

**RACHEL BROWN**  
**Reading and Language Arts Center**  
**School of Education**  
**Syracuse University**  
**211C Huntington Hall**  
**Syracuse, NY**  
**(315) 443-5672**  
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## **EDUCATION**

- Ph.D. Curriculum and Instruction (1987-1994)  
University of Maryland, College Park, MD  
Specializations/interests: Elementary reading instruction, comprehension strategy instruction, self-regulated learning, teacher professional development, and instructional technology  
*Dissertation Title: A Quasi-experimental Validation of Strategies-based Instruction for Low-achieving, Primary-level Readers*  
Dissertation Advisor: Dr. Michael Pressley
- Ed.M. Computing and Technology in Education (1983-1987)  
Columbia University Teachers College, New York, NY  
Specialization: Computing and reading instruction  
*Masters Project: Integrating Educational Computing Activities Into Themed Elementary Reading Units*
- M.A. Educational Psychology (1978-1981)  
Columbia University Teachers College, New York, NY  
Specialization: Remedial reading
- B.A. English Secondary School Education (1974-1978)  
Rutgers University, New Brunswick, NJ

## **ACADEMIC EXPERIENCE**

- 2002- **Associate Professor**  
Syracuse University, Syracuse, NY
- Teach courses in the Reading and Language Arts Center  
Courses: *Inclusive Elementary Literacy Methods, 1-3 (undergraduate)*, *Inclusive Elementary Reading Methods, 1-6 (graduate)*, *Comprehension and Composing (graduate)*, *Reading Across the Curriculum (undergraduate/graduate)*, *Perspectives on Literacy and Technology (graduate)*
  - Conduct research on comprehension strategies instruction, self-regulated learning, technology and literacy, and professional development
- 1998 – 2001 **Learning Specialist**  
The American School in London, UK
- Taught middle school students enrolled in a Specific Learning Difficulties Program
  - Provided ongoing support for non-program students with academic needs

- Provided consulting expertise on curriculum and assessment issues and on the teaching of learning and reading comprehension strategies

1997 – 1999 **Associate Lecturer**

The Open University, London, UK

- Advised doctoral students in Curriculum and Instruction strand
- Taught graduate course, *Language and Literacy in Social Context*
- Worked with students in person and in distance learning setting

1997 **Associate Lecturer**

The Institute of Education, University of London, UK

- Taught graduate course for Child Development and Learning Department

1994 – 1996 **Assistant Professor**

The State University of New York at Buffalo, Amherst, NY

- Taught undergraduate and graduate courses in the Department of Counseling and Educational Psychology  
Courses: *Educational Psychology; Cognitive Psychology; Topics in Learning: Strategies Instruction; Socially Mediated Learning*
- Conducted research and presentations on reading strategies instruction and educational technology
- Advised masters and doctoral students
- Worked with local schools to integrate Internet into instruction

## PUBLICATIONS

### Book

Brown, R. & Dewitz, P. (2013). *Building comprehension in every classroom: Instruction with literature, informational texts, and basal programs*. New York: Guilford Press.

### Refereed Journals and Research Handbooks

Aukerman, M., Brown, R., Mokhtari, K., Palincsar, A., & Valencia, S. (2105). A conversation about the contributions of content knowledge and strategies processing to reading comprehension. *64<sup>th</sup> Yearbook of the Literacy Research Association*. Oak Creek, WI: Literacy Research Association.

Stevens, E., & Brown, R. (2011). Lessons learned from the holocaust: Blogging to teach critical multicultural literacy. *Journal of Research on Technology in Education*, *44*(1), 31-51.

Brown, R. & Munger, K. (2010). Learning together in cyberspace: Collaborative dialogue in a virtual network of educators. *Journal of Technology and Teacher Education*, *18*(4), 541-571.

Brown, R. (2009). What does TV viewing have to do with Internet reading?: The intertextual nature of TV websites. *Reading Horizons*, *49*(3), 221-238.

Brown, R. (2008). Teachers' attempts to teach comprehension strategies explicitly during core instruction. *Journal of School Connections*, *1*(1), 87-104.

- Brown, R. (2008). The road not yet taken: A transactional strategies approach to comprehension instruction. *The Reading Teacher*, 61, 538–547.
- Brown, R. (2007). New technologies mean new learning for teachers: Mailing participation and professional development. *New England Reading Association Journal*, 43, 44-49.
- Brown, R. (2005). Seventh-graders' self-regulatory note-taking from text: Perceptions, preferences, and practices. *Reading Research and Instruction*, 44, 1-26.
- Brown, R., Pressley, M., Van Meter, P. & Schuder, T. (2004). A quasi-experimental validation of transactional strategies instruction with low-achieving second-grade readers. In R. B. Ruddell & N. J. Unrau, (Eds.), *Theoretical models and processes of reading*, (5<sup>th</sup> Ed., pp. 998-1039). Newark, NJ: International Reading Association. (Reprint of 1996 article. For inclusion in this book, articles have to “represent the very best scholarship in the field” during the previous ten years.)
- Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with previously low-achieving, second-grade readers. *Journal of Educational Psychology*, 88, 18-37.
- Brown, R., El-Dinary, P., Pressley, M., & Ogan, L. (1995). A transactional strategies approach to reading instruction. *The Reading Teacher*, 49, 256-258.
- Pressley, M., Brown, R., Van Meter, P., & Schuder, T. (1995). Tech trends: Transactional strategies. *Educational Leadership*, 52, 81.
- Pressley, M., Faculty and Administration of Summit Hall School, Almasi, J., Schuder, T., Bergman, J., Hite, S., El-Dinary, P. B., & Brown, R. (1994). Transactional instruction of comprehension strategies: The Montgomery County MD SAIL program. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 10, 5-19.
- Brown, R. & Coy-Ogan, L. (1993). The evolution of transactional strategies instruction in one teacher's classroom. *Elementary School Journal*, 94, 221-233.
- Dreher, J., & Brown, R. (1993). Planning prompts and indexed terms in textbook search tasks. *Journal of Educational Psychology*, 85, 662-669.
- Wyatt, D., Pressley, M., El-Dinary, P. B., Stein, S., Evans, P., and Brown, R. (1993). Comprehension strategies, worth and credibility monitoring, and evaluations: Cold and hot cognition when experts read professional articles that are important to them. *Learning and Individual Differences*, 5, 49-72.
- Pressley, M., El-Dinary, P. B., Gaskins, I., Schuder, T., Bergman, J. L., Almasi, J., & Brown, R. (1992). Beyond direct explanation: Transactional instruction of reading comprehension strategies. *The Elementary School Journal*, 92, 511-553.
- Garner, R., Alexander, P. A., Gillingham, M. G., Kulikowich, J. M., & Brown, R. (1991). Interest and learning from text. *American Educational Research Journal*, 28, 643-659.

## Book Chapters

- Brown, R. (2015). Multimodal composing: "I have a voice and I'm gonna use it." In P. R. Schmidt & A. Lazar (Eds.), *Reconceptualizing literacy in the new age of multiculturalism and pluralism* (2<sup>nd</sup> Ed.). Greenwich, CT: Information Age.
- Brown, R. (2008). Strategy matters: Comprehension instruction for older youth. In K. A. Hinchman & H. K. Sheridan-Thomas (Eds.), *Best practices in adolescent literacy instruction* (pp. 114-131). New York: Guilford.
- Brown, R. (2002) Straddling two worlds: Self-directed comprehension instruction for middle schoolers. In C. C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (pp. 337-350). New York: Guilford.
- Pressley, M., El-Dinary, P. B., Wharton-McDonald, R., Brown, R. (1998). Transactional instruction of comprehension strategies in the elementary grades. In D. H. Schunk & B. J. Zimmerman (Eds.) *Self-regulated learning: From teaching to self-reflective practice* (pp. 42-56). New York: Guilford.
- Brown, R., El-Dinary, P.B., & Pressley, M. (1996). Balanced comprehension instruction: Transactional strategies instruction. In E. McIntyre, & M. Pressley (Eds.), *Balanced instruction: Strategies and skills for whole language* (pp. 177-192). Norwood, MA: Christopher-Gordon.
- El-Dinary, P., Brown, R., & Van Meter, P. (1995). Strategy instruction for improving writing. In E. Wood, V. Woloshyn, & T. Willoughby (Eds.), *Cognitive strategy instruction for middle and high schools* (pp. 88-116). Cambridge, MA: Brookline Books.
- Pressley, M., Rankin, J., Gaskins, I., Brown, R., & El-Dinary, P. (1995). Mapping the cutting edge in primary level literature instruction for weak and at-risk readers. In T. Scruggs & M. Mastropieri (Eds.), *Advances in learning and behavior disabilities*. (Vol. 9, pp. 47-90). Greenwich, CT: JAI Press.
- Brown, R., & Pressley, M. (1994). Self-regulated reading and getting meaning from text: The transactional strategies instructional model and its ongoing validation. In D. Schunk & B. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 155-180). Hillsdale, NJ: Lawrence Erlbaum.
- Garner, R., Brown, R., Sanders, S., & Menke, D. (1992). "Seductive details" and learning from text. In K. A. Renninger, S. Hidi, & A. Krapp (Eds.), *The role of interest in learning and development* (pp. 239-254). Hillsdale, NJ: Erlbaum.
- Pressley, M., El-Dinary, P. B., & Brown, R. (1992). Skilled and not-so-skilled reading: Good and not-so-good information processing. In M. Pressley, K. R. Harris, & J. T., Guthrie (Eds.), *Promoting academic competence and literacy in school* (pp. 91-127). San Diego: Academic Press.
- Pressley, M., El-Dinary, P. B., Brown, R., Schuder, T., Bergman, J. L., Gaskins, I. W., et al. (1993). A transactional strategies instruction Christmas carol. In A. McKeogh, J. Lupart, & A. Marini (Eds.), *Teaching for transfer* (pp. 177-213). Hillsdale, NJ: Erlbaum.

Pressley, M., El-Dinary, P. B., Marks, M. B., Brown, R., & Stein, S. (1992). Good strategy instruction is motivating and interesting. In K. A. Renninger, S. Hidi, & A. Krapp, (Eds.), *The role of interest in learning and development* (pp. 333-357). Hillsdale, NJ: Erlbaum.

### **Research Reports**

Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1995). *A quasi-experimental validation of transactional strategies instruction with previously low-achieving, second-grade readers*. National Reading Research Center, Reading Report (No. 33). Athens: Georgia.

Brown, R., & Coy-Ogan, L. (1995). *The evolution of transactional strategies instruction in one teacher's classroom*. National Reading Research Center, Reading Report (No. 19). Athens: Georgia.

Pressley, M., El-Dinary, P. B., Brown, R., Schuder, T., Pioli, M., Green, K., & Gaskins, I. (1994). Transactional instruction of reading comprehension strategies. National Reading Research Center, Reading Report (No. 5). Athens, GA: National Reading Research Center.

### **Manuscript Accepted for Publication**

Brown, R. (2015). Strategy Instruction in Diverse Populations: Retrospective, Perspective, and Trends. In Susan E. Israel, Gerald G. Duffy (Eds). *Handbook of research on reading comprehension, Vol. 2*. New York: Routledge.

### **Manuscripts in Preparation**

Brown, R. Interpreting the Moment: Using Photographs of Controversial Topics to Support Comprehension Instruction.

Brown, R. Reframing stage models of teacher change: The emerging expertise of transactional strategies teachers.

Brown, R. Modeled lessons or coaching sessions: A comparative study of teachers learning to teach comprehension strategies explicitly.

### **GRANTS**

2009 *Regional Holocaust and Genocide Initiative*, Chancellor's Award for Leadership, Syracuse University with Alan Goldberg @ 50,000.

2006 *Elva Knight Grant*, International Reading Association @ \$9996.

2006 *ENTISE, K-8 Reading, Writing, & Technology Integration Grant*. Submitted to IES with Tiffany A. Koszalka. Principal investigator. Unfunded.

2006 *ENTISE, K-8. Science & Technology Grant*. Submitted to IES with Tiffany A. Koszalka. Co-P.I. Unfunded.

- 2006 *Grant Proposal Preparation Funding*, with Tiffany A. Koszalka. School of Education, Syracuse University @ \$500.
- 2003 *Development of a Software Inquiry Lab for Reading and English Language Arts Teachers*. With K. Chandler-Olcott. PT3 Grant @ \$5000. Funding to obtain literacy software to support teaching in the Reading and Language Arts Center.
- 2003 *The Intertextual Nature of TV Station Webpages: Can this Technology Reconfigure the Reading Process?* Center for the Study of Popular Television at the S.I. Newhouse School, Syracuse University @ \$2000.

## PRESENTATIONS

### Invited

- Brown, R. (2015, Feb. 4). A conversation about the contributions of content knowledge and strategic processing to reading comprehension, Literacy Research Association Research to Practice Series, available at: <https://www.youtube.com/watch?v=wbkyz-ZhUzE>
- Brown, R. (2014, December). Comprehension strategies instruction versus content knowledge development: A great debate. Integrative Research Review at the annual meeting of the Literacy Research Association, Marco Island, FL.
- Brown, R. (2009, March). Research presentation on RTI and transactional strategies instruction (TSI). Co-sponsored by the Collaborative Center for Literacy Development and the Kentucky Reading Association. Lexington, KY.
- Brown, R. (2009, March). Teacher professional development session on transactional strategies instruction (TSI). Co-sponsored by the Collaborative Center for Literacy Development and the Kentucky Reading Association. Lexington, KY.
- Brown, R. (2006, December). *Michael Pressley: A research retrospective on his contributions to the field and a vision for the future (transactional strategies instruction)*. Presentation at the annual meeting of the National Reading Conference, Los Angeles: CA.
- Brown, R. (1997, December). *Strategies teaching in balanced comprehension instruction*. Paper presented at an international symposium of the Economic and Social Research Council, Institute of Education, University of London, UK
- Shuell, T. & Brown, R. (1994, October) *Educational uses of the internet*. Paper presented at the Counseling and Educational Psychology Conference, SUNY at Buffalo, Amherst, NY.
- Brown, R. (1992, April). *A look to the future: New directions in cognitive research*. Panel presentation conducted at the annual meeting of the American Education Research Association, San Francisco, CA.

## Refereed

- Brown, R. (2015). *The perceived impact of mindfulness instruction on preservice literacy education students*. Paper accepted to the annual meeting of the Literacy Research Association, Carlsbad, CA.
- Dewitz, P. & Brown, R. (2014, May). *Developing common core comprehension standards through small group discussion*. Session accepted to the annual meeting of the International Reading Association, New Orleans, LA.
- Brown, R. & Munger, K. (2012, December). *To script or not to script: A professional development study of teachers' explicit comprehension strategies instruction*. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Brown, R. (2010, December). The journey continues: In-service professional development that promotes the teaching of transactional strategies instruction (TSI). Paper presented in Susan Israel (Chair), *Evaluation of Professional Development in Comprehension*. Symposium presented at the annual meeting of the National Reading Conference, Fort Worth, TX.
- Brown, R. (2009, December). Transactional strategies instruction (TSI). Paper presented in Brown, B., Palmer, B., & Sailors, M. (Chairs), *Past, present, and future: Developing teachers' knowledge and skills to improve comprehension of text*. Alternative session presented at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Stevens, E. & Brown, R. (2009, December). *How graduate literacy students construct meaning through weblogging about the Holocaust and its teaching*. Paper presented at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Brown, R. (2008, December). *Learning to teach comprehension strategies explicitly: A comparative professional development study*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Brown, R. (2007, November). *The promises and challenges of applying comprehension strategies instruction in core reading programs*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Brown, R. (2007, April). *Of trials, triumphs, and tribulations: A multicase study of teachers learning explicit strategies instruction*. Paper presented at the annual meeting of American Education Research Association, New York, NY.
- Firetto, C. M., Van Meter, P.N., Kulikowich, J.M., Brown, R., & Kidwai, K. (2007, April). *The effects of surface features and readers' goals on intertextuality*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.
- Brown, R. (2006, December). *"Look who's talking": Patterns of Interaction and quality of postings in an online discussion of comprehension strategies instruction*. Paper presented at the annual meeting of the National Reading Conference, Los Angeles, CA.

- Brown, R. & Bunker, W. (2005, December). *Collaborating in cyberspace: Listserv participation that scaffolds the professional development of strategies-based teachers of comprehension*. Paper presented at the annual meeting of National Reading Conference, Miami, FL.
- Brown, R. (2005, April). *A multi-case study of the self-regulation of learning-disabled middle-school students during project-based learning*. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Brown, R. (2004, December). *'Just talk among yourselves': Professional development through listserv participation*. Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.
- Brown, R. (2003, December). *Web-based intertextuality: What does watching OPRAH and C-SPAN have to do with reading?* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Brown, R. (2003, April). *Take Note! The note-taking preferences and abilities of seventh-grade students*. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Brown, R. (2002, December). *Middle school students' perceptions of their note-taking from text*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Brown, R. (2001). *Of spider webs and bullet notes: The note-taking abilities of middle-school students*. Paper presented at the annual meeting of the European League for Middle Level Educators, Budapest.
- Brown, R. (1999, January). *Promises and pitfalls: The challenges of developing a middle school study skills program*. Paper presented at the annual meeting of the European League for Middle Level Educators, Portugal.
- Brown, R. (1995, April). *The teaching practices of strategies-based and non-strategies-based teachers of reading*. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.
- Brown, R., Pressley, M., & Schuder, T. (1994, November). *A tale of ten teachers: Beliefs and practices of strategies-based and non-strategies-based teachers of reading*. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
- Brown, R. & El-Dinary, P. (1994, April). *Elementary reading instruction that emphasizes on-line processing*. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Brown, R. (1994, October). *The Internet: New ways of thinking for a new technology*. Paper presented at the annual meeting of the North Eastern Research Conference. Armonk, NY.
- Brown, R., Pressley, M. & Schuder, T. (1993, December). *The effects of transactional strategies instruction on 'at-risk' readers*. Paper presented at the annual meeting of the National Reading Conference, Charleston, SC.



Brown, R., & Pressley, M. (1993, April). *A quasi-experimental validation study of transactional strategies instruction*. Paper presented at the annual meeting of the American Education Research Association, Atlanta, GA.

Pressley, M., El-Dinary, P. B., Stein, S., Wyatt, D., Evans, P., & Brown, R. (1991, December). *Strategies used by social scientists reading in their areas of expertise*. Paper presented at the annual meeting of the National Reading Conference, Palm Springs, CA.

Brown, R. (1991, April). *Qualitative studies of school-developed programs of strategies-instruction*. Paper presented at the meeting of the Invisible College, American Education Research Conference, Chicago, IL.

Dreher, M. J., & Brown, R. (1990, November). *Planning prompts and specific key terms in textbook search tasks*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

## Service

### National Service

- 2014 Book Reviewer: Guilford
- 2007 - 2008 Committee Member, National Reading Conference: Ethnicity, Race, and Multilingualism
- 2007 Book Reviewer: Ogle, D. & Blachowicz, C. (2008). *Reading Comprehension: Strategies for independent learners* (2<sup>nd</sup> ed.). New York: Guilford.
- 2005 - 2008 Conference Reviewer, National Reading Conference
- 2004 - 2007 Editorial Advisory Board, International Reading Association, *Reading Research Quarterly*
- 2003 - 2005 Area Co-chair, National Reading Conference, Division 3: Literacy Instruction and Literacy Learning
- 2002 - 2004 Editorial Advisory Board, National Reading Conference, *Journal of Literacy Research*
- 2003 Book Reviewer: Pressley, M., Dolezal, S. E., Raphael, L. M., Mohan, L., Roehrig, A. D. & Bogner, K. (2003). *Motivating Primary-Grade Students*. New York: Guilford.
- Prior to 2002 Guest Reviewer: *Journal of Educational Psychology, American Educational Research Journal, Journal of Reading Behavior, Elementary School Journal National Reading Conference Yearbook*

### Regional Service

- 2010 Workshop Genocide Holocaust Committee
- 2010 Invited delegate to Northeast Regional Education Summit, "Exploring the Future of Holocaust Education," to be held at the University of Vermont – Burlington
- 2008-2009 Representative from School of Education to New York State's College Reading Association
- 2007 - 2008 Participant in research study conducted by another university in New York
- 2002 - 2004 Co-editor of New York State Reading Association Journal, *Language and*

## Literacy Spectrum

### Local Service

- 2006 - 2007 Workshop presenter, East Syracuse-Minoa School District  
2005 - 2006 Consultant, Jamesville-Dewitt School District, Jamesville-Dewitt Middle School, ongoing professional development support with one 5<sup>th</sup>-grade teacher  
2003 - 2004 Consultant, Syracuse City School District, Blodgett Elementary School  
2003 Workshop presenter, Syracuse City School District, Meachem Elementary (full-day professional development session on comprehension and vocabulary development, 75 teachers, administrators and paraprofessionals for Superintendent's Inservice Day)  
2003 Workshop presenter, Syracuse City School District, Meachem Elementary (professional development session for Meachem Public School, on comprehension instruction, for teachers in Grades 2-3)  
2003 Workshop presenter, Syracuse City School District, Meachem Elementary School (professional development session on comprehension instruction, for Grades K-1 teachers)  
2002 - 2003 Consultant, Syracuse City School District, Meachem Elementary School  
2002 Presenter, *How to Advocate for Your Child with Learning Difficulties*. Congregation Ner Tamid for parents with children with dyslexia and ADD.

### School of Education Service

- 2015 Reading and Language Arts Search Committee  
2014-2015 Chair, Degrees and Curriculum Standing Committee  
2103-2014 Member, Degrees and Curriculum Committee  
2012 Interim Dean (Spring semester)  
2010 – 2013 Policy and Standards Committee  
2002 - 2014 Student Advisor, Inclusive Undergraduate Program (approximately 15)  
2008 - 2010 Scholarship Committee  
2008 Policy and Standards Committee  
2008 Summer advising and portfolio review  
2007 - 2008 Future Professoriate Project, Advisor  
2007 IDDE, Search Committee, Member  
2007 Selected Studies Committee, Member  
2006 Review Committee: Burstyn Award for Collaborative Research  
2006 Inclusive Education Search Committee  
2006 Dissertation Award Committee, Member  
2006 Centennial Presentation: Reading and Language Arts Center  
2005 - 2006 Technology Committee, Departmental Liaison  
2005 Awards and Scholarship Committee, Member  
2004 - 2005 Future Professoriate Project, Advisor  
2004 - 2005 Tenure and Promotion Committee, Member (elected)  
2004 Reading and Language Arts Search Committee, Member  
2004 School of Education/Gil Haroutounian - Armenian University Connection, Collaborator  
2003 - 2004 Curriculum Committee, Member  
2003 NCATE Diversity Committee  
2002 - 2005 NCATE, Contributor  
2002 - 2006 Inclusive Program Block 1, Faculty Collaborator

2002 - 2003 Awards and Scholarship Committee, Member  
2002 SPP 731, Guest Lecturer  
2002 Teaching and Leadership Search Committee, Member

Doctoral Dissertation Reader

2015 Karen Bull  
2014 Tonia Thompson  
2011 Vicki McQuitty  
2010 Corrie Burdick  
2006 Ji-Ryun Kim  
2005 Kristen Luschen  
2004 Stephen Meador Pratt  
2004 Tanna Kincaid  
2002 Linda Euto  
2002 Dara Wexler

**Department Service**

2003 - to present Program Coordinator, Literacy Master's Programs, K-6, 5-12, B-12  
2002 - to present Student Advisor, Literacy Master's Programs  
2010 Interim Department Chair (Spring)  
2008 Doctoral student workshop: Applying for academic positions  
2008 Future Professor Program, advisor for Kathy Cullen

Doctoral Committee Member

2010 Kristen Munger  
2008 Elizabeth Lewis

Doctoral Program Advisor

2007 – 2014 Elizabeth Stevens  
2007 – 2014 Kathy Cullen  
2005 – to present Kathryn Bailey  
2008 – to present Kim Slusser  
2003 – to present Wendy Bunker

**HONORS, HIGHLIGHTS AND AWARDS**

*Excellence in Graduate Education Faculty Recognition Award*, Syracuse University (2010)  
*Syracuse Magazine article*, highlighting partnership with Syracuse Schools (2004)  
*Fellow*, Newhouse School, Center for Popular Television (2003-2004)  
*Consortium of Universities Fellowship*, Washington, D.C. (1990-1992)  
*Graduate School Fellowship*, University of Maryland, College Park (1988-1990)  
*Nancy Higgenson Dorr Award*, Rutgers University, *Awarded to top education graduate* (1978)  
*Summa Cum Laude*, Rutgers University, *Graduated in top 1% of class* (1978)  
*Phi Beta Kappa*, Rutgers University (1977)  
*Valedictorian*, Ridgefield Memorial High School, Ridgefield, NJ (1973)  
*Bausch & Lomb Honorary Science Award* (1973)

## PRIOR EMPLOYMENT HISTORY

### Research

1992 – 1993 **Research Associate**

Georgetown Language Research Projects, Arlington, VA

- Designed qualitative and quantitative studies on strategies instruction for foreign language learning
- Evaluated research methods and data analysis procedures
- Collected and analyzed data using statistical and qualitative methods
- Developed and presented teacher development workshops on strategies instruction
- Wrote strategies instructional materials
- Prepared proposals for project funding

1992 – 1993 **Graduate Research Assistant**

National Reading Research Center, University of Maryland, College Park, MD

- Collected, transcribed, and analyzed quantitative and qualitative data
- Researched the effects of strategies-based instruction on the reading performance, participatory roles, and interpretive discussions of low-achieving second-graders

1990 – 1991 **Research Fellow**

Army Research Institute, Arlington, VA

- Investigated methods for integrating learning strategy instruction into computer-based delivery systems
- Contributed to the research and development of a model of expert instructional design
- Performed various design, data collection, analysis, and writing tasks

1989 -1990 **Research Assistant**

Montgomery Country Public Schools, Rockville, MD

- Assisted in the development and validation of whole-discourse tests of reading comprehension

1983 **Graduate Research Assistant**

Teachers College, Columbia University, New York, NY

- Evaluated reading and writing software for the Educational Technology Center

### Teaching

1991 **Guest Lecturer**

University of Maryland, College Park, MD

- Lectured on computer applications in reading for Dr. L. Gambrell's undergraduate
- reading methods course

1990 **Reading Clinician**

University of Maryland Summer Reading Clinic

- Taught first- and second-grade students during a six-week, remedial reading program

1988 – 1991 **Education Instruction Specialist**

IBM Educational Systems, Rockville, MD

- Served as an independent education consultant on IBM's line of educational software products
- Developed and conducted workshops for teachers and school district administration

1983

**Instructor**

Teachers College, Columbia University, NY

- Taught a section of the *Introduction to Computing in Education* class to graduate students in the Department of Computing and Instructional Technology

1981 – 1983 **Teacher Education Specialist**

Instructional Systems Inc., Englewood Cliffs, NJ

- Developed and presented teacher workshops on the implementation and use of Computer Curriculum Corporation software
- Served as one of two reading consultants for the company's client schools and educational organizations

1980 – 1981 **Remedial Reading Clinician**

Office of Dr. Harold Solan, Teaneck, NJ

- Remediated reading difficulties in a clinical setting

1981 **Graduate Teaching Assistant**

Teachers College, Columbia University, New York, NY

- Served as teaching assistant for Dr. Colette Daiute's *Computers and Language Arts* class

1977

**Student Teacher**

Highland Park High School, Highland Park, NJ

- Student-taught two ninth-grade language arts classes and one eleventh-grade elective in science fiction

**Educational Design**

1983 – 1984 **Educational Product Designer**

Education Division, Milton Bradley Company, East Longmeadow, MA

- Designed and coordinated the development and revision of educational software packages and instructional materials

1977 – 1978 **Editorial Assistant**

Scholastic Magazines, New York, NY

**Other Professional Experience**

1987 – 1988 **Senior Information Center Analyst**

Riggs National Bank, Washington, DC

- Supervised a troubleshooting and information services team
- Conducted needs analyses and wrote proposals to acquire hardware and software for clients
- Designed, developed, and delivered training to users on software packages

1985 – 1987 **Senior Office Systems Analyst**

Hartford Insurance Group, Hartford, CT

- Provided consulting and planning expertise in the development and implementation of office automation applications
- Served as liaison between users and the company's education department
- Identified training requirements for computer-based education courses

1979 – 1981 **Work-Study Program Coordinator**

Office of Student Aid, Columbia University Teachers College, NY

- Managed the Work-Study program and budget, totaling over \$300,000 annually