

ANNE E. CUNNINGHAM

EDUCATION

The University of Michigan, Ann Arbor, MI Ph.D. Developmental Psychology	1982-1987
Oakland University, Rochester, MI M.A. Developmental Psychology	1978-1981
Michigan State University, East Lansing, MI B.S. Child Development and Teaching Credential: Early Childhood Education & Elementary Education	1971-1975

EMPLOYMENT

University of California, Berkeley Graduate School of Education	
Professor	2006-present
Head Graduate Advisor	2015-2019
Associate Professor	1998-2006
Director of Joint Doctoral Program in Special Education	1997-present
Visiting Associate Professor	1995-1997
University of Washington College of Education	
Associate Professor Learning Sciences & Human Development	1992-1995
Assistant Professor Learning Sciences & Human Development	1990-1992
University of California, Berkeley Graduate School of Education	1987-1990
Visiting Assistant Professor, Educational Psychology	
The University of Michigan Laboratory Preschool	1985-1987
Research Coordinator	
Oakland University Department of Psychology	1980-1981
Research Assistant, National Science Foundation Grant	
Clarkston Community School District, Clarkston, MI	1975-1982
Early Elementary Teacher (K-3)	
Reading Resource Specialist (2-6)	

ACADEMIC AWARDS AND HONORS

Fellow, American Educational Research Association 2012

Fellow, American Psychological Association 2011

Division 15: Educational Psychology

Division 7: Developmental Psychology

California Reading Institute Leadership Award Reid Lyon Award, 2007

Voted Top Education Professor

<http://www.affordablecollegesonline.org/awards-and-recognition/top-professors/education/>

George Graham Award, 2006

Curry School of Education, University of Virginia.

Fellow, National Academy of Education Spencer Foundation, Post-Doctoral Fellowship Award
1989-1991: *Phonological Awareness and Early Reading Development*

Fellow, McDonnell Foundation Cognitive Studies for Educational Practice

Research Fellowship Award 1992-1994: *The Cognitive Consequences of Literacy*

The Outstanding Dissertation of the Year Award, 1988

The International Reading Association: *Phonemic Awareness: The Development of Early Reading Competency*

Hewlett Foundation Research Award, 1988

Testing and Public Policy in Early Childhood Education

The University of Michigan Waterman Award, 1984, 1985, 1986

The Outstanding Student Research Award, 1985

The Michigan Psychological Association

The University of Michigan Rackham Fellowship Award, 1982, 1983, 1984, 1985

**RESEARCH AND ORIGINAL CREATIVE WORKS
PUBLICATIONS**

(student and post docs italicized)

1. Refereed Publications

- Requa, M. K., Chen, Y. J., Cunningham, A. E., Irej, R. C.* (2021). Teaching parents of at-risk preschoolers to employ explicit and implicit vocabulary instruction during shared storybook reading. *Journal of Research in Child Education*.
DOI: 10.1080/02568543.2021.1931579
- Chen, Y.J., Cunningham A. E.* Rabe-Hesketh, S. & Hinshaw (2019). The effect of orthographic neighbors on second-grade students' spelling acquisition. *Reading Research Quarterly*, 1-23. doi:10.1002/rrq.291
- Campbell, K.M, Chen, YJ., Shenoy, S. & Cunningham, A.E.* (2018). Trajectories of children's writing development in pre-kindergarten: six months of repeated measures. *Reading and Writing: An Interdisciplinary Journal*. 939-961.
- Chen, Y.J., Irej, R., & Cunningham, A.E.* (2018). Word-Level Evidence of the Role of Phonological Decoding During Orthographic Learning: A direct test of the item-based assumption. *Scientific Study of Reading*. 22(6) 517-526
- Cunningham, A.E., Boyle Etter, K., Platas, L., Wheeler, S. & Campbell, K.** (2015). Professional development in emergent literacy: A design experiment of Teacher Study Groups, *Early Childhood Research Quarterly*. 31, 62-77.
- Arya, D.J., McClung, N.A., Maul, A. & Cunningham, A.E.* (2014). The effects of early home literacy environments on fourth-grade literacy achievement: An international comparison. *International Journal of Quantitative Research in Education*. 2(1), 1-16.
- Cunningham, A.E. & Chen, Y.** (2014). Matthew Effects: The Rich Get Richer in Literacy. *Encyclopedia of Language Development*, Thousand Oaks, CA SAGE Publications, Inc.
- Suarez, M. F., Woudhuysen, H., **Cunningham, A. E.**, Zibulsky, J., Kowtun, J., Kiruchina, L., ... & Land, M. F. (2014). Z lektur zagranicznych. *Przegląd Biblioteczny*, 82(4).
- Cunningham, A. E.** (2014). Friends for Life. *What the Experts Say: How Reading Changed My Life*, (p.72-73). New York: Scholastic, Inc.
- Joshi, M., & **Cunningham, A. E.** (Eds.). (2010). Perceptions and reality: What we know about the quality of literacy instruction. *Special Issue: Journal of Learning Disabilities*.
- Cunningham, A. E.** (2010). Children's literature. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology, Part 4*, 214-216. New York: Springer.

- Cunningham, A. E.** (2010). Reading aloud to students. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology, Part 18*, 787-788. New York: Springer.
- Cunningham, A. E.** (2010). Teaching reading. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology, Part 18*, 789. New York: Springer.
- Cunningham, A. E., & Zibulsky, J.** (Ed.). (2009). Perspectives on teachers' disciplinary knowledge of reading processes, development, and pedagogy. *Special Issue on Teacher Knowledge: Reading and Writing: An Interdisciplinary Journal*, 22, 375-510.
- Cunningham, A. E., & Zibulsky, J.** (2009). Introduction to the special issue about perspectives on teachers' disciplinary knowledge of reading processes, development, and pedagogy. *Special Issue on Teacher Knowledge: Reading and Writing: An Interdisciplinary Journal*, 22, 375-378.
- Cunningham, A. E., Zibulsky, J., & Callahan, M.** (2009). Starting small: Building preschool teacher knowledge that supports early literacy development. *Special Issue on Teacher Knowledge: Reading and Writing: An Interdisciplinary Journal*, 22, 487-510.
- Joshi, M., & **Cunningham, A. E.** (Eds.). (2009). Perceptions and reality: What we know about the quality of literacy instruction. *Special Issue: Journal of Learning Disabilities*, 42, 387-480.
- Cunningham, A. E., Zibulsky, J., Stanovich, K. E., & Stanovich, P. K.** (2009). How teachers would spend their time teaching language arts: The mismatch between self-reported and best practices. *Journal of Learning Disabilities*, 42, 418-430.
- National Early Literacy Panel. (2009). *Developing early literacy: Report of the National Early Literacy Panel* (pp. 1-231). Washington, DC: National Institute for Literacy.
- Cunningham, A. E.** (2006). "Read, read. Read everything": Why reading volume makes students smarter. *California Reader*, 40, 3-10.
- Cunningham, A. E.** (2006). Accounting for children's orthographic learning while reading text: Do children self-teach? *Journal of Experimental Child Psychology*. 96, 56-77.
- Cunningham, A. E., Perry, K.E., Stanovich, K.E. & Stanovich, P.** (2004). Disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy. *Annals of Dyslexia*, 51, 139-168.
- Cunningham, A.E.** (2003). The value of reading volume and engagement in young children. *Encyclopedia of Education*, (pp. 2003-2007). New York: MacMillan.

- Cunningham, A. E., Perry, K.E., Stanovich, K.E. & Share, D.L.** (2002). Orthographic learning during reading: Examining the role of self-teaching. *Journal of Experimental Child Psychology*, 82, 185-199.
- McCutchen, D., Harry, D., **Cunningham, A. E.**, Cox, S., Sidman, S., Covill, A. (2002). Reading Teachers' Knowledge of Children's Literature and English Phonology. *Annals of Dyslexia*. 52, 207-228.
- Cunningham, A. E., Perry, K.E., & Stanovich, K.E.** (2001). Converging evidence for the concept of orthographic processing. *Reading and Writing: An Interdisciplinary Journal*, 14, 549-568.
- Cunningham, A. E. & Stanovich, K.E.** (1998). What reading does for the mind. *American Educator*, 22, 8-15.
- Reprinted in (1999). California Reading Initiative: *Read all About it: Readings to inform the profession*. (pp. 425-438). Sacramento, CA: California State Board of Education.
- Reprinted in (2001). *Journal of Direction Instruction*, 1, 2, 137-149.
- Reprinted in (2004). Grenzen uberwinden: Erfahrungen austauschen, Wurzburg. 53-74.
- Reprinted in (2007). *Estudios Públicos*, 108, 207-228, Entro de Estudios Públicos © Santiago, Chile.
- Reprinted in (2008). *Scholastic Classroom Books Compendium of Research*, 38-50.
- Cunningham, A. E. & Stanovich, K.E.** (1997). Early reading acquisition and its relation to reading experience and ability ten years later. *Developmental Psychology* 33, 934-945.
- Cunningham, A.E. & Stanovich, K.E.** (1993). Children's literacy environments and early word recognition subskills. *Reading and Writing: An Interdisciplinary Journal*, 193-204.
- Berninger, V., Raskind, W., McCutchen, D., Richards, T., **Cunningham, A.E.**, Nolen, S., Wijsman, Dager, S., Corina, D., & Abbott, R. (1997). Educational and biological links to learning disabilities. *Perspectives: International Dyslexia Association*, 23, 4-10.
- Stanovich, K.E. & **Cunningham, A.E.** (1993). Where does knowledge come from? Specific associations between print exposure and information acquisition. *Journal of Educational Psychology*, 85, 211-229
- Stanovich, K.E. & **Cunningham, A.E.** (1992). Studying the consequences of literacy within a literate society: The cognitive correlates of print exposure. *Memory and Cognition*, 20, 51-68.

- Cunningham, A.E.** & Stanovich, K.E. (1991). Tracking the unique effects of print exposure: Associations with vocabulary, general knowledge, and spelling. *Journal of Educational Psychology, 83*, 264-274.
- Stanovich, K.E. & **Cunningham, A.E.** (1991). Questions and answers: Learning styles. *The Reading Teacher, 43*, 697-698.
- Cunningham, A.E.** (1990). Explicit versus implicit instruction in phonemic awareness. *Journal of Experimental Child Psychology, 50*, 429-444.
- Cunningham, A.E.** & Stanovich, K.E. (1990). Assessing print exposure and orthographic processing skill in children: A quick measure of reading experience. *Journal of Educational Psychology, 82*, 733-740.
- Cunningham, A.E.** & Stanovich, K.E. (1990). Early spelling acquisition: Writing beats the computer. *Journal of Educational Psychology, 82*, 159-168.
- Cunningham, A.E.** & Paris, S.G. (1985). The origins of computer literacy. *The Quarterly Newsletter of the Institute for Comparative Human Development, 4*, 125-131.
- Stanovich, K.E., **Cunningham, A.E.**, & Cramer, B. (1984). Assessing phonological awareness in kindergarten children: issues of task comparability. *Journal of Experimental Child Psychology, 38*, 175-190.
- Stanovich, K.E., **Cunningham, A.E.**, & Feeman, D.J. (1984). Relation between early reading acquisition and word decoding with and without context: a longitudinal study of first-grade children. *Journal of Educational Psychology, 76*, 668-677.
- Stanovich, K.E., **Cunningham, A.E.**, & Feeman, D.J. (1984). Intelligence, cognitive skills, and early reading progress. *Reading Research Quarterly, 19*, 278-303.
- West, R.F., Stanovich, K.E., Feeman, D.J., & **Cunningham, A.E.** (1983). The effect of sentence context on word recognition in second- and sixth-grade children. *Reading Research Quarterly, 19*, 6-15.
- Stanovich, K.E., Feeman, D.J., & **Cunningham, A.E.** (1983). The development of the relation between letter-naming speed and reading ability. *Bulletin of the Psychonomic Society, 21*, 199-202.
- Stanovich, K.E., **Cunningham, A.E.**, & West, R.F. (1981). A longitudinal study of the development of automatic recognition skills in first graders. *Journal of Reading Behavior, 13*, 57-74.

2. Handbook Chapters

Cunningham, A.E., Firestone, A. & Zegers, M. (2023). Measuring and Improving Teacher Knowledge, In S. Cabell, S. Neuman, and N. Patton Terry (Eds.), *Handbook on the Science of Early Literacy*. (pp. 211-223). New York: Guilford Press.

Cunningham, A.E., & Stanovich, K.E. (2015). Forward. In P. Afflerbach (Ed.) *Handbook of Individual Differences in Reading: Reader, Text, and Context*. New York: Routledge.

Cunningham, A.E., & Ryan O'Donnell, C. (2015). Teacher Knowledge in Early Literacy. In Alexander Pollatsek & Rebecca Treiman (Eds.). *The Oxford Handbook of Reading*. (pp. 447-462). New York: Oxford University Press.

Cunningham, A. E. & Zibulsky, J. (2011). Tell Me A Story: Examining the benefits of shared reading. In S. Neuman & D. Dickinson (Eds.), *Handbook of Early Literacy, Vol. III* (pp. 396-411). New York: Guilford Press.

Cunningham, A. E., Nathan, R., & Raheer, K. Schmidt. (2011). Orthographic processing in models of word recognition. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. Afflerbach (Eds.), *Handbook of Reading Research, Vol. IV* (pp. 259-285). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Cunningham, A. E. & Stanovich, K.E. (2003). Reading matters: How reading engagement influences cognition. In J. Flood, D. Lapp, J. Squire, & J. Jensen (Eds.), *Handbook of research on teaching the English language arts* (Second Ed.) (pp. 666-675). Mahwah, N.J.: Erlbaum.

Paris, S.G. & **Cunningham, A.E.** (1996). Children becoming students. In D.C. Berliner & R.C. Calfee (Eds.), *The Handbook of Educational Psychology* (pp. 117-147). New York: MacMillan Publisher.

3. Book Chapters

Zibulsky, J. & Cunningham, A.E. (2015). It takes two: How parents and teachers bridge the gap between listening and reading comprehension, In A. DeBruin-Parecki, S. Gear & A. Van Kleeck (Eds.). *Pre-Reader Comprehension: One of the Essential Building Blocks to Becoming a Successful Reader*. (pp. 215-233). Baltimore, MD: Brookes Publishing.

Lonigan, C. & **Cunningham, A.E.** (2013). Significant differences: Identifying the evidence base for promoting children's early literacy skills in early childhood education. In C. Lonigan & T. Shanahan (Eds.), *Early childhood literacy: The National Early Literacy Panel and Beyond*. (pp. 161-193). Baltimore, MD: Brookes Publishing.

- Cunningham, A.E., & Ryan O'Donnell, C.** (2012). Reading and vocabulary growth, In James F. Baumann & Edward J. Kame'enui, (Eds.), *Vocabulary Instruction: Research to Practice, Second Edition* (pp. 256-279). New York: Guilford Publications.
- McClung, N.A., Ryan O'Donnell, C. & **Cunningham, A.E.** (2012). Orthographic processes and knowledge and their role in visual word recognition. In J.S. Adelman (Ed.). *Visual Word Recognition*.(pp. 173-195). London: Psychology Press.
- Cunningham, A. E., Stanovich, K. E. & Maul, A.** (2011). Of Correlations and Causes: The Use of Multiple Regression Modeling in Literacy Research. In N. Duke & M. Mallette (Eds.), *Literacy Research Methodologies, Vol. II* (pp. 50-69). New York: Guilford Publications.
- Cunningham, A. E.** (2010). The impact of reading volume in a technological society. In Sigrid Madsbjerg & Henriette Romme Lund (Eds.), *Reading and Learning*, (pp. 53-62). Copenhagen, Denmark: Danish Psychology Publishing.
- Lonigan, C. J., Shanahan, T., & **Cunningham, A.E.** (2009). Impact of shared-reading interventions on young children's early literacy skills. In National Early Literacy Panel (Eds.). *Developing early literacy: Report of the National Early Literacy Panel* (pp. 153–171). Washington, DC: National Institute for Literacy.
- Gray, J. H., Bulat, J., Jaynes, C., & **Cunningham, A.E.** (2009). LeapFrog learning design: Playful approaches to literacy, from LeapPad to the Tag Reading System. In A. Druin (Ed.) *Mobile Technology for Children* (pp. 175-198). University of Maryland, MD: Morgan Kaufmann Publishers.
- Cunningham, A. E.** (2007). Increasing vocabulary, general knowledge, and reading fluency through print exposure: Teaching practices that can make a difference. In Arlene R.H. Pincus (Ed.), *Teaching tips for Teachers: A compendium of advice on literacy instruction from educators and researchers* (pp. 32-35). New Jersey: International Dyslexia Association.
- Cunningham, A. E.** (2005). Vocabulary growth through independent reading and reading aloud to children. In E.H. Hiebert & M. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp. 45-68). Mahwah, N.J.: Erlbaum.
- Stanovich, K. E. & **Cunningham, A. E.** (2004). Inferences from correlational data: Exploring associations with reading experience. In N. Duke & M. Mallette (Eds.), *Literacy research methodologies*, (pp. 28-45). Guilford Publications, Inc.
- Cunningham, A. E. & Stanovich, K.E.** (1998). The impact of print exposure on word recognition. In Ehri, L.C. & Metsala, J.L. (Eds.), *Word recognition in beginning literacy* (pp. 235-262). Hillsdale, N.J.: Erlbaum.
- Stanovich, K. E., **Cunningham, A. E., & West, R. F.** (1998). Literacy experiences and the shaping of cognition. In S. Paris & H. Wellman (Eds.), *Global prospects for education:*

Development, culture, and schooling (pp. 253-290). Washington, DC: American Psychological Association.

Stanovich, K.E., & West, R.F., **Cunningham, A.E.**, Cipelewski, J., Siddiqui, S. (1996). The role of inadequate print exposure as a determinant of reading comprehension problems. In C. Cornoldi & J. Oakhill (Eds.), *Reading comprehension disabilities: processes and intervention*. (pp. 15-32). Hillsdale, N.J.: Erlbaum.

Cunningham, A.E., Stanovich, K.E., & West, R.F. (1994). Literacy environment and the development of children's cognitive skills. In E.M.H Assink (Ed.) *Literacy acquisition and social context. The developing body and mind*. (pp. 70-91). London: Harvester Wheatsheaf.

West, R.F., Stanovich, K.E., & **Cunningham, A.E.** (1994). Compensatory processes in reading. In R. Dixon & L. Backman (Eds.), *Compensating for psychological deficits and declines: Managing losses and promoting gains*. (pp. 275-296). Hillsdale, N.J.: Erlbaum.

Cunningham, A.E. (1993). Eeny, meeny, miny, moe: Testing policy and practices in early childhood education. In B.R. Gifford (Ed.), *Policy Perspectives on Educational Testing*, (pp. 229-294). Boston: Kluwer Academic Publishers.

Stanovich, K.E., West, R.F., & **Cunningham, A.E.** (1991). Beyond phonological processes: Print exposure and orthographic processing. In S. Brady & D. Shankweiler (Eds.), *Phonological processes in literacy* (pp. 219-235). Hillsdale, NJ: Erlbaum.

Stanovich, K.E. & **Cunningham, A.E.** (1991). Reading as constrained reasoning. In R. Sternberg and P. French (Eds.), *Complex problem solving: Principles and mechanisms*, (pp. 3-60). New Jersey: Lawrence Erlbaum Associates.

Cunningham, A.E., Stanovich, K.E., Wilson, M. (1990). Cognitive variation in adult college students differing in reading ability. In T.H. Carr and B.A. Levy (Eds.), *Reading and its development: Component skills approaches* (pp. 129-159). New York: Academic Press.

4. Books and Monographs

Cunningham, A. E. & Zibulsky, J. (under contract). *Keeping Up the Reading Habit: Using Book Time to Grow the Brain*. New York: Oxford University Press.

Cunningham, A. E. & Zibulsky, J. (2014). *Book Smart: How to Develop and Support a Successful, Motivated Reader*. New York: Oxford University Press.

Cunningham, A. E. (2001). *Prevention/Intervention: A way of thinking. Professional Development Handbook for K-3 teachers*. Developed with the *Reading Success Network*, Southern California Comprehensive Assistance Center.

Cunningham, A. E. & Calfee, R. (1997). *A reading-writing language source book for the primary grades*. San Francisco: University School Support for Educational Reform.

5. Non-referred Publications

Cunningham, A. E., & Zibulsky, J. (2014). Key Findings. (pp. 45-56). *Lois Bridges (Eds). New York: Scholastic Inc.*

Cunningham, A.E. & Stanovich, K. E. (2003). Reading can make you smarter! *Principal*, Alexandria, VA: National Association of Elementary School Principals.

Reprinted in (2004). *Iowa Educational Leadership*, 6, 5, 8-12.

Cunningham, A.E. (1989). Testing in early childhood. *The Educator*, 3, 8-9.

6. Curricula and Research Tools: Translating Research into Practice

Cunningham, A. E. (in preparation). Teacher Study Groups: Professional Learning Communities for Preschool Literacy. New York: Scholastic Education.

Margraff, J. & **Cunningham, A. E. (2023).** *Kinoo Beam Reader and Learning System™*. San Francisco: Kinoo, Inc.

Cunningham, A.E. (Senior Author), Blevins, W., & Reed Marshall, T. (2023). *The Ready4Reading System™*. (Supplementary Reading and Knowledge Building Program). New York: Scholastic Inc.

Cunningham, A. E. (Senior Author), Templeton, S. & Washington, J. (2022). *Into Reading 2022™*. (Comprehensive English Language Arts Curriculum Grades K-6). Boston: Houghton Mifflin Harcourt.

Cunningham, A. E. (Senior Author), & Dixon, J. (2020). *Waggle™*. (Adaptive learning system for K-Grade 6). Boston: Houghton Mifflin Harcourt.
Awards: *Tech & Learning's Awards of Excellence: Best of 2022*

Cunningham, A. E. (Senior Author), Argüelles, M. E., Templeton, S. & Washington, J. (2020) *Next Generation of Reading 2020™*. (English Language Arts Curriculum K-Grade 6). Boston: Houghton Mifflin Harcourt.

Cunningham, A. E. (Senior Author), Andrews, N., Argüelles, M. E., & Washington, J. (2017) *Big Day for PreK™ Revised* (Early Learning Curriculum). New York: Houghton Mifflin Harcourt.

Adams, M., Hasselbring, T., **Cunningham, A. E.**, Washington, J., Cardenas-Hagen, E.,

Hunter, P. & Dockterman, D. (2015). *iRead™* (digital adapted learning curriculum for K-2 literacy). New York: Houghton Mifflin Harcourt.

Cunningham, A. E. (Senior Author), Andrews, N., Argüelles, M. E., & Washington, J. (2014). *Big Day for PreK™* (Early Learning Curriculum). New York: Scholastic Education.

Nathan, R., **Cunningham, A.E.** & Calfee, R. (Senior Author) (2003). *Ready Set Leap!™* (digital learning curriculum for K-2 literacy). San Francisco: Leapfrog School House.

PRESENTATIONS

Referred Presentations at Scholarly Conferences

Hanlin, P.M. & Cunningham, A.E. (March, 2023). *Kindergarten executive function skills predict growth in reading ability: A linear growth model.* Paper presented at the Biannual Meeting Society for Research in Child Development, Salt Lake City, UT.

Wang, B. & Cunningham, A.E. (July, 2022). *Effectiveness of systematic morphological instruction for students with dyslexia: Evidence from latent regression analysis.* Paper presented at the 29th Annual Meeting Society for the Scientific Study of Reading.

Hanlin, P.M. & Cunningham, A.E. (July, 2021). *Parent-child book sharing as a predictor of working memory development: A linear growth model.* Paper presented at the 28th Annual Meeting Society for the Scientific Study of Reading, virtual.

Zegers, M. & Cunningham, A.E. (July, 2021). *Measure development for assessing teacher knowledge about dyslexia in Spanish-speaking populations.* Paper presented at the 28th Annual Meeting Society for the Scientific Study of Reading, virtual.

Wang, B. & Cunningham, A.E. (July, 2021). *Spelling "difficult" words: A more nuanced measure of lexical quality based on orthographic neighborhood.* Paper presented at the 28th Annual Meeting Society for the Scientific Study of Reading, virtual.

Cunningham, A.E. (October 2019). *Leading the way: Teacher professional development in the K-2 Literacy Instruction.* Paper presented at the annual conference of the International Literacy Association, New Orleans, LA.

Cunningham, A.E. (July 2018). *The effectiveness of preschool and kindergarten in promoting and maintaining early literacy skills in high poverty school districts.* Paper presented at the annual conference of the International Literacy Association, Austin, TX.

Requa, M., Chen, Y.J., & Cunningham, A. (July, 2018). *Vocabulary development through shared storybook reading with preschool parents.* Paper presented at the 25th Annual Meeting Society for the Scientific Study of Reading, Brighton, United Kingdom.

Cunningham, A.E. (July, 2018). *Effects of a relationship-based early literacy professional development intervention for preschool teachers on their practice and student's academic growth.* Paper presented at the Administration for Children and Families' 2018 National Research Conference on Early Childhood (NRCEC). Arlington, VA.

Cunningham, A.E. (July, 2018). *Differences in lexical richness between speech and print as a major source of individual differences in PreK-3 children's vocabulary development.* Paper presented at the Professional Learning Institute of the National Association for the Education of Young Children, Austin, TX.

Cunningham, A.E. (April, 2018). *Relationship-based professional development: New models of disciplinary and pedagogical knowledge transmission.* Paper presented at the California Association for Education of Young Children (CAEYC), Pasadena, CA.

Cunningham, A.E. (April, 2018). *Reading aloud to young children: The cognitive and social emotional consequences.* Paper presented at the California Association for Education of Young Children (CAEYC), Pasadena, CA.

Cunningham, A.E. (April, 2018). *It takes two: Facilitating young children's oral language development through text.* Paper presented at the National Head Start Conference, Anaheim, CA.

Cunningham, A.E. (April, 2018). *Fostering family engagement: Bridging the opportunity gap for young children and their families.* Paper presented at the National Head Start Conference, Anaheim, CA.

Fen-Fung Yap, D., Prinz, P. & Cunningham, A.E. (2018). *Bilingual preschool children's performance on English phonological processing assessments: A study conducted in Singapore.* Paper presented at the annual meeting of the University of California Multidisciplinary Center for Research on Special Education, Disabilities, & Developmental Risk

Cunningham, A.E. (November, 2017). *Professional development in the structure of the English language to support kindergarten teachers' emergent literacy instruction.* Paper presented at the International Dyslexia Association. Atlanta, GA.

Cunningham, A.E. (July, 2017). *Symposium: Unraveling the link between reading ability and print exposure.* (Invited discussant). Society of the Scientific Study of Reading Annual Conference, Halifax, Canada.

Cunningham, A.E. (July, 2017). *Working together: A relationship-based program for K-2 teachers' professional development in early literacy classroom instruction.* Paper presented at International Literacy Association 62nd Annual Conference, Orlando, FL.

Campbell, K., Chen, Y.J., Shenoy, S., & Cunningham A. (May, 2017). *Trajectories of Children's Writing Development in Pre-K: Six Months of Repeated Measures.* Paper

presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Cunningham, A.E. (April, 2017). *Collaborating for success: Relationship based learning for teachers and students in early literacy and language instruction*. National Title I Conference, Long Beach, CA.

Cunningham, A.E. (March, 2017). *Lively classroom conversations to facilitate early literacy and vocabulary development*. TED talk, South by Southwest Education Conference SXSWed, Austin, TX.

Shenoy, S. & Cunningham, A. E. (February 2017). *Impact of home language and literacy practices on ELL students' performance on a bilingual screening tool: comparison between low and middle-high income schools in Bangalore, India*. Paper presented at the Association for Reading and Writing in Asia Convention, Hong Kong.

Cunningham, A.E. (November, 2016). *The next generation of opportunity: Supporting English Language Learners and those with language delay*. Paper presented at the annual meeting of the National Association of Education of Young Children (NAEYC), Los Angeles, CA.

Cunningham, A.E. (November, 2016). *Issues of fidelity and implementation in early elementary reading curricula*. International Dyslexia Association, Orlando, FL.

Cunningham, A.E. (October, 2016). *Crucial factors in children's reading achievement: Significant clues*. Keynote talk at the international conference When Struggling Readers Thrive. Calgary, Canada.

Cunningham, A. E. & Chen, Y. J. (2016). The role of print exposure in the development of early literacy skills among kindergarten students. In S. Martin-Chang (Chair), *I'd rather be reading: The importance of print exposure across settings*. Symposium conducted at the 23rd Annual Meeting Society for the Scientific Study of Reading, Porto, Portugal.

Cunningham, A.E. (July, 2016). *Second language learners' orthographic learning in English*. Paper presented at the 23rd Annual Meeting Society for the Scientific Study of Reading, Porto, Portugal.

Cunningham, A.E. (July, 2016). *The cultivation of an engaged reader*. International Literacy Association 61st Annual Conference, St. Louis, Mo.

Cunningham, A.E. (May, 2016). Opening Ceremony: *Bridging the gap between research and practice: Early learning for English language learners with specific learning disabilities*. National Head Start Conference, Nashville, TN.

Cunningham, A.E. (April, 2016). *Fostering early childhood educators' professional knowledge and practices in emergent literacy and language*. California Association for Education of Young Children (CAEYC), Pasadena, CA.

Cunningham, A.E. (March, 2016). *From Research to Recess: Early Learning in Practice*. South by Southwest Education Conference SXSWed, Austin, TX

Cunningham, A.E. (March, 2016). *Closing the opportunity gap for high poverty, urban preschool students: Professional development in language and literacy*, California Title I Conference. Los Angeles, CA.

Cunningham, A.E. (February, 2016). *Framework for what children need to know and do to succeed in reading achievement by Grade 3*. Keynote talk at the international conference When Struggling Readers Thrive, Saskatoon, Canada.

Cunningham, A.E. (November, 2015). *Parent engagement as a mechanism for language and literacy growth*. Paper presented at the annual meeting of the National Association of Education of Young Children (NAEYC), Orlando, FL.

Cunningham, A.E. (July, 2015). "Learning Together: Professional Development in Emergent Literacy Through Engaging Conversations", International Literacy Association 60th Annual Conference, St. Louis, Mo.

Cunningham, A.E. (July, 2015). *Transforming lives: How to develop and support a successful, motivated young reader*. International Literacy Association 60th Annual Conference, St. Louis, Mo.

Chen, Y.J. & Cunningham, A.E. (July, 2015). *Speak your mother tongue at home! The contribution of speaking another language at home to early literacy development in English*. Society of the Scientific Study of Reading Annual Conference, Kona, Hawaii.

Cunningham, A.E. (June, 2015). *Professional development for preschool teachers in emergent literacy: A design experiment of a relationship-based curriculum via Teacher Study Groups*. National Head Start Association 2015 National Institute for Early Childhood Professional Development, New Orleans, LA.

Cunningham, A.E. & Requa, M.K. (November, 2014). *Strategies to prevent reading difficulties: Research-based classroom-based activities that develop and support motivated successful readers*. Paper presented at the International Dyslexia Association. San Diego, CA.

Cunningham, A.E. & Chen, Y.J. (July, 2014). *Orthographic images and the role of decoding fluency*. Society of the Scientific Study of Reading Annual Conference, Santa Fe, NM.

Cunningham, A.E. (May, 2014). *Preparing knowledgeable K-5 teachers for effective reading and language instruction in high poverty school districts*. International Reading Association 59th Annual Conference, New Orleans, LA

Cunningham, A.E. (April, 2014). *Driven to make a difference: Supporting successful motivated readers*, National Head Start Association 41st Annual Conference, Long Beach, CA.

Chen, Yi-Jui, Requa, M. & Cunningham, A. E. (January, 2014). *Orthographic learning within*

the Common Core State Standards. Annual conference of the Multidisciplinary Center for Research on Special Education, Disabilities, & Developmental Risk, Santa Barbara, CA.

Cunningham, A.E. & Requa, M.K. (September, 2013). *Effective teaching strategies for Special Education K-3 students in reading: Meeting the Common Core Standards*. Paper presented at the Council for Exceptional Children: Council of Administrators of Special Education Annual Conference, Indianapolis, IN.

Cunningham, A.E. (April, 2013). *The Common Core for K-2: Rising to the challenge for our primary grade students*, International Reading Association 58th Annual Conference, San Antonio, TX.

Cunningham, A. E., Platas, L., Boyle, K., Wheeler, S., & K. Campbell-Hinshaw, K. (June, 2012). *What do preschool teachers need to know and do to provide effective literacy support?* Paper presented at Head Start's 11th National Research Conference, Washington, DC.

Cunningham, A. E. (May, 2012). *The reciprocal effects of early literacy development and children's cognition*. Paper presented at the Center for Educational Research and Evaluation (CERE), Taipei, Taiwan.

McClung, N., Ayres, D., Maul, A., & Cunningham, A.E. (May, 2012). *Home environments and literacy achievement in Taiwan, Norway, Iran, and South Africa*. Paper presented at the American Educational Research Association (AERA), Vancouver, British Columbia.

Note: 1982-2011 not included here

Select Non-referred Recent Presentations

Cunningham, A. E. (June, 2023). *Achieving solid reading gains using science of reading practices*. Invited address to the Southeastern Conference on Reading Interventions. Durham, North Carolina.

Cunningham, A. E. (May 2023). *Fostering reading volume: Collaborating for success and family engagement in early literacy*. Invited address to the Science of Reading Summit Washington Department of Education, Seattle, WA.

Cunningham, A. E. (April 2023). *Understanding the Science of Reading and using SoR to improve student outcomes*. Invited address to the New York Public Schools Department of Education, NYC, New York.

Cunningham, A. E. (March 2023). *What we know and don't know from science about phonemic awareness & phonics instruction*. Invited address to the New York Public Schools Department of Education. NYC, New York.

Cunningham, A. E. (February 2023). *Fostering foundations in early literacy*

Invited address to the Florida Association of Superintendent Association (FASA) annual conference: Leading for Foundational Learning: A focus on Grades PreK-2, Daytona Beach, FL.

Cunningham, A. E. (May 2022). *What is dyslexia and why are interventions so important?* Invited address to the Dyslexia: Beyond Awareness Focusing on the Science of Reading Vancouver British Columbia Department of Education.

Cunningham, A. E. (January 2022). *Structured literacy instruction and dyslexia* Invited address to the Overcoming Dyslexia Summit, Washington Department of Education, Seattle, WA.

Cunningham, A. E. (May, 2017). *Literacy and Technology: Adapted learning models to foster children's early reading acquisition.* Invited address in the Department of Developmental Psychology and Socialisation, Universita Di Padova, Italy.

Cunningham, A. E. (April, 2017). *A design-based study of Prek professional development.* Invited address at Learning Sciences Institute, Arizona State University, Tempe, AZ.

Cunningham, A. E. (May, 2016). *Professional development for PreK-3 reading teachers: Knowledge and pedagogy.* Invited address at University of Hong Kong, Hong Kong.

Cunningham, A. E. (May, 2016). *Models of professional development for teachers of K-3 students.* Invited talk at National Taiwan University, Taipei, Taiwan.

Cunningham, A. E. (October, 2016). *Literacy and technology: Using talking books to foster children's early reading acquisition.* Public Education & Business Coalition (PEBC) Research and Practice Symposium, Denver, CO.

Cunningham, A. E. (August, 2015). *Facilitating children's vocabulary and reading comprehension growth through independent reading,* Texas Reading Institute. Dallas, TX.

Cunningham, A. E. (January, 2015). *Teacher Study Groups: Professional development in early literacy for preschool teachers.* Institute for Human Development, University of California, Berkeley.

Cunningham, A. E. (August, 20014). *Tell me a story: Mechanisms for promoting language and literacy in young children.* Invited talk at the Konfernce om Laesevanskeligheder, Copenhagen, Denmark.

Cunningham, A.E. (Spring, 2014). *Phonological and orthographic development in beginning readers.* Invited Talk at the Psychology and Special Needs Division, Institute of Education, University of London.

EXTERNAL RESEARCH FUNDING (SELECTED):

Project Title: Kinoo Beam Reader and Learning System
Investigator: Cunningham, A. (PI)
Fund Source: U.S. Department of Education – IES Award No.: #91990023C0024
SBIR FY23 Funding Phase 1A
Amount: **\$250,000.00** Dates: 6/01/2023-5/30/2024
Funded

Project Title: Teacher Quality: Action Research to Address Pandemic Learning Loss
California Reading and Literature Project
Investigator: Cunningham, A. (PI)
Fund Source: U.S. Department of Education – IES Award No.: R305A090183
Elementary and Secondary School Emergency Relief Funds (ESSER)
Amount: **\$47,250.00** Dates: 7/01/2021-6/30/2021
Funded

Project Title: Teacher Quality: The Role of Teacher Study Groups as a Model of
Professional Development in Early Literacy for Preschool Teachers.
Investigator: Cunningham, A. (PI)
Fund Source: U.S. Department of Education – IES Award No.: R305A090183
Early Learning Programs and Policies, Goal 3: Efficacy & Replication
Amount: **\$2,940,635.74** Dates: 7/1/20-6/30/25
Resubmitted

Project Title: Teacher Quality: The Role of Teacher Study Groups in Preschool
Education
Investigator: Cunningham, A. (PI)
Fund Source: U.S. Department of Education – IES Award No.: R305A090183
Amount: **\$1,300,000** Dates: 7/1/10-6/30/16
Funded

Project Title: A Randomized Control Study of the Effectiveness of an Interactive
Multisensory Pre-K Program
Investigator: Cunningham, A. (PI)
Fund Source: U.S. Department of Education – IES, Preschool Curriculum Evaluation
Research Grant Program, (PCER) 84.305J Award No.: R305J030037
Amount: **\$2,400,000** Dates: 6/1/04-6/30/09
Funded

Project Title: Promoting Language and Literacy among Diverse Learners in Urban High
Poverty Preschools
Investigator: Cunningham, A. (PI, Evaluator, & Primary Advisor)
Fund Source: Oakland Unified School District Early Reading First Grant – U.S.
Department of Education
Amount: **\$2,350,000** Dates: 6/30/05-6/30/09

Funded

Project Title: Accelerating the Literacy of K-5 Students in High-Poverty Urban Schools Through Professional Development
Investigator: Gersten, R. (PI)
Collaborator: Cunningham, A.
Fund Source: U.S. Department of Education – IES Award No.: R305M03052
Amount: **\$1,800,245** Dates: 7/15/03-7/14/06
Funded

Project Title: Teacher Disciplinary Knowledge of Reading and in Relationship to K-3 Pedagogy and Student Achievement
Investigator: Cunningham, A. (PI)
Fund Source: The National Science Foundation (NSF) Award No. REC-0114854:
Amount: **\$100,000** Dates: 10/1/01-9/30/05
Funded

Project Title: Oakland Reads: Supporting K-3 Teacher Professional Development in a High Poverty, Urban School District
Investigator: Cunningham, A. (PI)
Fund Source: UCOP Award No. 07953 Governors Elementary Reading
Amount: **\$1, 253,200** Dates: 6/1/00-6/30/03
Funded

PROFESSIONAL AND SERVICE ACTIVITIES (SELECTED 2012-2023):

National

Committees: Scientific Advisory Committee for the Knowledge Matters Campaign 2021-2023
www.knowledgematterscampaign.org

Scientific Studies of Reading, Journal Editor Searches, Committee member, 2011, 2013, 2016.

National Early Literacy Panel (NELP), National Center for Family Literacy, U.S. Department of Education, 2003-2008; 2012.

U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation (ASPE) and the Administration for Children and Families, Office of Planning Research and Evaluation (OPRE). A Working Meeting on Recent School Readiness Research: Guiding the Synthesis of Early Childhood Research, Washington, DC.

U.S. Department of Education. Technical Working Group for the Evaluation of the Early Childhood Educator Professional Development Program (ECEPD).

IRA NICHD Workshop: *What research needs to be conducted to discover what issues in early childhood impact the successful acquisition of reading in school?* Washington, DC.

National Institute of Child Health and Human Development (NICHD), Child Development & Behavior Branch, Program Project Review Panel.

Child Development and Behavior Branch at the National Institute of Child Health and Human Development (NICHD), *Effectiveness of Early Childhood Programs, Curricula, and Interventions in Promoting School Readiness*. Special Emphasis Panel (SEP).

Child Development and Behavior Branch at the National Institute of Child Health and Human Development (NICHD), *Children's Early Learning Development & School Readiness: Conceptual Frameworks, Constructs & Measures*. Expert Panel, Bethesda, Maryland.

U.S. Assistant Secretary of Education, Technical Advisor, Reading Academies for Comprehensive Center Directors, Washington, DC.

Advisory Board, Expanding the Reach (ETR) U.S. Department of Education Title I Initiative for National Technical Assistance, Washington, D.C.

California
Committees:

UCSF Dyslexia Intervention Task Force, 2021-2023.

Advise and help to design and develop the California early screening and intervention platform (Multitudes). A publicly provided, inclusive, digital system that screens for risk for Dyslexia in kindergarten and first grade and connects educators with resources to meet students' needs before they experience failure in all public schools across the state of California.

Multitudes Translational Research Advisory Council, 2021-2024

Provide guidance and support in the ongoing use of the CA Dyslexia Screener Multitudes as a renewable platform for neuroscientific and educational research

Multitudes Educational Interventions Advisory Council, 2021-2024

Provide guidance and support for an immediate and long-term vision and plan for a Multitudes approach to educational interventions.

California Universal Preschool Research Design Workgroup (2021-2024).

California Department of Education: Early Education and Support Division and Special Education Division. Working group to identify research needs, coordinate researchers and research projects, design preschool learning standards and child assessment, and support data system needs.

California Universal Preschool Research Design Team (2021-2024).

Redesign of the Desired Results Developmental Profile (DRDP) for 2025.

California Department of Education: Early Education and Support Division and Special Education Division

California Department of Education, State Literacy Needs Assessment Committee, Member (2018-2019)

Child Development Division of the California (CDD) 2016-2019. Department of Education, and Special Education Division (SED) committee charged with redesigning the Desired Results Developmental Profile (DRDP) 2015-2019

Chair, California Early Learning Developmental Standards.
Child Development Division, Department of Education and WestEd 2017-2018.

Assessment Review Panel Member 2013-2017.
Child Development Division of the California (CDD), Department of Education, & Special Education Division (SED)

Child Development Division of the California (CDD), Department of Education, & Special Education Division (SED) working group. Redesign DRDP instrument for use with both typically-developing children and children with special needs. 2011-2013. 2016-2017.

Commission on Teacher Credentialing (CTC) Reading Instruction Competence Assessment (RICA) for all preservice California teachers. Subcommittee panel member for revision and updating of the RICA, 2006-2010. 2015.

Expert Panel Chair: Literacy and Language Content Standards/Foundations (2012-2014). Child Development Division of the California (CDD) Department of Education.

Steering Committee, (2012-2024).
University of California Multidisciplinary Center for Research on Special Education, Disabilities, & Developmental Risk (SPEDDR).

Technical Advisory Task Force
California State Commission on Teacher Credentialing (CTC) on the design and development of new state K-8 assessment: Teacher Preparation for Reading Instruction and Assessment (RICA).

California Comprehensive Reading Leadership Program (CCRLP), Partner.
Sacramento, CA.

Reading Standard Review Study and Report on the RICA, Member. Submitted to the Executive Director of the California Commission on Teacher Credentialing (CTC).

Improving Student Outcomes: Collaboration and Accountability, California Department of Education: Comprehensive System of Personnel Development, Task Force Member.

University of California, Berkeley Extension Program Literacy Credential and Certificate Review Board.

University of California, Berkeley, Committee on University Extension.

California Language Arts Standards Content Review Committee.

California Reading Academy, Curriculum and Instruction Steering Committee, California County Superintendents Educational Service Association, Sacramento, CA.

California State Commission on Teacher Credentialing (CTC) Technical Advisory Task Force on Teacher Preparation for Reading Instruction (RICA)

California State Commission on Teacher Credentialing (CTC) Technical Task Force on Reading Assessment.

Bay Area Task Force on the Study of Literacy Instruction, Chair, Center for Systemic School Reform, San Francisco State University, CA.

Other Advisory Boards/Panels:

Advisory Board, *UCSF-UC Berkeley Schwab Dyslexia and Cognitive Diversity Center*. (2020-2024).

A two-campus multidisciplinary clinical and research alliance to deepen the understanding of dyslexia and other specific neurodevelopmental disorders that impact learning.

Educational Advisory Board, *Kinoo Learning Systems*, (2020- present).
San Francisco, CA

Educational Advisory Board, *Novel Effects: Technology to Support Reading Comprehension*. (2014- present). Seattle, WA.

Advisory Board, *Literacy and Language, Regional Educational Laboratory (REL)*, Pacific Resources for Education and Learning (PREL).

Advisory Board, *Reading Success Network (RSN) Southern California Technical Assistance Center*, Los Angeles County Office of Education (LACOE).

Educational Advisory Board, *Leapfrog Learning and Educational Technology, Inc.* (1999-2013). Emeryville, CA

Educational Advisory Board, *Empath Interactive Inc.* Menlo Park, CA.

Educational Advisory Board, *You Tube Family Channel*, (2014-2018). San Bruno.

Book Reviews: *Calling Attention to Print* by Laura M. Justice and Amy Sofka, Guilford Press.

Infants, Children, and Adolescents, Laura Berk. 6/e. Pearson

SCHOLARLY SERVICE:

Editorial Board: Psychological Bulletin (2010-2020)
 Society for Scientific Study of Reading (2009-present)
 Journal of Learning Disabilities (2008-present)
 Reading Research Quarterly (2006-present)
 Reading and Writing: An International Journal (2004-present)
 Journal of Educational Psychology (1988-1990, 2003-2018)
 The California Reader (1999-present)
 The Reading Teacher (1996-2001)

Nominated for Editor (declined)

Reading Research Quarterly (2019)
 Psychological Bulletin (September, 2012; 2016)
 Journal of Educational Psychology (November, 2012; 2020)
 Annals of Dyslexia, (August, 2011; August, 2016)
 Society for Scientific Study of Reading (September, 2011; September 2016; 2019)

Ad Hoc Reviewer: American Educational Research Journal
 Child Development
 Cognition and Instruction
 Developmental Psychology
 Developmental Review
 Early Childhood Research Quarterly
 Educational Psychologist
 Educational Researcher
 Journal of Research on Educational Effectiveness
 Journal of Experimental Child Psychology
 Journal of Learning Disabilities
 Journal of Personality & Social Psychology
 Learning and Instruction
 Learning Disabilities Quarterly
 Merrill-Palmer Quarterly
 Psychoeducational Assessment

Review of Educational Research

Conference & Grant
Reviewer (recent)

International Literacy Association Annual Conference

Stanford Humanities Center Fellowship Program

Annual Conference of the American Educational Research Association

Annual Conference of the Society for Scientific Study of Reading

European Commission, Marie Skodowska-Curie Actions Research & Innovation Grant Program (2013; 2015; 2017; 2021).

James McKeen Cattell Award for Outstanding Doctoral Dissertation in Psychology, Reviewer Panel, 2010, 2014.

International Dyslexia Association Annual Conference

Research Grants Council's General Research Fund (GRF) Committee on Research and Development of The Hong Kong Institute of Education. 2009-2011, 2016-2018.

Biennial Conference of the Society for Research in Child Development, 2007-2011; 2019.

U.S. Department of Education, Institute of Education Sciences (IES), Scientific Review Panel. *Reading and Writing Education Research*, 2006-2007, 2007-2008.

National Science Foundation: Division of Social, Behavioral, and Economic Research 1995-1999, 2001-2003, 2005, 2007-2011.

United States-Israel Binational Science Foundation 1997-2010, 2013.

U.S. Department of Education, Institute of Education Sciences, Review Panel, Teacher Quality, off-site reviewer. FY 2004.

U.S. Department of Education, Office of Elementary & Secondary Education: Expert Panel, *Reading First*, Tier II, June, 2002, 2003.

U.S. Department of Education, Office of Elementary & Secondary Education: Expert Panel, *Early Reading First* (Preschool), Tier II, July, 2002, 2003, 2004, 2006, 2007.

U.S. Department of Education, Reading Excellence Act, Review Panel, 2000, 2001.

National Academy of Education, Spencer Foundation: Dissertation Fellowship Selection Committee, 2001-2003.

Hospital for Sick Children Foundation, Ontario, Canada, 2002-2003, 2005, 2009, 2014.

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

American Educational Research Association
 Division C: Learning and Instruction
 Division K: Teaching and Teacher Education
 Special Education Special Interest Group
 Reading Special Interest Group

American Psychological Association
 Division 7 – Developmental Psychology
 Division 15 – Educational Psychology
 Association for Psychological Science
 International Dyslexia Association
 International Literacy Association
 California Reading Association
 Council on Exceptional Children
 Division on Learning Disabilities
 Teacher Education Division
 National Association for Education of Young Children
 National Literacy Association
 Society for Research in Child Development
 Society for the Scientific Study of Reading
 International Society for Technology in Education (ISTE)

PROFESSIONAL DEVELOPMENT and SCHOOL PARTNERSHIPS (RECENT)

California Department of Education
 International Center for Leadership in Education
 Oakland Unified School District, California
 NAACP FULCRUM, Oakland Public Schools, California
 Vallejo Unified Public Schools, California
 Biloxi Public School District, Biloxi, Mississippi
 San Francisco Unified School District, California
 Virginia Department of Education
 Newark Public Schools, New Jersey
 Language! Professional Development
 LETRS Professional Development: Advisor

Alaska Department of Education
 North Carolina Teacher Academy
 Texas Department of Education: Early Reading First
 Michigan Department of Education: Reading First
 Nevada Department of Education

GOVERNANCE ACTIVITIES:

American Educational Research Association (AERA)

Division C Learning & Instruction, Nominated Vice President (declined) – 2005
 Division C Learning & Instruction, Elected Board Member: Secretary – 2001-2003
 Division C Learning & Instruction, Newsletter Editor – 1996-2001
 Division C Conference section chair - 1996

Society for the Scientific Study of Reading (SSR)

Publications – 2006-2015
 Nominated Vice President (declined) – 2004
 Historian – 2001-2004
 Elected Board Member – 1998-2001
 Chair, Awards Committee Distinguished Scientific Contributions 2000-2001

External Review – Graduate School of Education, University of California, Riverside. (2015).

University:

Advisory Board, UCSF | UCB Schwab Dyslexia & Cognitive Diversity Center, (2020-2024)

Steering Committee, University of California Multidisciplinary Center for Research on Special Education, Disabilities, & Developmental Risk (SPEDDR) (2004-2024)

Committee for Protection of Human Subject (CPHS) (2008-2009; 2009-2010; 2010-2011)

Institute for Human Development (IHD) Center, Unit Director Search Committee, Member (2010-2011)

University of California, Berkeley Extension Program (2005-2006)

Review Board, University of California, Berkeley Extension Program Literacy Credential and Certificate, (2001-2003)

Advisory Board, University of California, Berkeley Extension
 Development of new Special Education Intern Program, Mild/Moderate Specialist
 Credential, Education Department, (2002-2003)

Steering Committee Member, Early Childhood Education & Policy Steering Committee, Office of the Vice Chancellor for Undergraduate Affairs, (2002-2003; 2005-2006; 2019-2021)

Member, Early Childhood Education Center Capital Campaign, Undergraduate Affairs, Development and Community Relations, (2002-2003; 2004-2005)

Member, Committee on Dependent Care and Human Resources, (1999-2010)

Berkeley School of Education:

Head Graduate Advisor (2015-2019)

Chair, Search Committee, NT/T Psychology/Human Development (2018-2019)

Chair, Academic Review -Curriculum Committee (2012-2019)

Member, Search Committee, Science, Technology, Math Position (2017-2018)

Promotion and Tenure Committee (2001-2002; 2004-2006; 2008-2013; 2016-2018; 2020-2022)

Director of Joint Doctoral Program in Special Education with SFSU (1999-2024)

Member, Berkeley Teacher Education Program (BTEP) (2018-2024)

Member, Learning Sciences and Human Development, Doctoral Division (2017-2024)

Member, Cognition & Development Doctoral Division (1999-2017)

Member, Human Development Doctoral Program (1999-2017)

Member, School Psychology Credential Doctoral Program (1999-2024)

Member, Developmental Teacher Education Program (1999-2018)

Member, Search Committee, Reading Position, ELLC (2002-2003)

Advanced Reading & Language Program (ARLLP), Advisory Board (2001-2002)

DTE Multi-Subject Credential Program Review, Co-Chair (2009-2010)

DTE Multi-Subject Credential Program Steering Committee, Member (2010-2011)

San Francisco State University and UC Berkeley Graduate Schools of Education:

Chair, Executive Committee for Joint Doctoral Program in Special Education (1999-2024)

Chair, Admissions and Academic Program Committee of the Faculty Council for Joint Doctoral Program in Special Education with SFSU (1999-2024)

Chair, Fellowship Committee for Joint Doctoral Program in Special Education (1999-2023)

Chair, Curriculum Committee for Joint Doctoral Program in Special Education (2002-2024)

Co-Chair, 50th (2018) Anniversary of the Joint Doctoral Program in Special Education with San Francisco State University Symposia

Chair, Policy Committee for Joint Doctoral Program in Special Education SFSU (2000-2024)

Member, Search Committee for Associate Professor of Special Education, Learning Disabilities, 2001-2002; 2007-2008; 2015-2016; California State University, San Francisco

GRADUATE SUPERVISION (2003-2022):

Doctoral Dissertations Chaired: 24

Zegers, Monica, (2022). *Beyond book reading: Exploring changes in parent practices and consequential child language and cognitive outcomes among Chilean families*. Unpublished doctoral dissertation, The University of California, Berkeley.

Firestone, Allison, (2022). *Research on teacher learning: Teacher Study Groups, application of theory, and persistent questions in the empirical research*. Unpublished doctoral dissertation, The University of California, Berkeley.

Bisha, Jenny (2020). *Special Education teacher candidates' promotion of self-determination*. Unpublished doctoral dissertation, The University of California, Berkeley.

Irey, Robin (2019). *Unraveling the contribution of morphological awareness to reading: A longitudinal analysis of word-level outcomes for latent profiles of young readers*. Unpublished doctoral dissertation, The University of California, Berkeley.

Chen, Y.J. (2018). *Unraveling the complexities of spelling: The effect of orthographic neighbors on second grade students' spelling acquisition*. Unpublished doctoral dissertation, The University of California, Berkeley.

Yapp, D. F. (2018). *The utility of dynamic assessment of phonological awareness for bilingual children*. Unpublished doctoral dissertation, The University of California, Berkeley.

Requa, M.K. (2017). *Vocabulary development through shared story book with preschool parents*. Unpublished doctoral dissertation, The University of California, Berkeley.

Savaldi, G.H. (2017). *Language development of children who use AAC: Early verb categories and inflection and the emergence of clause constructions*. Unpublished doctoral dissertation, The University of California, Berkeley.

- Golloher, A.N. (2015). *An adapted shared storybook reading program implemented in inclusive preschool classrooms: An investigation of its use and effectiveness*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Wheeler, S.G. (2014). *Development and validation of a student self-report screener of social emotional well-being*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Boyle, K.E. (2013). *Early care and education classrooms as ecological systems: Predictors and implications of classroom quality profiles*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Dukhovny, E. (2011). *Phonological encoding in aided augmentative and alternative communication*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Callahan, M.D. (2011). *Orthographic learning through self-teaching: Effects of decoding accuracy, decoding speed, word length, and individual differences*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Nielsen, S.L. (2010). *School response to families with children with cancer*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Raher, K.S. (2010). *Preschool teacher practices and the prevention of reading difficulties*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Genone, S.S. (2009). *Ecological influences on emergent literacy development: The role of home and preschool experiences in the transition from language to literacy*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Reichardt, E. E. (2008). *Religions socialization as a contribution to school success: The effect of print exposure*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Maceachron, D. B. (2008). *Becoming fluent: Orthographic learning in self-teaching*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Zibulsky, J. (2008). *Preschoolers at risk of developing concurrent academic and behavioral difficulties*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Corigliano, K.M. (2007). *Self-worth theory goes to elementary school: An integrative approach to reading motivation*. Unpublished doctoral dissertation, The University of California, Berkeley.
- Guich, S. A. (2007). *Relationships among reading self-concept, beliefs about concepts of ability and reading achievement in emergent readers*. Unpublished doctoral dissertation, The University

of California, Berkeley.

Kreuzer, D. T. (2007). *An analysis of writing practices in 4th and 5th grade students with visual impairments*. Unpublished doctoral dissertation, The University of California, Berkeley.

O'Donnell, C.R. (2006). *Personality of predictor of independent reading behavior*. Unpublished doctoral dissertation, The University of California, Berkeley.

Lynch, S.C. (2005). *A proposed model of reading motivation for young children*. Unpublished doctoral dissertation, The University of California, Berkeley.

Service to Community (recent)

Committee Member, International Justice Mission (IJM), Washington, D.C. 2009-2021; 2022-2023

Ambassador, International Justice Mission (IJM), Cambodia, 2013; Manila, 2017

Sponsor, Baby Book Initiative, UC Berkeley Chancellor's Community Partnership Fund
Berkeley, 2015-2023

President, Parent Leadership Council, Pitzer College, Claremont, CA 2014-2016

Member, Pitzer Advisory Committee, Pitzer College, Claremont, CA 2013-2017

Advisory Board, Drew High School, San Francisco, CA 2011-2013