

## **A BROADER VIEW OF THE EVIDENCE: READING RECOVERY AS AN EXAMPLE**

We are an international group of scholars and researchers who have studied language, literacy, and learning in many contexts. We represent a wide variety of perspectives and a range of respected research methodologies.

On the national scene early intervention programs, specifically Reading Recovery, have recently encountered one-sided and biased attacks that have misrepresented the efficacy of these programs. We write this letter to provide accurate information for the policy decision makers who must protect the interests of children. Of particular concern are children who have extreme difficulty learning to read. Below are five points advocating a broad view of the relationships among education, research, and government.

**1. Educational dollars belong to citizens, not to a small group of researchers who have a particular point of view.**

Historically, local educational agencies have made decisions, based on their own examination of evidence, about the programs that will best serve children in their communities. Educational decision makers deserve access to a full body of evidence documenting the effectiveness of programs like Reading Recovery.

**2. A scientific stance requires a complete, evidence-based analysis of any educational program.**

Early intervention has been found to be effective in preventing literacy difficulties.<sup>1</sup> For example, for more than 20 years, Reading Recovery has been the subject of numerous studies using both quantitative and qualitative methodology. The preponderance of evidence suggests that this early intervention program has a positive and long-lasting effect on reading achievement in young children. Empirically controlled studies that are published in high level journals and fit the Department of Education's criteria for "scientifically based research" support the results of Reading Recovery.<sup>2</sup> Moreover, follow-up studies have documented the long-term effectiveness of Reading Recovery early intervention.<sup>3</sup> These studies have used nationally normed measures. Empirical studies as well as yearly evaluations document the fact that Reading Recovery children grow in self-esteem as they increase their literacy skills.<sup>4</sup> It is a mistake to deny children access to Reading Recovery based on selective and distorted reporting of a few studies, some unpublished or published without peer review, with flawed designs and/or with very small populations.

**3. Policy makers have the responsibility to consider evidence from a wide range of perspectives and validated research models.**

The attacks on Reading Recovery are based on a very narrow view of evidence that excludes a great many high quality and informative quantitative and qualitative studies. A variety of models of research have met rigorous criteria in the fields of education, sociology, psychology, anthropology, and other areas of social science. We need a range of perspectives in the search for educational improvement. For

example, qualitative studies provide evidence of Reading Recovery's profound impact on teacher performance and development<sup>5</sup> and the dynamic nature of teaching in the program.<sup>6</sup> Qualitative research, carefully undertaken, represents accepted methodology in a broad number of fields and adds significantly to the body of knowledge we must consider in making educational decisions.

**4. Responsibly and rigorously collected evaluation data provide legitimate and strong evidence of program success.**

All programs serving children in education should collect and publicly report evaluation data. For example, Reading Recovery's success has been carefully documented through systematic and simultaneous replications of the program for over one million children in 10,000 schools since its introduction into the United States. This documentation provides for public accountability for the progress of *every child served*. Reading Recovery has consistently reported results of program impact using accepted standard measures that are appropriate for young children. These results are available to the public.<sup>7</sup> When examining any program purporting to be "scientifically based," policy makers should ask for documentation of specific program outcomes for children.

**5. An early intervention program like Reading Recovery is one part of a comprehensive literacy effort.**

Early intervention programs serve as safety nets within comprehensive programs and insure that no child is left behind. Reading Recovery focuses on the lowest achieving first grade children and works in partnership with good classroom instruction, *but it is only one component of a comprehensive program*. Reading Recovery works as part of many different core instructional models for literacy education including basal approaches, Direct Instruction, Success for All, and other comprehensive programs.

We *do not* suggest that Reading Recovery or any other program be mandated or given preferential treatment. We *do* recommend that the federal government recognize the authority of local teachers, administrators, and board members to make educational decisions based on full and accurate disclosure of evidence.

Sincerely,

Signature list attached.

References on next page.

Lettie K. Albright, Ph.D.  
Assistant Professor  
Department of Reading  
Texas Woman's University

JoBeth Allen  
Professor  
Language Education  
University of Georgia

Richard L. Allington, Ph.D.  
Irving and Rose Fien Distinguished  
Professor of Elementary and Special  
Education  
School of Teaching and Learning  
University of Florida

Mark Alter, Ph.D.  
Chair and Professor  
Teaching and Learning  
New York University

Patricia L. Anders, Ph.D.  
Professor  
Department of Language, Reading, &  
Culture  
University of Arizona

Terry A. Astuto, Ed.D.  
Professor of Educational Administration  
and Department Chair  
Administration, Leadership and  
Technology  
New York University

Kathryn Au, Ph.D.  
Dai ho Chun Professor of Education  
Teacher Education & Curriculum  
Studies  
University of Hawaii

Mary Kathleen Barnes, Ph.D.  
Assistant Professor  
School of Teaching and Learning  
The Ohio State University

Constance Barsky, Ph.D.  
Director  
Learning by Redesign  
The Ohio State University

Eurydice Bauer, Ph.D.  
Assistant Professor  
University of Illinois at Urbana-  
Champaign

Penny Beed, Ph.D.  
Associate Professor and Coordinator of  
Literacy Education  
Curriculum and Instruction  
University of Northern Iowa

Mary Bendixen-Noe, Ph.D.  
Associate Professor  
School of Teaching & Learning  
The Ohio State University

Jacques S. Benninga, Ph.D.  
Director  
Bonner Center for Character Education  
California State University at Fresno

Laura Benson  
Literacy Consultant, Writer & College  
Instructor  
Literacy and Language  
University of Colorado at Denver

Mollie Blackburn, Ph.D.  
Assistant Professor  
School of Teaching and Learning  
The Ohio State University

David Booth, Ph.D.  
Professor  
Curriculum, Teaching and Learning  
University of Toronto

Gregory W. Brooks, Ph.D.  
Assistant Professor  
Education Department  
Nazareth College of Rochester

Anthony S. Bryk, Ed.D.  
Marshall Field IV Professor of Urban  
Education and Sociology  
Director of the Center for School  
Improvement and the Consortium on  
Chicago School Research  
University of Chicago

Terry L. Bullock, Ed.D.  
Associate Professor  
Reading and Critical Thinking  
University of Cincinnati

Marsha Riddle Buly, Ph.D.  
Assistant Professor  
Elementary Education  
Western Washington University

Judith Anne Calhoon, Ph.D.  
Assistant Professor  
Teaching and Leadership  
University of Kansas

Lucy McCormick Calkins, Ph.D.  
Professor of English Education  
Columbia University  
Teachers College

Thomas A. Caron, Ph.D.  
Professor  
Reading Education  
Marshall University Graduate College

Kathryn S. Carr, Ed.D.  
Professor Emerita  
Department of Curriculum and  
Instruction  
Central Missouri State University

Courtney B. Cazden, Ed.D.  
Charles William Eliot Professor of  
Education (Emerita)  
Harvard Graduate School of Education  
Harvard University

Caroline T. Clark, Ph.D.  
Associate Professor  
Language, Literacy & Culture  
The Ohio State University

Thomas Cloer, Jr., Ph.D.  
Professor of Education  
Department of Education  
Furman University

Sheila G. Cohen, Ed.D.  
Associate Professor  
Literacy Education  
SUNY Cortland

Margaret Compton-Hall, Ed.D.  
Assistant Professor  
Department of Reading  
Texas Woman's University

Van Cooley, Ed.D.  
Professor and Chair  
Teaching, Learning, and Leadership  
Western Michigan University

Beverly E. Cox, Ph.D.  
Associate Professor of Literacy and  
Language  
Curriculum and Instruction  
Purdue University

Ronald L. Cramer, Ph.D.  
Distinguished Professor of Education  
Reading & Language Arts  
Oakland University

Ronald Crowell, Ph.D.  
Professor of Education  
Teaching, Learning, and Leadership  
Western Michigan University

Bernice Cullinan, Ph.D.  
Professor Emerita  
Department of Teaching and Learning  
New York University

James W. Cunningham, Ph.D.  
Professor of Literacy Education  
School of Education  
University of North Carolina

Patricia M. Cunningham, Ph.D.  
Professor  
Department of Education  
Wake Forest University

Karin Dahl, Ph.D.  
Professor  
School of Teaching and Learning  
The Ohio State University

Sandra Bowman Damico, Ph.D.  
Dean and Professor  
Educational Policy & Leadership Studies  
University of Iowa

William L. Dandridge, Ed.D.  
Dean  
School of Education  
Lesley University

Sheryl Dasinger  
Assistant Professor  
Early Childhood and Reading  
Valdosta State University

Pamela Dougherty-Smith, Ph.D.  
Lead Reading Teacher  
Dallas Independent School District

Ann M. Duffy, Ph.D.  
Assistant Professor  
Curriculum and Instruction  
University of North Carolina,  
Greensboro

Sarah Edwards, Ph.D.  
Assistant Professor  
Teacher Education  
University of Nebraska at Omaha

Laurie Elish-Piper, Ph.D.  
Associate Professor  
Literacy Education  
Northern Illinois University

Warwick B. Elley, Ph.D.  
Emeritus Professor of Education  
Education  
University of Canterbury, New Zealand

Tammy Elser, Ed.D.  
Director of Federal Programs  
Arlee Public Schools

Charles Elster, Ph.D.  
Associate Professor of Literacy  
Education  
Department of Curriculum and  
Instruction  
Purdue University

Patricia Enciso, Ph.D.  
Associate Professor  
School of Teaching and Learning  
The Ohio State University

Lawrence G. Erickson, Ph.D.  
Professor Emeritus  
Curriculum and Instruction  
Southern Illinois University

Kathy Escamilla, Ph.D.  
Associate Professor  
Social, Bilingual, Multicultural  
Foundations  
University of Colorado, Boulder

Donna B. Evans, Ph.D.  
Dean  
College of Education  
The Ohio State University

Zhihui Fang, Ph.D.  
Assistant Professor  
School of Teaching and Learning  
University of Florida

Andrea Farenga, Ed.D.  
Assistant Professor of Reading  
Department of Education  
Malone College

Nancy Farnan, Ph.D.  
Professor  
School of Teacher Education  
San Diego State University

Leif Fearn, Ed.D.  
Professor  
School of Teacher Education  
San Diego State University

Linda Fielding, Ph.D.  
Associate Professor  
Division of Curriculum & Instruction  
University of Iowa  
Peter J. Fisher, Ph.D.  
Professor  
Reading and Language  
National-Louis University

James Flood, Ph.D.  
Professor  
School of Teacher Education  
San Diego State University

Michael P. Ford, Ph.D.  
Associate Dean  
College of Education and Human  
Services  
University of Wisconsin Oshkosh

Carolyn R. Frank, Ph.D.  
Assistant Professor  
College of Education  
California State University, Los Angeles

Lauren Freedman, Ph.D.  
Associate Professor  
Teaching, Learning, and Leadership  
Western Michigan University

Penny A. Freppon, Ed.D.  
Professor  
Teacher Education - Literacy Program  
University of Cincinnati

Michael Fullan, Ph.D.  
Dean  
Ontario Institute for Studies in  
Education  
University of Toronto

Elaine Furniss  
Senior Education Advisor  
UNICEF

Janet S. Gaffney, Ph.D.  
Associate Professor  
Special Education  
University of Illinois at Urbana -  
Champaign

Linda P. Gambrell, Ph.D.  
Professor and Director  
School of Education  
Clemson University

Judith G. Gasser, Ph.D.  
Adjunct Professor  
Reading Department  
Texas Woman's University

Joseph B. Giacquinta, Ed.D.  
Professor of Educational Sociology  
New York University

Christine J. Gordon, Ph.D.  
Professor of Education  
Division of Teacher Preparation  
University of Calgary

Sharon Greenberg, Ph.D.  
Director of Research  
Center for School Improvement  
University of Chicago

Margaret M. Griffin, Ed.D.  
Cornaro Professor Emerita  
Texas Woman's University

Dana L. Grisham, Ph.D.  
Associate Professor  
College of Education  
San Diego State University

Lois A. Groth, Ph.D.  
Assistant Professor  
Graduate School of Education  
George Mason University

Lee Gunderson, Ph.D.  
Professor and Head, National Reading  
Conference President-Elect  
Language and Literacy Education  
University of British Columbia

Nancy Guth, Ph.D.  
Supervisor, Reading and Language Arts  
Stafford County Public Schools

Barbra Guzzetti  
Professor  
College of Education  
Arizona State University

W. Dorsey Hammond, Ph.D.  
Professor of Education/ Department  
Chair  
Department of Education  
Salisbury University

Douglas K. Hartman, Ph.D.  
Associate Professor  
Instruction and Learning  
University of Pittsburgh

Andrew E. Hayes, Ed.D.  
Associate Professor of Education  
Watson School of Education  
University of North Carolina at  
Wilmington

Hathia A. Hayes, Ed.D.  
Associate Professor of Education  
Watson School of Education  
University of North Carolina at  
Wilmington

Elizabeth Heilman, Ph.D.  
Assistant Professor  
Teacher Education  
Michigan State University

Roxanne Henkin, Ed.D.  
Professor  
Reading and Language  
National-Louis University

Margaret Hill, Ed.D.  
Associate Professor of Reading  
School of Education  
University of Houston - Clear Lake

James V. Hoffman, Ph.D.  
Professor  
Department of Curriculum and  
Instruction  
University of Texas at Austin

Carol J. Hopkins, Ph.D.  
Professor of Literacy Education  
Curriculum and Instruction  
Purdue University

Charlotte S. Huck, Ph.D.  
Professor Emeritus  
School of Teaching and Learning  
The Ohio State University

Gay Ivey, Ph.D.  
Associate Professor  
Reading Education  
James Madison University

Angela M. Jaggard, Ph.D.  
Professor of Education  
Department of Teaching and Learning  
New York University

Ellen Jampole, Ph.D.  
Assistant Director of Graduate Studies  
and Professor  
Literacy Education  
SUNY - Cortland

Linda Janney  
Reading Coach  
K-2 Reading Initiative  
Plam Beach County School Board

Mary Jett, Ph.D.  
Professor  
Curriculum & Instruction  
University of Wisconsin - Milwaukee

Denise Johnson, Ed.D.  
Assistant Professor  
School of Education  
The College of William & Mary

Lynn Nations Johnson, Ph.D.  
Professor  
Teaching, Learning, and Leadership  
Western Michigan University

Francine Johnston, Ed.D.  
Associate Professor of Reading &  
Language Arts  
Curriculum and Instruction  
University of North Carolina at  
Greensboro

Marilyn Johnston, Ph.D.  
Professor  
Integrated Teaching and Learning  
The Ohio State University

Peter Johnston, Ph.D.  
Professor of Reading  
The University at Albany - SUNY

Kathy Jongsma  
Literacy Consultant  
Orlando, FL

George Kamberelis, Ph.D.  
Associate Professor  
Department of Reading  
The University at Albany - SUNY

Rebecca Kantor, Ed.D.  
Professor  
School of Teaching and Learning  
The Ohio State University

Wendy C. Kasten, Ph.D.  
Professor of Curriculum and Instruction  
Teaching Leadership and Curriculum  
Studies  
Kent State University

Douglas Kaufman, Ph.D.  
Assistant Professor  
Curriculum and Instruction  
University of Connecticut

Barbara Kiefer, Ph.D.  
Associate Professor  
Curriculum and Teaching  
Teachers College Columbia University

Ronald D. Kieffer, Ph.D.  
Associate Professor  
School of Teaching and Learning  
The Ohio State University

Kimberly Kimbell-Lopez, Ed.D.  
Assistant Professor  
Curriculum, Instruction, and Leadership  
Louisiana Tech University

James R. King, Ed.D.  
Professor  
Childhood Education  
University of South Florida

Barbara Krol-Sinclair, Ed.D.  
Director  
Intergenerational Literacy Project

Linda D. Labbo, Ph.D.  
Professor  
Reading Education  
University of Georgia

David Landis, Ed.D.  
Associate Professor of Literacy  
Education  
Curriculum and Instruction  
University of Northern Iowa

Diane Lapp, Ed.D.  
Professor of Literacy  
San Diego State University

Barbara Lehman, Ph.D.  
Professor  
School of Teaching and Learning  
The Ohio State University

Lauren Leslie, Ph.D.  
Professor of Education  
Marquette University

Donald J. Leu, Ph.D.  
John & Maria Neag Endowed Chair in  
Literacy and Technology  
Curriculum and Instruction  
University of Connecticut

Henry M. Levin, Ph.D.  
William Heard Kilpatrick Professor of  
Economics and Education  
International and Transcultural Studies  
Teachers College  
Columbia University

Libby A. Limbrick, Ph.D.  
Principal Lecturer and Director  
National Training Programme for  
Resource Teachers: Literacy  
Auckland College of Education

Wayne M. Linek, Ph.D.  
Professor and Doctoral Program  
Coordinator  
Department of Elementary Education  
Texas A&M University - Commerce

Carol V. Lloyd, Ph.D.  
Professor of Education  
Teacher Education Department  
University of Nebraska at Omaha

Rachelle Loven, Ed.D.  
Professor  
Education Department  
University of Sioux Falls

David M. Lund, Ph.D.  
Assistant Professor of Reading  
Education  
Department of Teacher Education  
Southern Utah University

Sarah Mahurt, Ph.D.  
Associate Professor  
Curriculum and Instruction  
Purdue University

James Marshall, Ph.D.  
Associate Dean  
Teacher Education  
University of Iowa

Mona Matthews, Ph.D.  
Associate Professor  
Early Childhood Education  
Georgia State University

John S. Mayher, Ed.D.  
Professor, English Education  
Department of Teaching and Learning  
New York University

William McInerney, Ph.D.  
Professor  
Educational Studies  
Purdue University

Marilyn McKinney, Ph.D.  
Professor  
Curriculum and Instruction  
University of Nevada, Las Vegas  
Maria J. Meyerson, Ph.D.  
Professor of Literacy Education  
Curriculum and Instruction  
University of Nevada, Las Vegas

Judy Nichols Mitchell  
Dean and Professor  
College of Education  
Washington State University

Jane Moore  
Lead Reading Teacher  
Reading Department  
Dallas Independent School District

Gary Moorman, Ph.D.  
Professor of Education  
College of Education  
Appalachian State University

Susan L. Nierstheimer, Ph.D.  
Assistant Professor of Literacy  
Curriculum and Instruction  
Purdue University

Dale Nitzschke, Ph.D.  
Chancellor  
Southeast Missouri State University

John O'Flahavan, Ph.D.  
Associate Professor  
Curriculum and Instruction  
University of Maryland

Glennellen Pace, Ph.D.  
Associate Professor  
Teacher Education, Graduate School of  
Education  
Lewis and Clark College

Jeanne R. Paratore, Ed.D.  
Associate Professor of Education  
Department of Developmental Studies  
and Counseling  
Boston University

Leo W. Pauls, Ed.D.  
Executive Director  
The Jones Institute for Educational  
Excellence  
Emporia State University

P. David Pearson, Ph.D.  
Professor and Dean  
Graduate School of Education  
University of California at Berkeley

Katherine Perez, Ed.D.  
Professor of Reading  
School of Education  
St. Mary's College

Jerry L. Peters, Ph.D.  
Interim Dean  
School of Education  
Purdue University

Shelley Peterson, Ph.D.  
Assistant Professor  
Ontario Institute for Studies in  
Education  
University of Toronto

Lorene Pilcher, Ph.D.  
Professor Emerita  
Early Childhood Education  
Georgia State University

Nancy Place, Ph.D.  
Assistant Professor  
Education  
University of Washington

Gordon M. Pradl, Ed.D.  
Professor of English Education  
Department of Teaching and Learning  
New York University

Taffy E. Raphael, Ph.D.  
Professor of Literacy Education  
College of Education, Curriculum and  
Instruction  
University of Illinois at Chicago

Frank Rapley, Ed.D.  
Professor and Former Dean  
Teaching, Learning, and Leadership  
Western Michigan University

Timothy Rasinski, Ph.D.  
Professor of Curriculum and Instruction  
Department of Teaching, Leadership,  
and Curriculum Studies  
Kent State University

Timothy Reagan, Ph.D.  
Associate Dean, Professor of  
Educational Linguistics and Pediatrics  
Neag School of Education  
University of Connecticut

Victoria Gentry Ridgeway, Ph.D.  
Associate Professor of Reading  
Education  
Curriculum and Instruction  
Clemson University

Victoria J. Risco, Ed.D.  
Professor  
Department of Teaching and Learning  
Peabody College of Vanderbilt  
University

Richard Robinson, Ed.D.  
Professor  
Middle School and Secondary Education  
University of Missouri - Columbia  
Flora V. Rodriguez-Brown, Ph.D.  
Professor  
Curriculum and Instruction  
University of Illinois at Chicago

Rebecca Rogers, Ph.D.  
Assistant Professor  
Department of Education  
Washington University

Deborah Wells Rowe, Ph.D.  
Associate Professor, Early Childhood  
Education  
Peabody College  
Vanderbilt University

Michael R. Sampson, Ph.D.  
Professor and Literacy Researcher  
Department of Elementary Education  
Texas A&M University - Commerce

Nancy R. Santucci  
Reading Specialist  
Highlands Elementary

Seymour B. Sarason, Ph.D.  
Professor Emeritus  
Department of Psychology  
Yale University

Patricia A. Scanlan, Ph.D.  
Associate Professor  
College of Education and Human  
Services  
University of Wisconsin - Oshkosh

Diane L. Schallert, Ph.D.  
Professor  
Department of Educational Psychology  
University of Texas

Patricia L. Scharer, Ph.D.  
Associate Professor  
School of Teaching & Learning  
The Ohio State University

Barbara R. Schirmer, Ed.D.  
Dean, Professor of Special Education  
School of Education and Allied  
Professions  
Miami University

Patricia Ruggiano Schmidt, Ed.D.  
Associate Professor of Literacy  
Education Department  
Le Moyne College

Barbara Seidl, Ph.D.  
Associate Professor  
The Ohio State University

Paul Shaker, Ph.D.  
Dean  
Kremen School of Education & Human  
Development  
California State University at Fresno

Brenda A. Shearer, Ph.D.  
Associate Professor of Literacy  
Education  
Department of Reading Education  
University of Wisconsin Oshkosh

Harold Shepherd  
Senior Lecturer  
Arts and Language Education  
Massey University

John Smith, Ph.D.  
Principal Lecturer, Head of Department  
Department of Education  
Dunedin College of Education

Lawrence L. Smith, Ph.D.  
Professor and Chair  
Department of Elementary Education  
Ball State University

Diane Snowball  
Independent Literacy Consultant  
Australian United States Services In  
Education

Nancy L. Sorenson, Ph.D.  
Dean  
School of Education  
Saint Mary's College

Anna O. Soter, Ph.D.  
Associate Professor  
College of Education  
The Ohio State University

Dixie Lee Spiegel, Ph.D.  
Professor and Senior Associate Dean  
Education  
University of North Carolina at Chapel  
Hill

Rand J. Spiro, Ph.D.  
Professor  
Counseling, Educational Psychology,  
and Special Education  
Michigan State University

Norman A. Stahl, Ph.D.  
Professor and Chair  
Department of Literacy Education  
Northern Illinois University

Steven Stahl, Ed.D.  
Professor  
Department of Reading Education  
University of Georgia

Les Sternberg, Ph.D.  
Dean and Professor  
Department of Educational Psychology  
University of South Carolina

Peter W. Stevens  
President  
The Cambridge Stratford Study Skills  
Institute

Elizabeth G. Sturtevant, Ph.D.  
Associate professor and Program Co-  
Coordinator  
Graduate School of Education  
George Mason University

Karen F. Thomas, Ph.D.  
Professor of Literacy Education and  
Director of McGinnis Reading Center  
and Clinic  
Teaching, Learning and Leadership  
Western Michigan University

Robert J. Tierney, Ph.D.  
Dean  
Education  
University of British Columbia

Michael Townsend, Ph.D.  
Associate Professor  
School of Education  
University of Auckland

Rick Traw, Ed.D.  
Department Head and Associate  
Professor  
Curriculum and Instruction  
University of Northern Iowa

Miriam P. Trehearne  
National Literacy Consultant  
Seconded, Calgary Board of Education

Philip Uri Treisman, Ph.D.  
Director, Charles A. Dana Center  
College of Natural Sciences  
University of Texas at Austin

JoAnne L. Vacca, Ed.D.  
Professor  
Department of Teaching, Learning and  
Curriculum Studies  
Kent State University

Richard T. Vacca, Ph.D.  
Professor of Literacy Education,  
Graduate Program Counselor of  
Curriculum & Instruction  
Department of Teaching, Learning and  
Curriculum Studies  
Kent State University

Carolyn A. Walker, Ph.D.  
Assistant Professor  
Elementary Education  
Ball State University

Sean A. Walmsley, Ed.D.  
Chair, Professor  
Department of Reading  
The University at Albany - SUNY

Nora L. White, Ph.D.  
Associate Professor  
College of Professional Education  
Texas Woman's University

Ian A. G. Wilkinson, Ph.D.  
Assistant Professor  
School of Teaching & Learning  
The Ohio State University

Cheri Williams, Ph.D.  
Associate Professor  
Literacy Education  
University of Cincinnati

Karri Williams, Ph.D.  
Associate Professor  
Teaching and Learning Principles  
University of Central Florida

Nancy Williams, Ph.D.  
Associate Professor  
Childhood Education  
University of South Florida

Kenneth G. Wilson, Ph.D.  
Youngberg Distinguished Professor  
Department of Physics  
The Ohio State University

Shelley Wong, Ed.D.  
Assistant Professor  
School of Teaching & Learning  
The Ohio State University

Catherine Zeek, Ed.D.  
Department Chair and Assistant  
Professor  
Reading  
Texas Woman's University

Nancy L. Zimpher, Ph.D.  
Chancellor  
University of Wisconsin Milwaukee

Jerry Zutell, Ph.D.  
Professor of Education  
Language, Literature, and Culture  
The Ohio State University