

## VITA

### DEBORAH WELLS ROWE

#### PERSONAL INFORMATION

Box 230 Peabody College  
Department of Teaching and Learning  
Vanderbilt University  
Nashville, Tennessee 37203

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#### CURRENT APPOINTMENT

Associate Professor, Early Childhood Education, with tenure.

#### AREAS OF SPECIALIZATION

Sociocognitive and sociocultural aspects of early literacy learning and instruction  
Preschool writing development and instruction  
Qualitative research methods

#### EDUCATION

Ph.D. Indiana University (Language Education, Early Childhood Education), 1986  
M.A.Ed. Wake Forest University (Elementary Education), 1982  
B.S. University of Kentucky (Human Development, Early Childhood Education), 1976

#### PROFESSIONAL EXPERIENCE

*Associate Professor of Early Childhood Education, Language, Literacy, & Culture Program, Peabody College, Vanderbilt University with tenure (1993-present).*  
*Assistant Professor of Early Childhood Education, Peabody College, Vanderbilt University, Department of Teaching and Learning, Nashville, Tennessee (1986-1993).*  
*Associate Instructor, Indiana University, Bloomington, Indiana (1982-1983; 1985).*  
*Research Assistant, Indiana University, Bloomington, Indiana (1983-1985).*  
*Teacher, Kindergarten, Jefferson County Public Schools, Louisville, Kentucky (1977-1981).*

#### TEACHER CERTIFICATION

North Carolina: Early Childhood Education Certificate (K-3), Graduate Level  
Kentucky: Provisional Certificate for Kindergarten, Bachelor's Level

#### PROFESSIONAL AWARDS AND HONORS

Dina Feitelson Research Award, International Reading Association, 2010.  
Fellow, National Conference on Research in Language and Literacy, 1998.  
Finalist, Outstanding Dissertation of the Year Award, International Reading Association, 1988.  
Outstanding Student Research Award, National Reading Conference, 1986

## PUBLICATIONS

### Books: Monographs

Rowe, D. W. (1994). *Preschoolers as authors: Literacy learning in the social world of the classroom*. Creskill, NJ: Hampton Press.

### Books: Edited

Leander, K.M., Rowe, D. W., Dickinson, D. K., Hundley, M. K., & Jimenez, R. T., (Eds.). (2009). *58<sup>th</sup> Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.

Kim, Y., Risko, V. J., Compton, D. L., Dickinson, D. K., Hundley, M. K., Jimenez, R. T., Leander, K. M., Rowe, D. W. (Eds.). (2008). *57<sup>th</sup> Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.

Rowe, D. W., Jimenez, R. T., Compton, D. L., Dickinson, D. K., Kim, Y, Leander, K. L., & Risko, V. J. (Eds.). (2007). *56<sup>th</sup> Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.

### Book Chapters

Rowe, D. W. (2009). Early written communication. In R. Beard, D. Myhill, J. Riley, M. Nystrand (Eds.), *SAGE Handbook of Writing Development* (pp. 213-231). London: Sage.

Rowe, D. W. (2007). Bringing books to life: The role of book-related dramatic play in young children's literacy learning. In K. A. Roskos & J. Christie (Eds.), *Play and literacy in early childhood: Research from multiple perspectives* (2nd ed.) (pp. 37-63). New York: Lawrence Erlbaum Associates.

Rowe, D. W. (2005). Suggestions for further reading on literacy learning and the young child. *Language Arts*, 82(4), 324.

Rowe, D. W. (2003). The nature of young children's authoring. In N. Hall, J. Larson, & J. Marsh (Eds.), *Handbook of Early Childhood Literacy* (pp. 258-270). Thousand Oaks, CA: Sage.

Rowe, D. W. (2000). Bringing books to life: The role of book-related dramatic play in young children's literacy learning In K. Roskos & J. Christie (Eds.), *Play and literacy in early childhood: Research from multiple perspectives* (pp. 3-25). Mahwah, NJ: Lawrence Erlbaum.

Yaden, D. B. Jr., Rowe, D. W., & MacGillivray, L. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, and R. Barr (Eds.), *Handbook of Reading Research, Volume III* (pp. 425-454). Mahwah, NJ: Erlbaum.

Rowe, D. (1995). Whole language instruction. In C. Myers & L. Myers, *The professional educator. A new introduction to teaching and schools*. Belmont, CA: Wadsworth.

Rowe, D. (1995). Thematic Units. In A. Purves (Ed.), *Encyclopedia of English Studies and Language Arts*. New York: Scholastic.

Rowe, D. W., Harste, J. C., & Short, K.G. (1988). The authoring cycle: A theoretical and practical overview. In J. C. Harste, K. G. Short, & C. Burke (Eds.), *Creating classrooms for authors*. (pp. 3-49). Portsmouth, NH: Heinemann.

Rowe, D. W., & Harste, J. C. (1986). Metalinguistic awareness in writing and reading: The young child as curricular informant. In D. Yaden and S. Templeton (Eds.),

*Metalinguistic awareness and beginning literacy: Conceptualizing what it means to read and write* (pp. 235-256). Portsmouth, NH: Heinemann.

Rowe, D. W., & Harste, J. C. (1986). Reading and writing in a system of knowing: Curricular implications. In M. Sampson (Ed.), *The pursuit of literacy* (pp. 126-144). Dubuque, IA: Kendall/Hunt.

### **Refereed Journals**

Rowe, D. W., & Neizel, C. (2010). Interest and agency in two- and three-year-olds' participation in emergent writing. To appear in *Reading Research Quarterly*, 45(2), 169-195.

Rowe, D. W. (2008). The social construction of intentionality: Two-year-olds' and adults' participation at a preschool writing center. *Research in the Teaching of English*, 42(4), 387-434.

Rowe, D. W. (2008). Social contracts for writing: Negotiating shared understandings about text in the preschool years. *Reading Research Quarterly* (43(1), 66-95.

Leander, K., & Rowe, D. W. (2006). Mapping literacy spaces in motion: A rhizomatic analysis of a classroom literacy performance. *Reading Research Quarterly*, 41(4), 428-460.

Rowe, D. W., Fitch, J. F., & Bass, A. (2003). Toy stories as opportunities for reflection in writers' workshop. *Language Arts*, 80, 363-374.

Rowe, D. W., Fitch, J., & Bass, A. (2001). Power, identity, and instructional stance in the writers' workshop. *Language Arts*, 78, 426-434.

Fitch, J. F., & Rowe, D. W. (1998). Children's voices: Responding to literature. *The New Advocate*, 11, 256-257.

Rowe, D. W. (1998). The literate potentials of book-related dramatic play. *Reading Research Quarterly*, 33, 10-35.

Rowe, D. W. (1998). Examining teacher talk: Revealing hidden boundaries for curricular change. *Language Arts*, 75, 103-107.

Rowe, D. W. (1994). Response to McCarthy: The limitations of eclecticism in research design. [Response to "Authors, text, and talk: The internalization of dialogue from social interaction during writing."] *Reading Research Quarterly*, 29, 242-245.

Rowe, D. W. (1989a). Author/audience interaction in the preschool: The role of social interaction in literacy learning. *Journal of Reading Behavior*, 21, 311-349.

Rowe, D. W., & Rayford, L. W. (1987). Activating background knowledge in reading comprehension assessment. *Reading Research Quarterly*, 22, 160-176.

Rowe, D. W. (1986). Does research support the use of "purpose questions" on reading comprehension tests? *Journal of Educational Measurement*, 23, 43-55.

### **Conference Proceedings: Refereed**

Rowe, D. W., & Leander, K. (2005). Analyzing the production of third space in classroom literacy events. In B. Maloch, J. Hoffman, D. Schallert, C. Fairbanks, & J. Worthy (Eds.), *Fifty-fourth National Reading Conference Yearbook* (pp. 318-333). Oak Creek, WI: National Reading Conference.

Rowe, D. W. (1994). Learning about literacy and the world: Two-year-olds' and teachers' enactment of a thematic inquiry curriculum. In D. Leu & C. Kinzer (Eds.): *Forty-third*

- yearbook of the National Reading Conference* (217-229). Chicago: National Reading Conference.
- McLarty, K., Goodman, J., Risko, V.J., Kinzer, C. K., Vye, N., Rowe, D., & Carson, J. (1990). Implementing anchored instruction: Guiding principles for curriculum development. In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple paradigms* (pp. 109-120). Chicago: National Reading Conference.
- Bransford, J., Kinzer, C., Risko, V., Rowe, D., & Vye, N. (1989). Designing invitations to thinking; Some initial thoughts. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction. Thirty-eighth yearbook of the National Reading Conference* (pp. 35-54). Chicago: National Reading Conference.
- Rowe, D. W. (1989b). Preschoolers' use of metacognitive knowledge and strategies in self-selected literacy events. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction. Thirty-eighth yearbook of the National Reading Conference* (pp. 65-76). Chicago: National Reading Conference.
- Rowe, D. W. (1987). Literacy learning as an intertextual process. In J. E. Readence & R. S. Baldwin (Eds.), *Research in literacy: Merging perspectives. Thirty-sixth yearbook of the National Reading Conference* (pp. 101-112). Rochester, NY: The National Reading Conference.
- Rowe, D. W., & Cunningham, P.M. (1983). The effect of two instructional strategies on kindergartners' concept of word. In J. A. Niles & L. A. Harris (Eds.), *Thirty-second yearbook of the National Reading Conference*. Rochester, NY: The National Reading Conference.

#### **Book Reviews**

- Rowe, D. W. (1991). [Review of *Handbook of Reading Research: Volume 11.*] *Journal of Reading Behavior*, **23**, 375-377.
- Rowe, D.W. (1988). [Review of *Supporting Literacy: Developing Effective Learning Environments.*] *Reading Research and Instruction*, **27**, 70-73.

#### **Working Papers**

- Siegel, M, & Rowe, D. W. Webs of Significance: Semiotic Perspectives on Text. To appear in D. Lapp and D. Fisher (Eds.), *Handbook of Research on Teaching the English Language Arts, Third Edition*. New York: Routledge.
- Rowe, D. W. Forms and Meanings in Preschoolers' Writing: Results from the Write Start! Assessment

#### **On-line Dissemination**

- Rowe, D. W. (June 26, 2008). Deborah Rowe interview. Betsy Baker (host). *Voice of Literacy*, International Reading Association. Podcast available at <http://www.voiceofliteracy.org>

### **ERIC Documents and Technical Reports**

- Yaden, D. B. Jr., Rowe, D. W., & MacGillivray, L. (1999). *Emergent literacy: A matter (polyphony) of perspectives*. (CIERA Report #1-0005). Ann Arbor, MI: University of Michigan.
- Rowe, D. W. (1988). *The impact of author/audience interaction on preschoolers' literacy learning*. Nashville, TN: Peabody College, Vanderbilt University. (ERIC Document Reproduction Service No. ED 295 755)
- Rowe, D. W. (1986). *Literacy learning as an intertextual process*. Nashville, TN: Peabody College, Vanderbilt University. (ERIC Document Reproduction Service No. ED 283 124)
- Rowe, D. W. (1985a). A guided tour of the landscapes: Research on reading comprehension instruction. In A. Crismore (Ed.), *Landscapes: A state-of-the-art assessment of reading comprehension research. 1974-1984*. Final Report, Vol. I, USDE-C-300-83-0130. Bloomington, IN: Language Education Department, Indiana University.
- Rowe, D. W. (1985b). Literacy: What messages are we sending? In J.C. Harste & D. Stephens (Eds.), *Toward practical theory: A state of practice assessment of reading comprehension instruction*. Final Report, Vol. II, USDE-C-300-83- 0130. Bloomington, IN: Language Education Department, Indiana University.
- Rowe, D. W. (1985c). The big picture: A quantitative meta-analysis of reading comprehension research. In A. Crismore (Ed.), *Landscapes: A state-of-the-art assessment of reading comprehension research. 1974-1984*. Final Report, Vol. I, USDE-C-300-83-0130. Bloomington, IN: Language Education Department, Indiana University.
- Rowe, D. W. & Harste, J. C. (1985). Surveying the landscapes: Plans and procedures for the research. In A. Crismore (Ed.), *Landscapes: A state-of-the-art assessment of reading comprehension research. 1974-1984*. Final Report, Vol. I, USDE-C-300-83-0130. Bloomington, IN: Language Education Department, Indiana University.

### **PRESENTATIONS (past 10 Years)**

#### **Refereed Presentations: National/International Meetings**

- Dobbs, C., Enciso, P., Florio-Ruane, S., Hartman, D., Perkins, J. H., Rowe, D. W., & Jimenez, R. T. (December, 2009). *Shattering the looking glass of diversity in the past: Editors grappling with diversity for the future*. Chair, Jeanne G. Fain. Alternative Format Session presented at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Rowe, D. W. & Neitzel, C. N., & (April, 2009). *Variations in two-year-olds, writing activities and roles: Transactions between personal interests and social affordances*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rowe, D. W., & Neitzel, C. (2008, December). Interest and involvement: A study of preschool children's strategies for learning about writing across tasks. Paper presented in symposium, M. Matthews (Chair), *The Early Years: The Keystone of Literacy Development*. The annual meeting of the National Reading Conference, Orlando, FL.
- Rowe, D. W. (2008, December). When fluidity meets convention: Two-year-olds and teachers negotiate what it means to write in preschool. Paper presented in symposium, K.

- Wohlwend (Chair), *New Basics” in Early Literacy Apprenticeships: Young Children Writing with Intention, Conventions, and New Literacies*. The annual meeting of the National Reading Conference, Orlando, FL.
- Rowe, D. W. & Neitzel, C. (2008, November). *Planning for writing in preschool classrooms: Children’s interests as an entre to writing*. Paper presented at the annual meeting of the National Council of Teachers of English, San Antonio.
- Rowe, D. W., and Neitzel, C., (June, 2008). *New theories, insights and practices in early writing assessment and instruction*. Symposium presented at Head Start’s Ninth National Research Conference. Washington, D.C.
- Neitzel, C. N., & Rowe, D. W. (March, 2008). The impact of personal interest on preschool writing. Paper presented in symposium, A. Bus (Chair), *New theories, insights, and practices in early writing assessment and instruction*. The annual meeting of the American Educational Research Association, New York, NY.
- Rowe, D. W., & Neitzel, C. N. (November, 2007). The impact of personal Interest on two-year-old’s early interactions with writing. Paper presented in symposium, D. W. Rowe (Chair), *When interest meets opportunity: Preschoolers’ responses to writing activities in the Write Start! Project* at the 57<sup>th</sup> annual meeting of the National Reading Conference, Austin, TX.
- Rowe, D. W. (February, 2007). *Analyzing the production of social space in classroom writing events*. Paper presented at the National Council of Teachers of English Assembly for Research, Nashville.
- Rowe, D. W. (December, 2006). *Expanding the agenda for early writing research: A review and theoretical analysis of research from 1990-2005*. Paper presented at 56<sup>th</sup> Annual Meeting of the National Reading Conference, Los Angeles.
- Rowe, D. W. (April, 2006). *Theoretical perspectives on preschool writing: Creating an expanded agenda for early literacy research*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Rowe, D. W. (2005, December). *The power of “address:” Teacher-child interactions around writing in the preschool*. Paper presented at 55<sup>th</sup> Annual Meeting of the National Reading Conference, Miami.
- Rowe, D. W. (2004, December). *Analyzing the production of third space in classroom literacy events*. Paper presented at 54<sup>rd</sup> Annual Meeting of the National Reading Conference, San Antonio.
- Rowe, D. W. (2004, April). *The construction of intention in writing: Examining beginning writing as sociocultural accomplishment*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- Rowe, D. W. (2003, December). *The performance of literate space through drama*. Paper presented at 53<sup>rd</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Leander, K., Rowe, D., Edwards, D., Seifert, L., & Waters, S. (2003, April). *Literate performances IN and OF space*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Rowe, D. W. (2002, November). *Re-visioning children’s identities and participation through drama in a first grade writer’s workshop*. Paper presented at 92<sup>nd</sup> annual convention of the National Council of Teachers of English, Atlanta.

- Rowe, D. W. (2001, February). *The social construction of literate identities in a first grade writers' workshop*. Paper presented at the 2001 NCTE Assembly for Research Midwinter Conference, Berkley, CA.
- Rowe, D. W. (2001, November). Rewriting literate identities in writer's workshop. Paper presented in research strand symposium, D. Rowe (Chair), *Identity in classroom discussions: How do students, teachers, and researchers construct stability and change?* 91<sup>st</sup> annual convention of the National Council of Teachers of English, Baltimore, MD.
- Rowe, D. W. (2000, December). *Power, identity, and instructional stance in the writers' workshop: Sociocultural perspectives on the learning and teaching of writing in elementary classrooms*. Paper presented at the 50th Annual Meeting of the National Reading Conference, Scottsdale, AZ
- Rowe, D. W. (2000, December). Appraising an examination of young children's use of drama and dramatic play in response to literature. Paper presented in E. Gray (Chair), *Looking at ourselves looking at literacy: The creative tension of decision-making in qualitative research*. Symposium presented at the 50th Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Rowe, D. W. (2000, March). Why drama? The rationale for creating multiple entry points to literacy. Paper presented in D. Rowe (Chair), *Reimagining our stories: Exploring the perspectives of characters and audience through drama*. Session presented at the 2000 Spring Conference of the National Council of Teachers of English, New York, NY.
- Rowe, D. W., & Fitch, J.F. (2000, March). Creating a lived-through experience for exploring characters' perspectives. Paper presented in D. Rowe (Chair), *Reimagining our stories: Exploring the perspectives of characters and audience through drama*. Session presented at the 2000 Spring Conference of the National Council of Teachers of English, New York, NY.
- Rowe, D. W. (1999, November). *Reimagining the reading/writing workshop: Teachers and young writers explore the potentials of drama and dramatic play*. Paper presented at the 89th annual convention of the National Council of Teachers of English, Denver, CO.
- Rowe, D. W. (1999, May). The use of drama to support children's engagements with books. Paper presented in S. Neuman & C. C. Block (Chairs), *Developmentally appropriate practice in early literacy: Exemplary instruction*. Preconvention institute presented at the 44th annual meeting of the International Reading Association, San Diego, CA.

#### **Invited Presentations: National Meetings**

- Rowe, D. W. (2009, December). Panel Member. *Writing for NRC Publications*. Panel presentation at the annual meeting of the National Reading conference, Albuquerque, NM.
- Rowe, D. W. (2008, December). Publishing qualitative research in the *The Reading Research Quarterly*. Panel presentation in D. Bloome & I. Wilkinson (chairs), *Writing for the Reading Research Quarterly (RRQ)*. Annual meeting of the National Reading Conference, Orlando, FL.
- Rowe, D.W. (2008, November). *Seeing Writing Through Preschool Eyes: Lessons for Writing Teachers*. Invited keynote presentation for day of Early Childhood, National Council of Teachers of English annual meeting, San Antonio, TX.

- Rowe, D. W. (2008, March). *The social construction of intentionality: Naming and negotiating preschool writing*. Invited lecture, Martha King Center for Language and Literacies, The Ohio State University, Columbus, OH.
- Rowe, D. W. (2005, May). *Keynote address. What have we learned since Language Stories and Literacy Lessons? The potentials of reframing early literacy learning as social practice*. Harste-Burke Retirement Conference, Bloomington, IN.
- Rowe, D. W. (2002, February). *Literacy for all learners. Lessons from emergent literacy research*. Department of Curriculum and Instruction, University of Kentucky, Lexington, KY.

### **Invited Presentations: State and Regional Meetings**

- Rowe, D. W. (2009, July). *Preschoolers learning to write: What literacy teachers can learn from our youngest writers*. Keynote talk presented at the South Carolina Reading First Early Childhood Institute. Columbia, SC.
- Rowe, D. W., & Leong, D. (2005, July). *Early childhood writing*. Literacy Strand Workshop presented at Tennessee Pre-K Summer Institute, Vanderbilt University, Nashville, TN.

### **GRANTS**

- Enhanced Language and Literacy Success*. (2008-2011). Co-principal investigator with David Dickinson. U.S. Dept. of Education Early Reading First grant (funded: \$3,421,324.00).
- The Write Start! Project: An Investigation of 2- to 5-Year-Olds' Participation in Writing in Preschool Classrooms*. (2007-2009). Co-principal investigator with Carin Neitzel. National Council of Teachers of English, Research Foundation (funded: \$12,060).
- Learning to write in preschool: An investigation of transactions between children's interests, self-regulation strategies, and curriculum*. (2005-2006). Co-principal investigator with Carin Neitzel. Peabody College Small Grant, Vanderbilt University (funded: \$7,880).
- Transitions to literacy: A study of first graders' connections between reading, writing, and drama (1999-2000)*. Principal investigator. Peabody College, Vanderbilt University (funded: \$7,725).
- Young children's responses to literature: Making meaning through drama and dramatic play*. (1998-1999). Principal investigator. National Council of Teachers of English Research Foundation (funded: \$10,670).
- Responding to literature through play: A study of elementary students' book-to-play connections*. (1998-1999). Vanderbilt University Research Council (funded: \$6,960).
- A study of school-based literacy experiences for two-year-olds*. (1990-1991). Principal investigator. Vanderbilt University Research Council (funded: \$7,065).
- Macro-contexts to facilitate learning*. (1988-1990). Investigator. OERI (funded: \$450,000 over three years).

### **TEACHING**

- EDUC 3390: Literacy Development  
 EDUC 3912: Methods of Educational Research: Qualitative  
 EDUC 2217: Language Arts in Elementary Schools

**ADVISING: 2009**

<u>Undergraduate Advisees:</u>	15 students
<u>M.Ed Advisees:</u>	
M.Ed. Academic Advisor	13 students
<u>Doctoral Student Advisees:</u>	
Dissertation Advisor:	1 student
<u>Dissertation Committee Member:</u>	10 students

**PROFESSIONAL SERVICE****National Panels**

Participant, IRA/NICHD Early Childhood Literacy Research Workshop, Washington, D.C.,  
February 14, 2005.

**Editorships**

Co-editor, *Journal of Early Childhood Literacy*, 2008-2011.  
Co-editor, *Yearbook of the National Reading Conference*, 2006-2011.  
Co-editor, Special Issue on Multimodality, *Journal of Early Childhood Literacy*, 2009, vol. 9( 2).

**Editorial and Review Boards**

Editorial Board, *Reading Research Quarterly*, 1989-2003, 2006-2010.  
Program Committee, National Reading Conference, 1987-2010.  
Program Reviewer, Division C: Section 1, American Educational Research Association, 2002-2005, 2006-2009.  
Program Reviewer, Language and Social Processes SIG, American Educational Research Association, 2006-2009.  
Guest Reviewer, *Exceptional Children*, 2008-2009.  
Guest Reviewer, *American Journal of Play*, 2009.  
Guest Reviewer, *Language Arts*, 2009.  
Editorial Board, *Language Arts*, 1992-2003, 2006-2008.  
Editorial Board, *Journal of Early Childhood Literacy*, 2007.  
Editorial Board, *Journal of Literacy Research*, 2002-2005.  
Member, Editorial Advisory Review Board, *National Reading Conference Yearbook*, 1988-2004.  
Guest Reviewer, *Sociology of Education*, 2002.  
Guest Reviewer, *Journal of School Psychology*, 2000.  
Guest Reviewer, *Discourse Processes*, 1999, 2000  
Conference Proposal Reviewer, American Educational Research Association, 1999-2003.  
Guest Reviewer, *Language Arts*, 1991-1992. 2004-2005.  
Guest Reviewer, *Journal of Special Education*, 1991.  
Guest Reviewer, *Journal of Reading Behavior*, 1990, 1991.  
Guest Reviewer, *Journal of Classroom Interaction*, 1987,1988.  
Guest Reviewer, *Linguistics & Education*, 1996.

Review Panel Member, Teacher As Researcher Committee manuscripts, International Reading Association, 1991.

### **Roles in Professional Organizations**

Reviewer, Research Grant Proposals, Studies and Research Grants Subcommittee, International Reading Association, 2008, 2009.

Member, Early Career Award Committee, National Reading Conference, 2006-2008

Chair, David H. Russell Award Committee, National Council of Teachers of English, 2001-2002.

Member, David H. Russell Award Committee, National Council of Teachers of English, 2000-2001.

Member, Early Childhood Issues Committee, National Council of Teachers of English, 1999-2001.

Secretary, National Conference on Research in Language and Literacy, 1995-1998.

Member, Newspaper in Education Committee, International Reading Association, 1996-1997.

Member, Field Council, National Reading Conference, 1992-1995.

Member, Ad Hoc Nominating Liaison Committee, National Reading Conference, 1993.

Member, Professional Development Fund Committee, International Reading Association, 1990-1991.

Member, Subcommittee on Special Institutes and Seminars, International Reading Association, 1988-1991.

Member, Outstanding Student Research Committee, National Reading Conference, 1986-1988.

Co-Chair, Student Member Activities, Tennessee Association of Young Children Conference, 1987-1988.

### **Membership in Professional Organizations**

Member, American Educational Research Association.

Member, Center for the Expansion of Learning and Thinking.

Member, International Reading Association.

Fellow, National Conference on Research in Language and Literacy

Member, National Council of Teachers of English.

Member, National Reading Conference/Literacy Research Association.

### **Other Service Roles**

External review of tenure documents, (University of South Carolina, 2009).

Professional Development Provider (Preschool Literacy Instruction), Early Reading First Grant, Metro United Way/Read to Succeed (Samantha Wigand & Clare Terry, Directors), 2007-2008.

Professional Development Provider (Preschool Literacy Instruction), Early Reading First Grant, University of Alabama/Project CORE (Rochelle Dail, Director) 2007, 2008.

External review of tenure documents, (University of Kentucky, 2002; 2003).

Consultant to Department of Research and Evaluation, Metropolitan Public Schools, Nashville, Tennessee for analysis of qualitative data (Reading Instruction Interviews), 2001-2002.

Member, K-2 Reading Assessment Alignment Committee, Tennessee State Department of Education, 2000-2001.

Member, Reading Accomplishments Committee, Tennessee State Department of Education, 2000.

External review of tenure documents, (Indiana University—Bloomington; The Ohio State University, 2000).

External reviewer of tenure documents, (University of Arizona, University of Southern California), 1998.

## **COMMUNITY SERVICE**

### **Roles in Professional Organizations**

Co-Chair, Annual Conference on Literacy and Curriculum, Peabody College, Vanderbilt University, TAWL of Middle Tennessee, 1995-1999.

University Liaison, Teachers Applying Whole Language of Middle Tennessee, 1996-1999.

### **Local Meetings and Workshops**

Rowe, D. W. (2008, August). *Writing with preschoolers: Teaching tips for the writing center*. Presentation of Metropolitan Nashville Public Schools PreKindergarten teachers. Nashville, TN.

Rowe, D.W., Fitch, J. F., & Bass, A. S. (1999, October). *Reimagining the reading/writing workshop: Teachers and young writers explore the potentials of drama and dramatic play*. Invited presentation at monthly meeting of Teachers Applying Whole Language of Middle Tennessee, Nashville, TN.

Rowe, D. W. (1998, Jan.- May). *The Writers' Workshop: Teaching Writing in the Elementary School*. A series of in-service workshops presented for the faculty of Walnut Grove and Hunters Bend Elementary School, Williamson County Public Schools, Franklin, TN.

Rowe, D. W., & Fitch, J. (1997, April). *Tools for change: Strategies for Meaning-centered instruction*. Workshop presented at the Third Annual Conference on Language and Literacy, co-sponsored by Teachers Applying Whole Language of Middle Tennessee, the Department of Teaching and Learning, and Peabody College of Vanderbilt University. Nashville, TN.

Rowe, D. W. (1996, October). *Building bridges to literacy: Literacy experiences for preschoolers*. Workshop presented for the faculty of Forest Hills Day School, Brentwood, TN.

Rowe, D. W. (1996, March). *Encouraging preschoolers to explore literacy*. Workshop presented for the faculty of Epworth Young Children's School, Franklin, TN.

Rowe, D. W., & Fitch, J. (1996, April). *Whole language basics*. Workshop presented at the Second Annual Conference on Language and Literacy, co-sponsored by Teachers Applying Whole Language of Middle Tennessee, the Department of Teaching and Learning, and Peabody College of Vanderbilt University. Nashville, TN.

Rowe, D. W. (1995, April). *The literate potentials of play*. Workshop presented at the First Annual Conference on Language and Literacy, co-sponsored by Teachers Applying Whole Language of Middle Tennessee, the Department of Teaching and Learning, and Peabody College of Vanderbilt University. Nashville, TN.

- Rowe, D. W. (1995, May). *The potentials of literacy-related play: Learning about print, one's self, and the world*. Invited talk presented to the Nashville Area Association on Young Children, Fifth Annual Director's Day Conference, Nashville, TN.
- Rowe, D. W. (1995, October). *Exploring the meanings of books through dramatic play*. Invited talk presented to faculty of Westminster Kindergarten, Nashville, TN.
- Rowe, D. W. (1994, September). *Whole Language: Theory and practice*. Invited talk presented to monthly meeting of Teachers Applying Whole Language of Middle Tennessee, Nashville, TN.
- Rowe, D. W. (1994, April). *Learning as a social and cultural process: Classroom implications of Vygotsky's theories*. Invited paper presented at the fourth annual Director's Day, Nashville Area Association on Young Children, Nashville, TN.
- Rowe, D. W. (1994, February). *Connecting to the world outside of school: Organizing for child-centered inquiry in kindergarten*. Inservice workshop presented to Kindergarten teachers, Williamson County Public Schools, Franklin, TN.
- Rowe, D. W. (1993, April). *Social and cultural dimensions of learning: Classroom implications of Vygotsky's theories*. Invited paper presented at the third annual Director's Day, Nashville Area Association on Young Children, Nashville, TN.
- Rowe, D. W. (1992, October). *Helping your preschooler connect with books*. Invited talk presented to annual Open House and Parent Meeting, Westminster Kindergarten and Toddlers and Twos Program, Nashville, TN.
- Rowe, D. W. (1991, November). *What is whole language reading instruction? How do children learn to read?* Invited talk presented to Parent Meeting, Lower School, University School of Nashville, Nashville, TN.
- Rowe, D. W. (1991, November). *Kidwatching: Observing young children as they learn to read and write*. Invited talk presented to monthly meeting of Teachers Applying Whole Language, Nashville Chapter, Nashville, TN.
- Rowe, D. W. (1991, August). *Making connections through reading and writing*. Workshop given for Westminster Kindergarten, Nashville, TN.
- Rowe, D. W. (1989, October). *Reading and writing with preschoolers*. Invited talk presented to annual Open House and Parent Meeting, Westminster Kindergarten and Westminster Mother's Day Out Program, Nashville, TN.
- Rowe, D. W. (1989, March). *Young children can write!* Invited talk presented at the Nashville Association for Young Children quarterly meeting, Nashville, TN.
- Rowe, D. W. (1988, September). *Creating literacy environments for preschoolers*. Workshop given for Westminster Kindergarten and Belmont United Methodist Day Care, Nashville, TN.