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EDUCATIONAL BACKGROUND

Ph.D., Department of Educational Psychology, University of Wisconsin, Madison,
August 1979

Advanced Graduate Study, Elementary Education, Arizona State University, 1974-76

M.Ed., Elementary Education, University of Illinois at Urbana-Champaign, 1971

California Teaching Credential, California State University at Fresno, 1970

B.A. (*summa cum laude*), Fresno Pacific College, 1969

PROFESSIONAL EXPERIENCES

Adjunct Professor (Summer 2005-present), Visiting Researcher (Fall 2003- Spring 2005),
University of California, Berkeley

Professor (1994-June, 2004), University of Michigan; Director (1997-1999), Center for
Improvement of Early Reading Achievement (CIERA)

Visiting Professor (2000-2001), University of California-Santa Cruz

Professor (1990-1994), Associate Professor (August 1987-1990), University of
Colorado-Boulder

Visiting Scholar, University of California, Berkeley, 1986

Educational Consultant, August 1985-August, 1987

Associate Professor (1983-1985), Assistant Professor (1979-83), University of
Kentucky

Visiting Associate Professor, Center for the Study of Reading, University of Illinois,
1984

Research Assistant, Department of Educational Psychology, University of
Wisconsin-Madison, 1976-78

Graduate Associate, Department of Elementary Education, Arizona State University,
1974-75

Classroom Teacher, Clovis (CA) Unified School District, 1971-1974

ACADEMIC AWARDS

- University of Wisconsin-Madison, School of Education Alumni Achievement Award, 2000
- University of Colorado--Boulder, Faculty Teaching Fellowship, 1988-1989
- Spencer Fellowship (National Academy of Education & Spencer Foundation), 1983-86
- Exceptional Achievement in Research, University of Kentucky, 1981-82, 1983-84
- University Fellowship, University of Wisconsin, 1978-79
- University Fellowship, Arizona State University, 1975-76
- Outstanding Academic Graduate, Fresno Pacific College, 1969-70

PUBLICATIONS

Books authored and edited

Hiebert, E.H. (Ed.) (in press). *Reading more, reading better: Solving Problems in the Teaching of Literacy*. NY: Guilford.

Hiebert, E.H., & Sailors, M. (Eds.) (2008). *Finding the right texts for beginning and struggling readers: Research-based solutions*. NY: Guilford.

Hiebert, E.H., & Kamil, M.L. (Eds.) (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

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Monographs

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Osborn, J., Lehr, F., with Hiebert, E.H. (2003). *A Focus on Fluency*. Honolulu: Pacific Resources for Education and Learning. [Reprinted in *The Utah Special Educator*, 24 (5), 18-20 & 24 (6), 16-17]

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Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Champaign, IL: The Center for the Study of Reading, National Institute of Education, National Academy of Education.

Chapters in Books

Menon, S., & Hiebert, E.H., (in press). Instructional texts and the fluency of learning disabled readers. In R. Allington & A. McGill-Franzen (Eds.), *Handbook of Reading Disability*, NY: Longman/Taylor & Francis.

Hiebert, E.H., & Bravo, M., (in press). Morphological knowledge and learning to read in English. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *International Handbook of English, Language and Literacy Teaching*. Oxford, UK: Routledge.

Hiebert, E.H. (in press). Understanding the word-level features of texts for students who depend on school to become literate. In M. McKeown & L. Kucan (Eds.), *Festschrift for Isabel Beck*. New York: Guilford.

Hiebert, E.H., & Martin, L.A. (in press). Opportunity to read: A critical but neglected construct in reading instruction. E.H. Hiebert (Ed.), *Reading more, reading better: Solving Problems in the Teaching of Literacy*. NY: Guilford.

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Valencia, S.W., Hiebert, E.H., & Afflerbach, P. (1994). Realizing the possibilities of authentic assessment: Current trends and future issues. In S.W. Valencia, E.H. Hiebert, & P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp.286-300). Newark, DE: IRA.

Hiebert, E.H. (1993). Early literacy experiences at home and school. In S.R. Yussen & M.C. Smith (Eds.). *Reading across the lifespan* (pp.33-56). New York: Springer-Verlag.

Hiebert, E.H. (1993). Lessons from a Chapter 1 project. In I.C. Rotberg (Ed.), *Federal policy options for improving the education of low-income students* (pp. 48-53). Santa Monica, CA: Rand.

Hiebert, E.H., & Calfee, R.C. (1992). Assessment of literacy: From standardized tests to portfolios. In A.E. Farstrup & S.J. Samuels (Eds.). *What research has to say about reading instruction* (2nd Ed., pp. 70-100). Newark, DE: International Reading Association.

Hiebert, E.H., & Fisher, C.W. (1992). The tasks of school literacy instruction: Trends and tensions. In J. Brophy (Ed.), *Advances in Research on Teaching* (Volume 3) (pp. 191-223). Greenwich, CT: JAI Press.

Hiebert, E.H., & Fisher, C.W. (1991). Task and talk structures that promote literacy. In E.H. Hiebert (Ed.), *Literacy for a diverse society: Perspectives, practices, and policies* (pp. 141-156). New York: Teachers' College Press.

Hiebert, E.H. (1991). Introduction. In E.H. Hiebert (Ed.), *Literacy for a diverse society: Perspectives, practices, and policies* (pp. 1-6). New York: Teachers' College Press.

Hiebert, E.H. (1991). Teacher-based assessment of literacy. In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), *Handbook of Research on Teaching the English/Language Arts* (pp. 510-520). New York: Macmillan.

Calfee, R.C., & Hiebert, E.H. (1991). Teacher assessment of student achievement. In R.E. Stake (Ed.), *Advances in program evaluation (Vol. 1): Using assessment policy to reform education* (pp. 103-131). Greenwich, CT: JAI Press.

Hiebert, E.H., (1991). Integrating information from classrooms into state-wide assessment programs. In P. Afflerbach, (Ed.), *Issues in Statewide Reading Assessment* (pp.57-72). Washington, D.C.: American Institutes for Research.

Calfee, R.C., & Hiebert, E.H. (1991). Classroom assessment of literacy. In R. Barr, M. Kamil, P. Mosenthal, & P.D. Pearson (Eds.). *Handbook of research on reading* (2nd Ed., pp. 281-309). New York: Longman Publishers.

Calfee, R.C., & Hiebert, E.H. (1988). The teacher's role in using assessment to improve literacy. In C.V. Bunderson (Ed.), *Assessment in the service of learning*. Princeton, NJ: ETS.

Hiebert, E.H. (1986). Environmental print recognition: What does it mean for learning to read? In M. Sampson (Ed.), *Literacy learning and instruction: Research implications*. Kendall/Hunt Publishing Co.

Hiebert, E.H. (1986). Issues related to home influences on young children's print-related development. In D. Yaden & S. Templeton (Eds.), *Metalinguistic awareness and beginning literacy: Conceptualizing what it means to write and read*. Portsmouth, NH: Heinemann.

Hiebert, E.H. (1985). What young children know about reading before formal instruction: *Essays by the Spencer Fellows*. Pittsburgh, PA: National Academy of Education.

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Hiebert, E.H. (1985). Review of PRI Reading Systems. In J.V. Mitchell (Ed.), *The Ninth Mental Measurements Yearbook* (pp. 201-202). Lincoln, NE: Buros Institute.

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Journal Articles

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Bravo, M.A., Cervetti, G.N., Hiebert, E.H., & Pearson, P.D. (2006). From passive to active control of science vocabulary. In D.W. Rowe, R. Jiménez, D. Compton, D. Dickinson, Y. Kim, K. Leander, & V. J. Risko (Eds.), *56th Yearbook of the National Reading Conference* (pp. 264-275). Oak Creek, WI: NRC.

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Levin, J.R., Peterson, P.L., Pressley, M., Yussen, S.R., Berman, L.S., Bird, J.E., Carnahan, R.S., Farley, F.H., Germano, M.C., Hiebert, E.H., Junkerman, K., Levy, V.M., McCormick, C.B., Miller, G.E., Stevens, B., & Truman, D.L. (1978). University productivity rankings: A psychologist by any other name. *American Psychologist*, 694-695.

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Hiebert, E.H. (2001). Beginning reading instruction. Des Moines, IA: IA DoE.

Anderson, R.C., Au, K.H., Borko, H., Guthrie, J., Hiebert, E.H., Raphael, T.E., & Strickland, D. (1990). Teaching reading (6-part videotape series). Champaign-Urbana, IL: Center for the Study of Reading.

Hiebert, E.H. (1989). Reading in the kindergarten (3-part series for AR Public Television).

SERVICE

National Organizations

Presentations of papers at professional meetings (peer-reviewed):

American Educational Research Association: 34 presentations from 1980-2004
International Reading Association: 22 presentations from 1984-2003
National Reading Conferences: 46 presentations from 1981-2003
National Council of Teachers of English (1991)
Society for Research in Child Development (1983)
College Reading Association (1983, 1981)
American Psychological Association (1979, 1994)
Chicago Linguistic Society (1978)

Invited presentations at conferences:

Focus on Fluency Forum, U.S. Department of Education Regional Laboratory System, San Francisco, Nov. 6-7, 2002
University of Minnesota, Inaugural Conference for Guy L. Bond Chair (1994)
CRESST Annual conference, UCLA (1992)
International Reading Association: Keynote address, Research Awards (1991)
Conference on Reading Research (1997, 1998, 1999, 1992, 1985, 1984)
Conference on Literacy for a Diverse Society, University of Colorado (1989)
American Association of Publishers (1989, 1985)
ETS Invitational Conference on Assessment (1987)
Conference on Discourse Processing, University of Wisconsin (1980)

Editorial Capacities:

Membership on Editorial Board:

Review of Educational Research, (1987-1990)

Reading Research Quarterly, (1984-1989, 1990-1992)

Elementary School Journal (1982-1985, 1987-1994)

Reading Teacher, (1988-1992)

Journal of Reading Behavior/Journal of Literacy Research (1989-1992, 1995-1996, 1997-2002)

Language Arts (1998-2001)

Editor, Research Directions, Language Arts (1990-1992)

Guest Editor, The Elementary School Journal, Nov. 1988 issue

Editorial Board, Journal of Research in Reading (2000-present)

Guest Reviewer (1991-2003): American Educational Research Journal;
Journal of Educational Psychology; Research in the Teaching of English;
Educational Researcher; Educational Leadership; Journal of Research in
Childhood Education, Learning Disabilities: Research and Practice

American Educational Research Association:

Reviewer of program proposals, Division C & SIG-Reading (1983-1990)

Program Chair, Division C-Section 1 (1990); Division C (1994)

Consulting Editor, Review of Research in Education, Vol. 20

National Reading Conference:

Board of Directors (1999-2001)

Reviewer of program and yearbook proposals (1984-1986)

Publications Committee (1989-1992)

Field Council (1993-1994)

International Reading Association:

Assessment committee, Chair (1993-1994), Member (1991-1993)

New Standards committee, Chair (1992-1994)

Studies and Research Program Development committee (1986-1989, 1995-2000)

Early Childhood and Literacy Development committee (1984-1986) (1989-1991)

Albert J. Harris Award subcommittee (1982-1984)

Reviewer for program (1986-1991)

National Initiative on Reading and Writing, U.S. Department of Education,
Member of Expert Panel (1995-1996)

National Assessment for Educational Progress Reading--1992

Framework Consensus Project (1989-90)

Item Development Panel (1990-1991)

New Standards Project, Advisory Board for Reading (1991-1996)

Review Board of **Teacher Assessment Project in Literacy**, Carnegie
Foundation/Stanford University (1988-1989)

Membership in Professional Organizations

American Educational Research Association

International Reading Association

National Reading Conference

Association for Supervision & Curriculum Development
Society for Scientific Study of Reading

University Colloquia

University of Georgia, October 2002
University of Nevada-Reno, September 2000
University of Virginia, April 1994
University of Maryland, April 1994
University of Illinois, February 1991;
Ohio State University, October 1989
Brigham Young University, July 1988
University of Wisconsin, June 1986
University of California, Davis, March 1986
Michigan State University, November 1985
University of Georgia, May 1985
Indiana State University, April 1985

Curriculum & Staff Development

Chief Academic Advisor, *ZipZoom* (A Reading/Language Program for English Language Learners, Scholastic, Inc. (2005-present)

Author, *QuickReads*, Pearson Learning Group (2002-present)

Author, Modern Curriculum Press's *Ready Readers* Program (1996-present)

Author, Silver Burdett Ginn Language Arts Program (1987-1997) and Silver Burdett Ginn Reading Program (1985-1997)

Consultant, State Departments of Education: Arkansas (Reading Excellence Act, 2001-2002); Iowa (Reading Excellence Act implementation, 1999-2001); Michigan (MELAF Project, 1995-1997); Hawaii (1991); Maryland (1987); Connecticut (1986-87; 2002-2003); Arkansas (1986-87); Illinois 1986); Indiana (1986); California: English/Language Arts Framework (1985); Technical Advisory Panel, Chapter 1 Assessment (1991-1994)

Presentations for schools, school districts, regional consortia, and state and regional meetings of the International Reading Association and National Council of Teachers of English (Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Bangkok, Hong Kong)