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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. & Reutzel, R. (Eds.) (in press), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Hiebert, E.H. (Ed.) (2009). *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.

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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 ]

Hiebert, E.H., Pearson, P.D., Taylor, B.M., Richardson, V., & Paris, S.G. (1998). *Every child a reader: Applying reading research in the classroom*. Ann Arbor, MI: CIERA.

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**

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Hiebert, E.H., & Reutzel, R., (in press). Revisiting Silent Reading in 2010 and Beyond. In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Hiebert, E.H., Wilson, K.M. & Trainin, G., (in press). Are Students Really Reading in Independent Reading Contexts? An Examination of Comprehension-based Silent Reading Rate. In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Brenner, D., & Hiebert, E.H., (in press). The Impact of Professional Development on Students' Opportunity to Read. In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Nagy, W.E., Hiebert, E.H., (October, 2010). Toward a theory of word selection. In P.D. Pearson et al. (Eds.), *Handbook of Reading Research* (Vol. 4). NY: Longman.

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Cervetti, G.N., Jaynes, C.A., & Hiebert, E.H. (2009). Increasing opportunities to acquire knowledge through reading. E.H. Hiebert (Ed.), *Reading more, reading better* (pp. 3-29). NY: Guilford.

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[Reprinted in: Ruddell, R. & Unrau, N. (Eds.) (2004). *Theoretical models and processes of reading* (5<sup>th</sup> Ed.). Newark, DE: International Reading Association.]

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Hiebert, E.H. (1999). Text matters in learning to read. In N.D. Padak et al. (Eds.), *Distinguished educators on reading* (pp. 453-472). Newark, DE: IRA.

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Scott, J.A., Hiebert, E.H., & Anderson, R.C. (1994). Research as we approach the millennium: Beyond *Becoming a Nation of Readers*. In F. Lehr & J. Osborn (Eds.), *Reading, language, and literacy: Instruction for the 21st century* (pp. 253-282). Hillsdale, NJ: Lawrence Erlbaum.

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Hiebert, E.H. (1994). Invented spelling. In A. Purves et al. (Eds.), *Encyclopedia of English Studies Language Arts* (pp.666-668). New York: NCTE & Scholastic, Inc.

Hiebert, E.H. (1994). Becoming literate through authentic tasks: Evidence and adaptations. In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th Ed., pp. 391-413). Newark, DE: IRA.

Taylor, B.M., & Hiebert, E.H. (1994). Early literacy interventions: Aims and issues (pp. 3-11). In E.H. Hiebert & B.M. Taylor (Eds.) (1994). *Getting reading right from the start: Effective early literacy interventions*. Boston: Allyn & Bacon, Inc.

Hiebert, E.H., & Taylor, B.M. (1994). Interventions and the restructuring of American literacy instruction. In E.H. Hiebert & B.M. Taylor (Eds.), *Getting reading right from the start: Effective early literacy interventions* (pp. 201-218). Boston: Allyn & Bacon, Inc.

Hiebert, E.H. (1994). A small group intervention with Chapter 1 students. In E.H. Hiebert & B.M. Taylor (Eds.), *Getting reading right from the start: Effective early literacy interventions* (pp.85-105). Boston: Allyn & Bacon, Inc.

Hiebert, E.H., Valencia, S.W., & Afflerbach, P. (1994). Definitions and perspectives of authentic assessment In S.W. Valencia, E.H. Hiebert, & P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 6-25). Newark, DE: IRA.

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.

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### ***Journal Articles***

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### 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  
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, 1999-2001); Michigan (MELAF, 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 (Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Bangkok, Hong Kong)

Edited books are valuable in that the individual chapters are generally authored by specialists. Sometimes the chapters were originally published as journal articles, and are reprinted because of their enduring importance. In other cases, the editors have asked authors with differing perspectives to state their points of view on a single topic. These multiple "takes" on a single subject can be crucial in looking at a topic's broader perspective. Be careful, though. Like the other type of book, edited books can become outdated. It is therefore important to make sure the edited bo...