April, 1981.

The Written Language Responses of Moderately Mentally Retarded Adolescents: A Research Report. The Association for the Severely Handicapped. Los Angeles, October, 1980.

Reading in Context: Influences of the Social Setting. National Council of Teachers of English, November, 1980.

An Examination of the Natural Development of Literacy in Young Children Before Formal Instruction. Texas Special Interest Council on Research (IRA), University of Houston, October, 1980.

Ideas to Promote Reading as a Natural Process with Young Children. International Reading Association Conference, St. Louis, Missouri, May, 1980.

A Psycholinguistic Description of the Reading and Writing of Five Year Old Children. National Reading Conference, San Antonio, Texas, November, 1979.

Reading and Writing of Five Year Old Children. Special Interest Council on Research, Texas State Council of International Reading Association, Corpus Christi, Texas, November, 1979.

Children's Initial Encounters with Print, Tenth Annual Reading Conference, University of Missouri-Columbia, Columbia, Missouri, October, 1978.

The Use of Whole Language Approach in Teaching Secondary Language Arts. Workshop, Center City Junior High School, Kansas City, Missouri, August, 1978.

The Classroom Teacher and the Reading Teacher - Guidelines for Cooperation. International Reading Association Conference, Houston, Texas, May, 1978.

In-service and Workshop Presentations

Whole Language Implementation. Four Day Workshop. Spring Branch Independent School District, Spring, Texas. January, February, 1991.

Good Books, Big Books, Reading and Writing, Three Day Educational Service Center, Region VI Trainers of Teachers Workshop. June, 1989.

Teaching Basic Reading Skills, Four Day Workshop, Bryan ISD, Bryan, Texas, Fall, 1988, Spring, 1989.

Literature and Writing Instruction. Three Day Workshop. Sealy ISD, Sealy, Texas, August, 1988.

Writing Process: Five Day Workshop, Bryan ISD, Bryan, Texas, July, 1988.

Writing Process for 2-6: Five Day Workshop, Bryan ISD, Bryan, Texas, July, 1987.

Writing Process for K-1: Five Day Workshop, Bryan ISD, Bryan, Texas, July, 1987.

Writing Across the Curriculum. College Station ISD, College Station, Texas, October, 1984.

Writing Process for K-3: Five Day Workshop. Bryan ISD, Bryan, Texas, July, 1984.

Teaching Language Arts in Primary Grades. Education Service Center, Region VI, College Station, Texas, June, 1984.

Teaching Composition in the Primary Grades. Education Service Center, Region VI, College Station, Texas, June, 1983; Huntsville, Texas, August, 1983; Gauze, Texas, August, 1983; and Madisonville, August, 1983.

Techniques to Encourage Writing Behavior K-5. Education Service Center, Region XVI, Dalhart, Texas, August, 1983.

Techniques to Encourage Reading Behavior K-5. Education Service Center, Region XVI, Dalhart, Texas, August, 1983.

Implementing a K-4 Writing Curriculum. Brenham Baptist Church School, August, September, October, 1983.

Spelling-Handwriting Methods, Bryan ISD, October, 1983.

Handwriting-Mechanics/Creative, Bryan ISD, November, 1983.

Reading for the Reluctant. Spring ISD, Houston, Texas, August, 1983.

English for Life, Developing Oral English Skills. Educational Service Center, Region VI, Madisonville, Texas, August, 1982.

Developing Writing in K-3 Composition, Educational Service Center Region VI, Madisonville, Texas, August, 1982.

Integrated Teaching Strategies to Supplement Instruction for TABS Essential Reading Objectives Educational Service Center, Region VI, Brenham, Texas, June, 1982.

What Kids Know About Language. Bryan ISD, August, 1981.

How to Encourage Print Awareness. Bryan ISD, August, 1981.

Using Fairy Tales in the Language Arts Curriculum. Brazosport ISD, August, 1981 and Education Service Center, Region XII, Killeen, Texas, August, 1981.

Written Language Development for Bilingual Children. Eagle Pass Independent School District, August, 1981.

Writing in Kindergarten? Bryan ISD, March, 1981.

Providing a Positive Atmosphere for Reading Instruction. College Station ISD, August, 1980.

Consulting and External Review Committees

Program Reviewer, Commission for Academic Accreditation, Ministry of Education, United Arab Emirates, 2013-2016.

Reviewer, Doctorate of Education, University of Cincinnati, 2011.

Consultant for Restructuring Teacher Education. University of Nebraska-Lincoln, 2005-2007.

Chair, Review Committee for the Department of Teacher Education. University of Nebraska, 2005.

Chair, Review Committee for Department of Teacher Education. Miami University of Ohio, 2004.

Expert Panel Member and Co-Editor, Professional Development and Diversity Research Review Monograph. Center for Research on Educational Diversity and Excellence. University of California, 2002-2003.

Consultant, Teacher Preparation and Development Framework Project. Asian Pacific Educational Consortium. North Central Regional Educational Laboratory, 2001-2002.

Consultant and Developer, Teacher Education Program Evaluation Instrument for Summer Teacher Quality Institutes. North Central Regional Educational Laboratory, 2000.

Member, Visiting Committee for the Review of the Department of Literacy and Educational Media. Montclair State University, Montclair, New Jersey. March, 2000.

Member, Internal Review Committee of the Department of Teacher Education, Brigham Young University, Provo, Utah. March, 2000.

Consultant and Facilitator, Wyoming School-University Associates Program, Casper Wyoming, October, 1998.

Research Consultant, National Education Association-Teacher Education Initiative, Multi-site School-University Partnerships. 1997-1999.

Chair, Peer Review of Educator Preparation Programs, Texas Educational Agency, Spring, 1996.

Louisiana State Department of Education, Evaluator for America Goals 2000 Proposals, December, 1994.

University of Nebraska-Lincoln. Outside Review Team for Educational Curriculum and Instruction, September, 1994.

University of Miami (Ohio). Critical Friend Visit, School of Education, April, 1994.

West Texas Teacher Education Collaborative, Amarillo, TX., Establishing a Evaluation Model for Change Across Partnerships in West Texas, 1993-94.

Arkansas Teacher Education Reform, Winthrop Rockefeller Foundation, Little Rock, Arkansas, 1993-94.

Woodview Elementary School, Spring Branch Independent School District, Houston, Texas. Implementing Literature Based, Integrated Curriculum. August, 1990-May, 1991.

Spring Branch Independent School District, Houston, Texas. Designing Evaluation for Literature Based Curriculum. January-March, 1991.

Caldwell Elementary School, Caldwell Texas. Implementing Literature Based, Integrated Curriculum. August, 1989- May, 1991.

Caldwell Independent School District, Caldwell, Texas. Implementing Literature Based Curriculum, K-12. August 1990-May, 1991.

Walton Associates, Bryan, Texas, Optimum Grade Level Groupings Consulting Team, Bryan, ISD, January-August, 1989.

Latexo ISD, Latexo, Texas. Reading and Language Arts Curriculum, April-May, 1989.

College Station ISD. Process Writing, September 1988-May, 1989.

Navasota ISD. Process Writing, September-December, 1988.

Manor ISD. Developing a K-12 Language Arts Curriculum. January-August, 1987.

Contracts and Grants

Shapiro, N., Wiseman, D. & Chapman, J. (2003-2008). Education=Mentoring, Collaboration, and Cooperation (EMC2). Teacher Quality Enhancement Grant, Title II. \$6.2 million.

Wiseman, D. Principal Investigator. (2000-2002). School University Partnerships to Integrate Internet Into University Methods and Elementary Classrooms. Verizon Corporation, \$150,000.

Wiseman, D., Principal Investigator. (1994-1997) A Project for Integrating Teacher Preparation and Continuing Professional Development. Department of Education. \$444,591.

Wiseman, D. (1992-1997) Development of School Leaders: Interprofessional Collaboration, Danforth Foundation, 1992. \$30, 000 per year for five years.

Wiseman, D. (1993-1998) National Education Association, Centers of Innovation: Developing School-University Partnerships. \$10,000 per year for five years.

- Stallings, J. & Wiseman, D. (1991) Texas A&M: Application for National Network for Educational Renewal Site Designation. \$25,000.
- Wiseman, D. and Many, J.E. (1989) Providing Undergraduate Children's Literature Classes with Class Sets of Children's Books. Center For Teaching Excellence, Texas A&M University. \$750.00
- Wiseman, D. and Larke, P. (1989) The Effect of the Minority Mentorship Project on Preservice Teachers' Evaluations of Children's Literature. Multicultural Education Research Grant Program, Texas A&M University, \$1,800.00
- Florez, V. and Wiseman, D. (1985) The Relationship Between Oral and Written Language Learners. Organized Research Funds, College of Education, Texas A&M University, \$3,200.00.
- Florez, V. and Wiseman, D. A Description of Writing Behavior of Fourth Grade Bilingual Writers. Organized Research Funds, College of Education, Texas A&M University, 1984-1985. \$3,405.00.
- Wiseman, D. and Sadoski, M.(1984) Audio Presentations of Specific Reading Instructional Techniques. Incentive Grant for Teaching. Center for Teaching Excellence, \$1000.00.
- Wiseman, D. (1982) The Interrelationship of Teachers and Students During Classroom Writing Episodes. Organized Research Funds. College of Education, Texas A&M University, 1982-1983. (\$400.00)
- Wiseman, D. and Robeck, C. The Examination of the Natural Development of Literacy Before Formal Instruction. College of Education Research Office, Texas A&M University. \$1,250.00.
- Wiseman, D. (1979) A Program Evaluation for the Reading Instruction of Trainable Mentally Retarded Adolescents. Faculty-Staff Mini-Grant. Texas A&M University, \$225.00.
- Watson, D.J. and Wiseman, D. (1979) Beginning Orthographic Attempts of Four and Five Year Old Children Prior to Formal Instruction. Research Council Grant, University of Missouri-Columbia, \$490.00.

Professional Reviews

Board of Reviewers

- American Educational Research Journal, 2004-2009
- Journal of School Leadership, 1998-2004.
- Journal for Teacher Education, 1993-present.
- Reviewer, Educational Researcher, 1992-1993.

PROGRAM AND CURRICULUM DEVELOPMENT

- Urban and Minority Education Graduate Program, University of Maryland, Department of Curriculum and Instruction, 2002-2007.
- NIU Team Participant. Teacher Quality Institute, Washington, D. C., July 2000.
- Chair, Teacher Education Doctoral Program Development Team, 2000-present.
- Participant, Continuing Accreditation and Beyond. Institutional Orientation and Professional Development Workshop presented by NCATE and AACTE, October, 1995.
- Chairperson and Facilitator, Teacher Education Restructuring Efforts, College of Education, Texas A&M University, 1993-95.
- Member, Curriculum Review Committee, Language Literacy and Culture, 1992.
- Collaborator, South Knoll School Partnership, 1992-1996.
- Collaborator, Jane Long Middle School Partnership, 1991-1993.
- Co-developer and director, Minority Mentorship Project for Teacher Education. January 1987-1990.

Chairperson and Developer, Interdisciplinary Studies Major, Extended and Baccalaureate Degree Plans leading to initial Elementary Teacher Certification, Texas A&M University as a result of Senate Bill 994, Texas State Legislature, 1987.

Chairperson, Elementary Education Curriculum Development in Teacher Education, Texas A&M University as a result of 1986 standards mandated by Texas State Legislature.

Co-developer and chair, Pre-college Conference for Teachers, Texas A&M University, Summer, 1983.

Developer, K-12 Language Arts Curriculum, Manor ISD, Manor, Texas, 1987.

TEACHER EDUCATION REFORM MOVEMENT INVOLVEMENT

Holmes Group

National Meetings:

First Inaugural Holmes Group Meeting, Washington, D. C., January, 1987.

Second Annual Holmes Group Meeting, Washington, D. C., January, 1988.

Third Annual Holmes Group Meeting, Atlanta, Georgia, January, 1989.

Fifth Annual Holmes Group Meeting, Dallas, Texas, January 1992.

Sixth Annual Holmes Group Meeting, Washington D.C., January, 1993.

Seventh Annual Holmes Group Meeting, Washington, D.C., January, 1994.

Eighth Annual Holmes Group Meeting, Washington, D. C., January, 1995.

Holmes Partnership, St. Louis, MO. January, 1997

Holmes Partnership, Orlando FL, January, 1998

Holmes Partnership, Boston, MA, January, 1999

Holmes Partnerships, Cincinnati, OH, January, 2000

Holmes Partnership, Albuquerque, NM, January 2001

Holmes Partnership, San Antonio, TX, January, 2002

Holmes Partnership, Washington DC, January 2003

Regional Meetings:

Houston, Texas. Group Leader for Discussion Groups. Spring, 1987.

Houston, Texas. Presenter: Interdisciplinary Degree Program leading to Initial Elementary Teacher Certification. Spring, 1988.

St. Louis, Mo. Spring, 1989.

Houston Texas, October, 1989. Presenter: Establishing a Research Agenda for Teacher Education.

Houston, Texas, Spring, 1990.

Kansas City, Kansas, October, 1990, Institutional Representative.

Houston, Texas, November, 1991, Institutional Representative

Houston, Texas, October, 1992, Presenter: Professional Development Schools

Dallas, Texas, March, 1993, Presenter: Comparison of Holmes and Goodlad's Center for Educational Restructuring Efforts.

Project 30: A joint project of faculties in the Arts and Sciences and Education, Supported by a grant from Carnegie Corporation of New York.

Texas A&M University Team Member

Project 30 National Conference, Woodlands, Texas, Fall, 1988.

National Conference, Monterey, California, Dec. 1989.

National Conference, San Diego, CA., 1991

Presidents' Forum on Teaching as A Profession. Chicago, Illinois. July, 1990.

Sid Richardson Foundation Forum, Austin, TX.: 1991-1994.

Center for Educational Renewal, University of Washington, Seattle, Washington, 1991-present
Santa Fe, N. M., October, 1990.

Seattle, Washington, August, 1991.
Seattle, Washington, January 1992.
Montclair, N. J., June, 1992
Seattle, Washington, October, 1993.
Seattle, Washington, June, 1994.
Seattle, Washington, Associates Meetings, 1995, 1996, 1997.
Seattle, Washington, In Praise of Education, 1999.

Danforth Foundation

National Center for Restructuring Education, Schools and Teaching, Columbia Teacher's College, New York City, June, 1992.
Integrated Services, St. Louis, September, 1992.
National Center for Restructuring Education, Schools, and Teaching, Columbia Teacher's College, New York City, February, 1993.
School Leadership Project: Inter-professional Collaboration
Leadership Meetings, Bronx Community College, May, 1993; University of Oklahoma, October, 1993, Texas A&M University, May, 1994, Washington, D.C., December, 1994, St. Louis, January, 1995, 1996, 1997.

National Education Association, Teacher Education Initiative. 1994-1997.

National Center for School Improvement, Local Site Representative, 2001-present.

ADVISORSHIPS

Co-Advisor, Kappa Delta Pi, Northern Illinois University, 1998-2001.
Co-Developer, Advisor Minority Mentorship Program, Texas A&M University, 1987-1990.
Faculty Advisor, Undergraduate Fellows Program, Texas A&M University, 1982-1983, 1984-1985.
Faculty Advisor, Kappa Delta Pi, Texas A&M University, 1980-1989.

INTERNATIONAL UNIVERSITY AND SCHOOL EXPERIENCES

Australia and New Zealand, 1985
Planning An Agenda for International Education, 10th Shipboard Conference, 1987.
Guatemala, 1989,
Germany, 1989, 2015
Czechoslovakia, and Yugoslavia, 1989
Paraguay, 1991
Japan, 1991-1998, 2012
China, 1986, 2001, 2006, 2011, 2012, 2013, 2014, 2015
Scotland, 2011
Malta, 2011
United Arab Emirates, 2013, 2014, 2015

RADIO AND TELEVISION APPEARANCES

WNIJ, (PBS) Bi-monthly Educational Commentaries, March, 1997-2001.
National Public Radio, "To The Best of Our Knowledge," Interview. Winter, 1997.
Houston Interactive Educational Television, Houston, Texas, Using Fairy Tales to Teach Language Arts, 1982.

KAMU Radio, College Station, Texas, Three Syndicated Interviews, Writing Apprehension,
Summer, 1986.

KAMU Television, College Station, 15 Magazine Appearances

Children's Literature for Parents, 1985

Elementary Teacher Education Reform, 1987

Minority Mentorship Programs, 1987

School-University Partnerships, 1991

GRADUATE RESEARCH GUIDANCE

Chair of the following Doctoral Dissertations:

Texas A& M University:

- Kay Moss (co-chaired with John Stansell), *The Interrelationship of Teacher's Instructional Behaviors and the Writing Processes of Kindergarten Students During Classroom Writing Episodes*, 1982.
- Zenna Mattingly, *A Description of Twelfth Graders' Behaviors During the Reflexive Composition Process*, 1986.
- Ruth Ann Williamson, *The Effect of Reciprocal Teaching on Student Performance Gains in Third Grade Basal Reading Instruction*, 1989.
- Lea Ann Barton, *The Effect of Low Ability Grouping on First Graders*, August, 1990.
- Joyce Fritz, *Investigation of Metalinguistic Development of Prekindergarten Students who Participate in a Literature Program*, August, 1990.
- Donna Corley, *The Effect of Teacher Written Positive Comments on the Locus of Control of Fourth and Fifth Grade Spelling Students*. December, 1990.
- Sharon Skeans, *The Effects of Cooperative Integrated Reading and Composition, Fidelity of Implementation, and Teacher Concerns on Student Achievement*, December, 1991.
- Mary Edwards, *The Academic Achievement of Identified At Risk Students in an Intervention Program*, December, 1991.
- Beverly Klatt, *Responses and Behaviors of Fifth Grade Students to Biography*. May, 1992.
- Diane Clay, *Identification of Factors Contributing to the Development of Theoretical Orientation in Preservice Teachers*, August, 1992.
- Ginger Metz, *Process into Product: Awareness of the Composing Process Affecting the Written Product*, May, 1993.
- Jennifer Altieri. (co-chair with Joyce Many). *An Examination of the Role of Culture in the Transaction of Reader and Text*, August, 1993.
- Ruth Maria Crawford. *The Influences of a Progressing Reader on his Non Reading Family Members: An Ethnographic Study*, May 1994.
- Linda Little Ellis. *Descriptive Analysis of Teacher Perceptions and Interpretations in the Implementation of Change in the Teaching Process*, December, 1994.
- Marie Tuttle, *Mentor Practices in the Elementary Schools of a Public School-University Partnership*, December, 1995.
- Shelia Baldwin. *Developing Multicultural Awareness for High School Students Through Inquiry*, (1996).
- April Kemp. *Visions of Education: Transforming Teachers into Teacher Educators*. (1997).
- Devi Spencer. *Factors Which Impact Japanese Students' English Reading and Comprehension Abilities*. (1997, awarded posthumously).
- Bonnie Mackey. *The Moral Voices of Preservice Teachers Within a Professional Development School Setting*. (1998).
- Cynthia Boettcher. *The Use of Children's Literature by Gender Conscious Teachers*. (1999).

Northern Illinois University:

- Janet Pariza, *A Description of Vocabulary Learning in At-Risk College Freshmen Cooperatively Involved in Generative Study of Self-selected Words*. (2002)
- Jill Jones, *Case Studies of Immigrant Children in Balanced Reading Blocks in Florida Elementary Schools*. (2002).
- Mark Gatsakos, *Reading Aloud and Its Effect on the Comprehension of Second Grade Students*. (2004).

University of Maryland:

Sharon Stein, How do sixth grade readers who completed an intensive phonics program comprehend informational text? (2007)

Regina Young, Reel Black Masculinities: how film is used to Scaffold the Discussions of White Female Future Teachers and Promote Cultural Responsiveness (2008).

Simone Gibson, Critical engagements: Adolescent African American Girls and Urban Fiction. (2009).

Janet Awokoya, Of my color, but not of my kind: The racial and ethnic identity negotiations of on-point-five and second generation Nigerian college students. (2010).

Kim, Ji Hyun, Korean immigrant mothers' educational beliefs and practices: A transnational perspective. (2015).