

David L. Coker Jr., Ed.D.

### **Office**

University of Delaware  
School of Education  
134D Willard Hall  
Newark, DE 19716  
302-831-3096  
fax: 302-831-4011  
[dcoker@udel.edu](mailto:dcoker@udel.edu)

### **Academic Positions**

---

<b>Associate Professor</b> School of Education University of Delaware Newark, DE 19716	2010- present
Assistant Professor School of Education University of Delaware Newark, DE 19716	2004- 2010

### **Education**

---

<b>Ed.D. Language and Literacy</b> Harvard Graduate School of Education, Cambridge, MA Dissertation: "Writing Over Time in Urban Schools" Adviser: Catherine Snow, Ph.D. Committee members: Connie Juel, Ph.D., Terry Tivnan, Ed.D.	2004
<b>Ed.M. Language and Literacy</b> Harvard Graduate School of Education, Cambridge, MA	1999
<b>B.A. English</b> Johns Hopkins University, Baltimore, MD	1993

### **Publications**

---

Articles in Refereed Journals (\* indicates empirical research, <sup>1</sup> indicates invited manuscript)

- \*Coker, D. L., Jennings, A. S., Farley-Ripple, E., & MacArthur, C.A. (in press). The type of writing instruction and practice matters: The direct and indirect effects of writing instruction and student practice on reading achievement. *Journal of Educational Psychology*.
- Coker, D. L., & Kim, Y.-S. G. (2017). Critical issues in the understanding of young elementary school students at risk for problems in written expression: Introduction to the special issue. *Journal of Learning Disabilities*, Advance online publication. <https://doi.org/10.1177/0022219417708168>
- \*Coker, D. L., Ritchey, K. D., Uribe-Zarain, X., & Jennings, A. S. (2017). An analysis of first-grade writing profiles and their relationship to compositional quality. *Journal of Learning Disabilities*, Advance online publication. <https://doi.org/10.1177/0022219417708171>
- \*Coker, D., Jr., Farley-Ripple, E., Jackson, A., Wen, H., MacArthur, C., & Jennings, A. (2016). Writing instruction in first grade: an observational study. *Reading and Writing: An Interdisciplinary Journal*, 29(5), 793-832. <http://doi.org/10.1007/s11145-015-9596-6>
- \*Ritchey, K., Coker, D. L., Jr., & Jackson, A. (2015). The relationship between early elementary teachers' instructional practices and theoretical orientations and students' growth in writing. *Reading and Writing: An Interdisciplinary Journal*, 28(9), 1333-1354. <http://doi.org/10.1007/s11145-015-9573-0>
- \*Silverman, R. D., Coker, D. L., Proctor, C. P., Harring, J., Piantedosi, K. W., & Hartranft, A. M. (2015). The relationship between language skills and writing outcomes for linguistically diverse students in upper elementary school. *The Elementary School Journal*, 116(1), 103-125. <http://doi.org/10.1086/683135>
- \*Ritchey, K. D., & Coker, D. L. (2014). Identifying writing difficulties in first grade: An investigation of writing and reading measures. *Learning Disabilities Research and Practice*, 29(2), 54-65. doi: 10.1111/ldrp.12030
- \*Coker, D. L., & Ritchey, K. D. (2014). Universal screening for writing risk in kindergarten. *Assessment for Effective Intervention*, 39(4), 245-256. <http://doi:10.1177/1534508413502389>
- \*Ritchey, K. D., & Coker, D. L. (2013). An investigation of the validity and utility of two curriculum-based measurement writing tasks. *Reading & Writing Quarterly: Overcoming Learning Disabilities*, 29(1), 89-119. <http://doi: 10.1080/10573569.2013.741957>
- \*Coker, D. L. & Erwin, E. (2011). Teaching academic argument in an urban middle school: A case study of two approaches. *Urban Education*, 46(2), 120-140. <http://doi:10.1177/0042085910377426>

- \*Coker, D. L. & Ritchey, K. D. (2010). Curriculum based measurement of writing in kindergarten and first grade: An investigation of production and qualitative scores. *Exceptional Children*, 76(10), 175-193.
- \*Ritchey, K.D., Coker, D.L. & McCraw, S. B. (2010). A comparison of procedures used to score beginning spelling. *Assessment for Effective Intervention*, 35(2), 78-88.
- <sup>i</sup> Coker, D. L., & Lewis, W. (2008). Beyond *Writing Next*: A discussion of writing research and instructional uncertainty. *Harvard Educational Review*, 78(1), 231-251.
- \*Coker, D. (2006). The impact of first-grade factors on the growth and outcomes of urban schoolchildren's primary-grade writing. *Journal of Educational Psychology*, 98, 471-488.
- \*Rowe, M. L., Coker, D., & Pan, B. A. (2004). A comparison of fathers' and mothers' talk to toddlers in low-income families. *Social Development*, 13(2), 278-291.
- <sup>i</sup> Coker, D. (2003). Editor's review of *The Brothers and Sisters Learn to Write: Popular Literacies in Childhood and School Cultures* and *The Cradle of Culture and What Children Know about Writing and Numbers Before Being Taught*. *Harvard Educational Review*, 73(4), 591-602.
- \*Beck, S., Coker, D., Hemphill, L., & Bellinger, D. (2002). Literacy skills of children with early corrective heart surgery. In D. L. Shallert & C. M. Fairbanks & J. Worthy & B. Maloch & J. V. Hoffman (Eds.), *51st yearbook of the National Reading Conference*. Oak Creek, Wisconsin: National Reading Conference.

### Manuscripts in Progress

- Coker, D. L., Jennings, A. S., Farley-Ripple, E., & MacArthur, C.A. (2018). When practice matters more than instruction: The relationship between typical writing instruction, student practice, and writing achievement in first grade. Manuscript in revision.
- Wen, H., & Coker, D. L. (2018). The role of discourse knowledge in writing among first graders. Manuscript under review.

### Books

- Coker, D. L. & Ritchey, K. D. (2015). *Teaching beginning writers*. New York: Guilford Press.
- Philippakos, Z., MacArthur, C., & Coker, D. L. (2015). *Developing strategic writers through genre instruction: Resources for grades 3-5*. New York: Guilford Press.

### Book Chapters

- <sup>i</sup> Coker, D. L., Farley-Ripple, E., Wen, H., & Jackson, A. (2015). The development of a classroom observation system for first-grade writing instruction. In R. Gabriel, & R.

Allington (Eds.), *Evaluating literacy instruction: Principles and promising practices* (pp. 79-94). New York: Routledge.

<sup>i</sup> Coker, D. (2013). Writing instruction in preschool and kindergarten. In S. Graham, C. A. MacArthur & J. Fitzgerald (Eds.), *Best practices in writing instruction* (pp. 26-47). New York: Guilford Press.

<sup>i</sup> Coker, D. L. (2012). Descriptive writing. In E. Grigorenko, E. Mambrino & D. Preiss (Eds.), *Handbook of writing: A mosaic of new perspectives*. (pp. 159-172). New York: Psychology Press.

Coker, D. L., & Lewis, W. (2012). Beyond *Writing Next*: A discussion of writing research and instructional uncertainty. In J. Ippolito, J. L. Steele & J. F. Samson (Eds.), *Adolescent literacy* (pp. 231-251). Cambridge, MA: Harvard Educational Review. (Reprinted from *Harvard Educational Review*, 78(1), (2008), 231-251).

<sup>i</sup> Coker, D. (2007). Writing instruction for young children: Methods targeting the multiple demands that writers face. In S. Graham, C. A. MacArthur & J. Fitzgerald (Eds.), *Best practices in writing instruction* (pp. 101-118). New York: Guilford Press.

#### Articles for Practitioners

MacArthur, C.A., Ritchey, K.D., Coker, D. L. (in press). Written expression: Helping handout for teachers. In G.G. Bear and K.M. Minke (Eds.), *Helping children handouts: Prevention and intervention for common concerns at school and home*. Bethesda, MD: National Association of School Psychologists.

Coker, D. (2011). The learning environmental processes underlying writing acquisition. *Encyclopedia of Language and Literacy Development* (pp. 1-8). London, ON: Canadian Language and Literacy Research Network. Retrieved [10-10-2011] from <http://www.literacyencyclopedia.ca/pdfs/topic.php?topId=302>

<sup>\*i</sup> Juel, C., Biancarosa, G., Coker, D., & Deffes, R. (2003). Walking with Rosie: A cautionary tale of early reading instruction. *Educational Leadership*, 60(7), 12-18.

#### **Peer-Reviewed Presentations**

---

Walpole, S.C., Strong, J.Z., Pasquarella, A.D., Coker, D. L, Jr., & Shirilla, M. (2017, November). *The relationship of fluency and comprehension to persuasive writing quality*. Paper presented at the Literacy Research Association 67<sup>th</sup> Annual Conference, Tampa, FL.

Coker, D. L. Jr., Jennings, A., MacArthur, C. A., Farley-Ripple, E. (2017, February). *Early writing development: The role of instruction and practice*. Paper presented at the Writing

Research Across Borders conference, Bogota, Colombia.

- Coker, D. L. Jr., Pasquarella, A., & MacArthur, C. A. (2017, February). *Assessing the writing skills of English learners in first grade*. Paper presented at the Writing Research Across Borders conference, Bogota, Colombia.
- Coker, D. L. Jr., Jennings, A., Farley-Ripple, E., & MacArthur, C. A. (2016, July). *How classroom writing matters: Evidence for a relationship to reading achievement*. Paper presented at the Society for the Scientific Study of Reading annual conference, Porto, Portugal.
- Coker, D. L., Farley-Ripple, E., Jennings, A. (2016, February). *The relationship between first-grade writing instruction and student achievement*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- Coker, D. L., MacArthur, C. A., Farley-Ripple, E., Wen, H., & Jackson, A. (2015, June). *An observational study of the nature and variability of first-grade writing instruction in the United States*. Paper presented at the International Association for Research in L1 Education Conference, Odense, Denmark.
- Jackson, A., & Coker, D. L., (2015, April). *The role of executive function in first-grade writing*. Poster presented at the American Education Research Association Annual Meeting, Chicago, IL.
- Wen, H., & Coker, D. L., (2015, April). *The relationship between discourse knowledge and writing performance among first graders*. Poster presented at the American Education Research Association Annual Meeting, Chicago, IL.
- Ritchey, K. D., & Coker, D. L., (2015, February). *Profiles of beginning writers*. Paper presented at the Pacific Coast Research Conference, Coronado, CA.
- Coker, D.L., Silverman, R.D., Proctor, C.P, Harring, J.R., Piantedosi, K., & Meyer, A.G. (2014, July). *The relationship between language skills and writing outcomes for linguistically diverse students in upper elementary school*. Poster presented at the Society for the Scientific Study of Reading annual conference, Santa Fe, NM.
- Farley-Ripple, E., Coker, D. L., MacArthur, C., Wen, H., & Jackson, A., (2014, July). *The nature and variability of first-grade writing instruction*. Poster presented at the Society for the Scientific Study of Reading annual conference, Santa Fe, NM.
- Farley-Ripple, E., Coker, D., MacArthur, C., Jackson, A., & Wen, H. (2014, April). *Understanding writing instruction in first grade*. Paper presented at the American Educational Research Association annual meeting, Philadelphia, Pennsylvania.
- Coker, D. L., Farley-Ripple, E., & MacArthur, C., (2014, February). *Writing assessment in first grade: Identifying students at risk of writing difficulties*. Paper presented at the Writing

Research Across Borders Conference, Paris, France.

Farley-Ripple, E., Coker, D. L., & MacArthur, C., (2014, February). *Development of a classroom observation protocol for primary grade writing instruction*. Paper presented at the Writing Research Across Borders Conference, Paris, France.

Wen, H., Jackson, A., & Coker, D. L. (2013, October). *Evaluating the simple view of writing in first grade*. Paper presented at the Regional Educational Research Conference, Philadelphia, Pennsylvania.

Ritchey, K. D., Coker, D. L., & Jackson, A. (2013, April) *The relationship between early elementary teachers' instructional practices and theoretical orientations and students' growth in writing*. Paper presented at the American Educational Research Association annual meeting, San Francisco, CA

Coker, D. L., Ritchey, K. D. (2012, February). *Predicting writing difficulties in first grade: An investigation of writing and reading measures*. Poster presented at the Pacific Coast Research Conference, Coronado, California.

Silverman, R., Coker, D. L., & Proctor, P. (2011, June). *Comparing vocabulary in narratives writing by English-Language learners and native English speakers*. Poster presented at the 12<sup>th</sup> International Congress for the Study of Child Language. Montreal, Canada.

Coker, D. L., & Ritchey, K. D. (2011, April). *Advancements in curriculum based measurement for early writing*. Paper presented at the Annual Conference of the Council for Exceptional Children. National Harbor, Maryland.

Coker, D. L., & Ritchey, K. D. (2011, February). *The relationship between first-grade teachers' theoretical orientation to writing instruction and student writing performance*. Paper presented at the Writing Research Across Borders II Conference. Fairfax, Virginia.

Ritchey, K. D., & Coker, D. L. (2011, February). *Using alternative scoring and prompts to evaluate CBM-W tasks for beginning writers*. Paper presented at the Pacific Coast Research Conference, Coronado, California.

Walpole, S., McKenna, M. C., Philippakos, Z. A. & Coker, D. L. (2010, December). *A comparison of skills vs. strategies instruction in first grade*. Paper presented at the National Reading Conference, Fort Worth, TX.

Ritchey, K. R., & Coker, D. L. (2010, February). *Early identification of writing disabilities: Prediction of reading and writing within kindergarten*. Paper presented at the Pacific Coast Research Conference, Coronado, California.

Coker, D. L., Olinghouse, N., & Ritchey, K. R. (2009, June). *Scoring curriculum-based measurement in writing with correct word sequences: An analysis of error categories*. Paper presented at the Society for the Scientific Study of Reading annual meeting,

Boston, MA.

- Ritchey, K. R., & Coker, D. L. (2009, June). *Task demands and scoring variations of curriculum-based measurement in writing*. Paper presented at the Society for the Scientific Study of Reading annual meeting, Boston, MA.
- Lutz, B. G., & Coker, D. L. (2009, April). *Tutors without borders: A service-learning composition course for pre-service teachers*. Poster presented at the Lilly-East Conference on College and University Teaching, Newark, DE.
- Ritchey, K.R., Coker, D. L., Jefferis, M., & Peterson, E. (2009, April). *Quantitative and qualitative indicators of children's early writing: Implications for progress monitoring*. Paper presented at the American Educational Research Association annual meeting, San Diego, CA.
- Coker, D. L., Ritchey, K.R. (2008, February). *Exploring effective ways to assess the writing of young students*. Paper presented at the Writing Research Across Borders Conference, Santa Barbara, CA.
- Coker, D. L., Ritchey, K.R. (2008, February). *Assessment of early writing: Tasks and tools*. Paper presented at the Pacific Coast Research Conference, Coronado, California.
- Coker, D., & Erwin, E. (2007, April). *A comparison of two approaches to teaching written and oral argument*. Paper presented at the American Educational Research Association annual meeting, Chicago, IL.
- Coker D. (2007, March). *Content practice: An analysis of the benefits of online tutoring to pre-service teachers*. Paper presented at the Conference on College Composition and Communication annual meeting, New York, NY.
- Lutz, B. G., Coker, D., & Penna, C. (2006, April). *Advanced composition course design with online tutoring as outreach to middle school students*. Poster presented at the Lilly-East Conference on College and University Teaching, Newark, DE.
- Coker, D. (2005, November). *Surrounded by text: The literacy environments of exemplary writing teachers*. Paper presented at the National Reading Conference, Miami, FL.
- Coker, D. (2004, April). *Pulling it together: Writing development in urban elementary schools*. Paper presented at the American Educational Research Association annual meeting, San Diego, CA.
- Coker, D. (2003, April). *Writing and reading development. Examining Fitzgerald and Shanahan's (2000) model through middle-school students' use of text structure*. Poster session presented at the American Educational Research Association annual meeting, Chicago, IL.

- Juel, C., Biancarosa, G., Coker, D., & Deffes, R. (2002, May). *The importance of preschool and kindergarten language development in reading acquisition*. Paper presented at the annual conference of the International Reading Association, San Diego, CA.
- Biancarosa, G., Coker, D., & Deffes, R. (2002, February). *Take out your pencils: Effects of instruction on reading comprehension*. Round table session presented at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.
- Beck, S. W., Coker, D., Hemphill, L., & Bellinger, D. (2001, December). *Exploring areas of vulnerability in the literacy skills of children with a history of corrective heart surgery*. Paper presented at the National Reading Conference, San Antonio, TX.
- Rowe, M., & Coker, D. (2000, June). *A comparison of maternal and paternal talk to toddlers in low income families*. Poster session presented at the Early Head Start Research Conference, Washington, DC.
- Coker, D. (1999, February). *Writing in two directions: Children's written narratives and expositions*. Poster session presented at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

### **Invited Presentations**

---

- Coker, D. L. (2017, October). *Differentiating writing instruction for sentences and paragraphs*. Invited presentation at the Multi-Tiered Systems of Support Forum, Gettysburg, PA.
- Coker, D. L. (2017, October). *Oral language: The foundation for word and sentence level writing*. Invited presentation at the Multi-Tiered Systems of Support Forum, Gettysburg, PA.
- Coker, D. L. (2017, October). *Genre-based composing: General principles for teaching students to write different genres*. Invited presentation at the Multi-Tiered Systems of Support Forum, Gettysburg, PA.
- Coker D. L. (2017, January). *Teaching sentence writing*. Invited presentation for the Georgia Striving Readers Winter Institute, Valdosta & Cartersville, GA.
- Coker D. L. (2017, January). *Teaching opinion writing*. Invited presentation for the Georgia Striving Readers Winter Institute, Valdosta & Cartersville, GA.
- Coker D. L. (2016, November). *Genre-based writing*. Invited presentation for the Georgia Striving Readers Leadership Summit, Athens, GA.
- Coker D. L. (2016, September). *Composing instruction in the primary grades*. Invited presentation for Tate Elementary School, Tate, GA.



- Coker D. L. (2015, November). *Planning the elementary writing curriculum*. Invited presentation for the Georgia Striving Readers Leadership Summit, Athens, GA.
- Coker D. L. (2015, November). *Building vocabulary: Lessons from language acquisition and vocabulary instruction*. Invited presentation for Wilmington Head Start, Wilmington, DE.
- Coker D. L. (2015, July). *Handwriting and sentence composing in kindergarten*. Invited presentation for kindergarten teachers in the Brandywine School District, Lombardy Elementary School, Wilmington, DE.
- Coker D. L. (2015, July). *Writing instruction in Pre-K and K*. Invited presentation for the Brandywine School District, Wilmington, DE.
- Coker D. L. (2015, May). *Observing writing instruction*. Invited webinar for the Striving Readings Comprehensive Literacy Program.
- Coker, D. L. (2014, May). *Composing instruction and differentiation in the primary grades*. Invited presentation at the Pennsylvania Training and Technical Assistance Network annual conference, Hershey, PA.
- Coker, D. L. (2013, June). *Elementary writing instruction across the tiers*. Invited presentation at the Pennsylvania Training and Technical Assistance Network annual conference, Hershey, PA.
- Coker, D. L., & Hofstetter, F. (2013, March). *Using a researcher-developed iPad app for classroom observations*. Presentation at the IES Principal Investigator Meeting, Washington, DC.
- Ritchey, K. D., & Coker, D. L. (2012, October). *Assessing writing to guide instructional decisions in the primary grades*. Presentation to the College of Education and Human Development Fall 2012 Colloquium Series, University of Delaware, Newark, Delaware.
- Ritchey, K. D., & Coker, D. L. (2011, November). *Using CBM to assess written language for students in grades K-3*. Presentation to the Writing Research Work Study Group, Literacy Research Association annual meeting, Jacksonville, Florida.
- Coker, D. L. (2011, June). *Writing in the primary grades: What do we know and how can we use it?* Invited presentation at the 13<sup>th</sup> annual Emma Eccles Jones Early Childhood Symposium, Ogden, UT.
- Coker, D. L. (2011, January). *An introduction to writing strategy instruction in elementary school*. Invited presentation at the Pennsylvania Training and Technical Assistance Network annual conference, Hershey, PA.
- Coker, D. L. (2010, December). *Writing in the primary grades*. Presentation to the Writing Research Work Study Group, Literacy Research Association annual meeting, Forth

Worth, TX.

- Coker, D. L. (2010, November). *How reading supports writing development*. Invited presentation at the PAWS for Reading Conference literacy forum, Elkton, MD.
- Coker, D. L. (2009, February). *Building meaning vocabulary: Lessons from language acquisition and vocabulary instruction*. Invited presentation at the winter workshop of the Cecil Council of the International Reading Association.
- Coker, D. (2007, December). *Building meaning vocabulary: Lessons from language acquisition*. Invited presentation at the Lamar County Primary School, Barnesville, GA.
- Coker, D. (2007, June). *Building meaning vocabulary: Lessons from language acquisition*. Invited presentation at the Georgia Reading First Conference, Athens, GA.
- Coker, D. (2006, June). *Oral language and reading: The critical role of words and talk*. Invited presentation at the Georgia Reading First Conference, Atlanta, GA.
- Hemphill, L., Tivnan, T., & Coker, D. (2003, November). *Success by 8: Are children in Boston's primary literacy project schools reaching challenging grade level expectations at the end of third grade?* Harvard Children's Initiative, Cambridge, MA.
- Hemphill, L., & Coker, D. (2003, October). *How successful are four widely disseminated reform models in bringing Boston children to grade-level expectations in literacy?* Invited presentation at the Regional Policy Forum on Comprehensive School Reform, School-wide Improvement, and English Language Learners, North Hampton, MA.
- Coker, D., & Swanger, S. (2003, July). *Adolescent literacy at The Work Force*. Invited presentation at Wheelock College Adolescent Literacy Institute. Boston, MA.

## Grants

---

Investigating the Impact of Classroom Instruction and Literacy Skills on Writing Achievement in Elementary Schools. (\$1,496,813.00) IES/ US Department of Education Education Research, Development and Dissemination (CFDA 84.305A). David Coker (PI), Charles MacArthur (co-PI), Elizabeth Farley-Ripple (co-PI).	2011-2015
State of Delaware Title II Grant (\$224,000) Chrystalla Mouza (PI), Nancy Brickhouse (co-PI), David Coker (co-PI) Research-based professional development for high quality teaching	2009
General University Research Grant (\$6000) University of Delaware David Coker (PI) Comparing two methods of teaching argumentation to urban students	2006

Instructional Grant (\$15,025) 2005-2006  
Barbara Lutz, David Coker, and Christopher Penna (co-PIs)  
Center for Teaching Effectiveness  
University of Delaware

## **Academic Awards and Activities**

---

**Dean's Research Award** 2014  
College of Education and Human Development  
University of Delaware

**Nominated for Excellence in Teaching Award** 2005  
University of Delaware

**Advanced Doctoral Award** 2003  
Harvard Graduate School of Education

**Spencer Research Apprenticeship Grant** 2001  
Harvard Graduate School of Education

**Human Development and Psychology Colloquium Committee** 2000-2001  
Harvard Graduate School of Education

**Admissions Committee** 2001  
Ed.D. Program in Language and Literacy  
Harvard Graduate School of Education

**Admissions Committee** 1999  
Ed.M. Program in Language and Literacy  
Harvard Graduate School of Education

## **Teaching Experience**

---

### **University Teaching**

*University of Delaware*

Undergraduate

*University of Delaware*

Teaching Reading and Writing in the Primary Grades

Beginning Literacy Instruction

Language Development in the Classroom

Graduate

*University of Delaware*

Language Development in the Classroom  
Teaching Writing in Elementary and Middle Schools  
Teaching Writing Strategies  
Doctoral Seminar in Critical Issues in Literacy  
Doctoral Seminar in Literacy Problems

*Harvard University Graduate School of Education*

Teaching Fellow:

The Development of Writing, Professor Catherine Snow	Spring 2002
Introduction to Statistics, Professor Terry Tivnan	Fall 2001
Theory and Practice of Literacy Problems, Professor Connie Juel	Fall & Spring 2001
Early Language Acquisition, Professor Catherine Snow	Spring 2000

**Primary and Secondary Teaching**

Literacy Teacher Individualized literacy instruction grades 1-4 Neighborhood House Charter School Literacy Institute Dorchester, MA	Summer 1999
--	-------------

English and French Teacher Ben Franklin Academy, Atlanta, GA Student Advisor for grades 9-12	1993-1998
--	-----------

**Teaching Supervision and Consultation**

Literacy Coach The Work Force Cambridge Housing Authority	2001- 2004
Mentor Teacher Urban Scholars University of Massachusetts, Boston	Summer 2000 & 2001
Literacy Content Coach Urban Scholars University of Massachusetts, Boston	Spring 2000

**Professional Service**

---

<b>Guest Editor</b> Special Issue on Critical Issues in the Understanding of Young	2016-2017
---	-----------

Elementary School Students At-Risk for Problems in Written Expression in *Journal of Learning Disabilities*

**Manuscript Editor**

*Harvard Educational Review* 2002-2003

**Editorial Boards**

*Assessment for Effective Intervention* 2012-

*Reading Research Quarterly* 2012-

*Harvard Educational Review* 2001-2003

**Ad Hoc Reviewer**

*Scientific Studies of Reading* 2017

*Journal of Educational Psychology*

*Reading and Writing: An Interdisciplinary Journal*

*Learning and Individual Development*

*Journal of Educational Psychology* 2016

*Reading and Writing: An Interdisciplinary Journal*

*Journal of Educational Psychology* 2015

*Reading and Writing: An Interdisciplinary Journal*

*Learning and Individual Differences* 2014

*Reading and Writing*

*Elementary School Journal* 2013

*Learning and Individual Differences*

*Child Development* 2012

*Child Development* 2011

*Learning and Individual Differences*

*Assessment for Effective Intervention*

*Reading and Writing: An Interdisciplinary Journal*

*Child Development* 2010

*Journal of Research on Educational Effectiveness*

*Assessment for Effective Intervention*

*Annals of Dyslexia* 2009

*Exceptional Children*

*Journal of Research in Reading*

*Exceptional Children* 2008

*Child Development*

*Child Development* 2007

*Reading and Writing: An Interdisciplinary Journal* 2006

**Grant Reviewer**

Institute of Education Sciences 2017

Panel Reviewer

Reading, Writing & Language Development

Institute of Education Sciences Ad Hoc Reviewer Reading, Writing & Language Development Early Intervention and Early Childhood Education	2015
Israel Science Foundation Research Program Grant	2014
Canadian Social Sciences and Humanities Research Council Insight Grant	2012
<b>Research Consultant</b> Efficacy Evaluation of Zoology One: Kindergarten Research Labs. Abigail Gray (PI). Efficacy and replication grant funded by Institute of Education Sciences.	2016-2019
Fourth and Fifth Graders' Growth in Writing Knowledge, Motivation, and Performance: The Influence of Teacher Instruction and Assessment Practices in the Context of Common Core State Standards. Gary Troia (PI). Exploration grant funded by Institute of Education Sciences.	2016-2020
Exploration of Writing Instruction for Kindergarten Children. Ying Guo (PI). Exploration grant funded by Institute of Education Sciences.	2016-2020

## **Research Experience**

---

<b>Research Assistant</b> <i>Harvard University Graduate School of Education</i> Longitudinal study of early literacy Professor Connie Juel, Principal Investigator	2001-2003
<b>Research Assistant</b> <i>Harvard University Graduate School of Education</i> Literacy skills of children who experienced early corrective heart surgery Professor Lowry Hemphill, Principal Investigator	1999-2002
<b>Research Assistant</b> <i>Harvard University Graduate School of Education</i> Early Head Start national evaluation project Professors Catherine Snow and Barbara Pan, Principal Investigators	1998-2001